

COURSE HANDBOOK

Master of Business Administration (MBA) /

Master of Business Administration with Finance
(MBA)

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1st semester

Course Descriptors

June 2022

Leadership

COURSE DESCRIPTOR

Course name	Leadership
Module name	Leadership
Level	7
Course Code	DLMBLSE
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	<p>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.</p>
Course aims	<p>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.</p>

Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • 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	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<p>1. An Overview of Leadership</p> <p>1.1 Leadership and Personality: Trait Theories</p> <p>1.2 Leadership as a Skill: Attribute and Behavior Theories</p> <p>1.3 Positive Reinforcement: Behavioral Theories</p> <p>1.4 Leadership Dependent on the Situation: Situational Approaches</p> <p>1.5 Situational and Contingency Theories</p> <p>1.6 Theory of Functional Leadership Behavior</p> <p>1.7 Integrated Psychological Theory</p>

	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 5.1 Management Tools - Definition 5.2 Organizational Management Tools 5.3 Personnel Management Tools 6. Managerial Functions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 7.1 Knowledge 7.2 Cultural Value Change and Subjectification 7.3 Globalization
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	<p>7.4 Technological Progress</p> <p>7.5 Change Management – Leadership in Times of Change</p> <p>8. Successful Employee Management</p> <p>8.1 Measuring Leadership Style and Leadership Behavior</p> <p>8.2 Measuring Transactional and Transformational Leadership with the Multifactor Leadership Questionnaire (MLQ)</p> <p>8.3 Correlation of Leadership Behavior with Subjective and Objective Success Criteria</p> <p>8.4 Validation of Leadership Success Using Situational Factors</p> <p>8.5 Leadership Principles Guiding Leadership Behavior</p>
Assessment method	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes)</p> <p>Weighting: 100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading:</p> <p>See IU coursebook on Leadership.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • 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 emotional intelligence. 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 recognizing others. San Francisco, CA: Jossey-Bass. (Database: CIANDO). • Maslow, A. (1954). Motivation and personality. New York, NY: Harper & Row.

	<ul style="list-style-type: none"> • Norton, R. W. (1975). Measurement of ambiguity tolerance. <i>Journal of Personality Assessment</i>, 39(6), 607–619. (Database: EBSCO). • Trilling, L. (1972). <i>Sincerity and authenticity</i>. Cambridge, MA: Harvard University Press. (Database: EBSCO).
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Innovation and Entrepreneurship

COURSE DESCRIPTOR

Course name	Innovation and Entrepreneurship
Module name	Innovation and Entrepreneurship
Level	7
Course Code	DLMBIE-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	<p>In today's globalized and digital world, entrepreneurs have more opportunities to develop and market products and services than ever before. However, entrepreneurship, whether in the form of entrepreneurship or intrapreneurship, presents special challenges. In order to avoid the typical pitfalls of starting and growing a business, a sound understanding of innovation management and building a business is essential. Particular attention must be paid to the financing of entrepreneurial activity, both from the perspective of the entrepreneur and the investor.</p> <p>Innovation and entrepreneurial activity are the basis and driving force of our economy. Even looking at other economies, it is obvious that innovation and entrepreneurship are crucial at every stage of economic development. Small enterprises in developing countries initiate the development of economic institutions and create supply, demand, and markets. These enterprises lay the foundation for economic development and growth. In developed economies, innovation and entrepreneurship are the driving forces behind competition and competitiveness in the global context. In all parts of the world, family businesses play the most important role. The rapid technological and social change present in our societies requires the innovative use of digital technologies (internet and artificial intelligence), as well as flexibility in handling new forms of organization (e.g., strategic alliances between</p>

	companies). This course introduces students to the ideas behind, motives, and drivers of entrepreneurial activity and innovation and teaches them the practical aspects of the identification, analysis, and development of innovations and business ideas. The core competence of the entrepreneur—the ability to negotiate with investors and partners—is also addressed.
Course aims	This course introduces students to the ideas behind, motives, and drivers of entrepreneurial activity and innovation and teaches them the practical aspects of the identification, analysis, and development of innovations and business ideas. The core competence of the entrepreneur — the ability to negotiate with investors and partners — is also addressed.
Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • understand the importance, fundamentals, and dimensions of entrepreneurship and its derivatives (intrapreneurship, corporate entrepreneurship, stakeholder relationships, and family businesses). • analyze the opportunities and challenges associated with evaluating a business idea and setting up a business. • distinguish between the different motivations behind entrepreneurial activity and develop specific objectives for new enterprises. • develop a business model, including benchmarks for assessing desired sustainable growth. • apply different legal forms to business start-ups and select the appropriate legal form for a specific business model. • understand the different ways in which entrepreneurship and innovation can be financed and weigh them against each other in terms of medium- and long-term advantages and disadvantages. • develop a rigorous business plan that can be used both as a planning and financing instrument. • apply, in principle, an entrepreneurial mindset in a variety of different contexts of future professional development.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <div> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: </div> <div> <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial </div> <div> <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops </div> <div> <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </div>
Indicative content	<ol style="list-style-type: none"> 1. Entrepreneurship <ol style="list-style-type: none"> 1.1 Entrepreneurship and entrepreneur 1.2 Enterprise related theories of entrepreneurship 1.3 The economic significance of entrepreneurship 2. Company formation strategy

	<ul style="list-style-type: none"> 2.1 Different contexts in which companies are founded 2.2 The Entrepreneur 2.3 Business models and strategies 3. Innovation and innovation management <ul style="list-style-type: none"> 3.1 Innovation 3.2 Innovation management 3.3 Protection of intellectual property 3.4 Case study: BMW Empathic Design 4. Legal form in international comparison <ul style="list-style-type: none"> 4.1 Germany 4.2 International comparison: USA 5. Financing entrepreneurial activity I: Sources of finance <ul style="list-style-type: none"> 5.1 Incubators, accelerators and crowdfunding 5.2 Business angels 5.3 Private equity and corporate venture capital 5.4 Public start-up support 6. Financing entrepreneurial activity II: Financing processes <ul style="list-style-type: none"> 6.1 The investor view: Deal sourcing and deal screening 6.2 The entrepreneurial view: Negotiations with investors 6.3 The evaluation of business start-ups 7. The business plan <ul style="list-style-type: none"> 7.1 Purpose and objectives of the business plan 7.2 Expectations regarding the business plan 7.3 Structure and content of the business plan 7.4 Guidelines for creating a business plan 8. Digital business models and artificial intelligence <ul style="list-style-type: none"> 8.1 e-Business 8.2 Artificial intelligence 8.3 The Globotics Evolution 9. Cooperative strategy: Alliances and joint ventures <ul style="list-style-type: none"> 9.1 Cooperative strategy 9.2 The right “fit” 9.3 The right “form” 10. Family-owned company <ul style="list-style-type: none"> 10.1 Definitions 10.2 Economic significance 10.3 Strengths and weaknesses
Assessment method	<p>Summative assessment: Formative assessment: Exam (90 minutes); Weighting: 100%</p> <p>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.</p>

	This course offers several practice exams.
Reading list	<p>Required reading:</p> <p>See IU coursebook on Innovation and Entrepreneurship.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • Mariotti, S., & Glackin, C. (2016). Entrepreneurship: Starting & operating a small business (4th ed.). Pearson. • Parker, S. C. (2009). The economics of entrepreneurship (pp. 1–28). Cambridge University Press. • Scarborough, N. M., & Cornwall, J. R. (2019). Essentials of entrepreneurship and small business management (9th ed.). Pearson.
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Corporate Finance

COURSE DESCRIPTOR

Course name	Corporate Finance
Module name	Corporate Finance
Level	7
Course Code	DLMINRE
Credit Value	10 UK Credits
Study-load	Contact hours: 30 Student managed learning hours: 12
Pre-requisites	None
Co-requisites	None
Dis-requisites	None
Course leader	Name: Prof. Dr. David Florysiak
Module content outline	How is funding provided to a corporate activity? How much loan capital and/or own capital does one need? Which projects are worth investing in? What is the actual value of a company? What instruments are available to measure the value of a company and assess financial markets? How can one ensure an optimal balance between the competing goals of liquidity, safety, yield, and growth? This course offers answers to these and other complex questions on the topic of financing and investing. The introduction deals with portfolio selection and capital market theory. With this theoretical foundation, various financing types and capital structures are then explained in detail. Well-known corporate assessment procedures, such as the discounted cash flow method, are presented, as are different calculations that can be used to inform decision making. A critical element of the course is the topic of mergers and acquisitions. Case studies are included to illustrate which parties are typically involved in a merger or acquisition and what criteria is used to determine the success of such a venture. The course concludes with the topic of finance planning.
Course aims	This course provides students with a basic understanding of portfolio and capital market theory.
Learning Outcomes	Having completed this module, students will be able to <ul style="list-style-type: none"> • know the key components of corporate finance.

	<ul style="list-style-type: none"> • use financial mathematical methods. • apply the previously learned methods by using selected data sets and case studies. • understand the capital structures of a corporation as well as their need to make investment and funding decisions. • apply the common methods of business valuation and understand the basics of mergers & acquisitions.
Careers/Graduate destinations	Entry to mid to senior level positions with managerial responsibilities.
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ol style="list-style-type: none"> 1. Portfolio and Capital Market Theory <ol style="list-style-type: none"> 1.1 Capital Markets and Informational Efficiency 1.2 Portfolio Theory 1.3 CAPM 2. Stock and Portfolio Analysis <ol style="list-style-type: none"> 2.1 Measures of Risk and Performance 2.2 Stock Analysis 3. Optimal Capital Structure <ol style="list-style-type: none"> 3.1 Capital Structure Based on the Traditional Theorem 3.2 Capital Structure According to Modigliani/Miller 3.3 Neo-Institutional Capital Structure Model 4. Types of Financing <ol style="list-style-type: none"> 4.1 Internal and External Financing 4.2 Debt Financing 4.3 Equity Financing 4.4 Additional Financing Options 5. Capital Budgeting <ol style="list-style-type: none"> 5.1 Fundamental Concepts 5.2 Static Capital Budgeting Methods 5.3 Dynamic Investment Calculation Methods 6. Business Valuation <ol style="list-style-type: none"> 6.1 Purpose and Methods of Business Valuation 6.2 Individual Valuation Methods 6.3 Total Valuation Methods 6.4 Weighted Average Cost of Capital (WACC) 7. Corporate Control and M&A <ol style="list-style-type: none"> 7.1 The Market for Corporate Control: Mergers and Acquisitions 7.2 Motivations for M&A Transactions 7.3 Phases of M&A Transactions 8. Specific Forms of M&A, Private Equity, Due Diligence, and IPOs

	<p>8.1 Due Diligence</p> <p>8.2 Friendly and Hostile Takeovers, LBOs, MBOs, and MBIs, and IPOs</p> <p>8.3 Private Equity & Venture Capital Companies</p> <p>9. Corporate Governance</p> <p>9.1 Internal and External Corporate Governance</p> <p>9.2 Example of Legal Basis: Sarbanes Oxley Act (SOX)</p> <p>9.3 Effect on the Company Performance and the Significance of Ownership Structures</p> <p>9.4 Additional Financing Options</p> <p>10. Financial Planning</p> <p>10.1 Principles of Financial Planning</p> <p>10.2 Cash Budgeting</p> <p>10.3 Projected Financial Statements and Ratios</p>
Assessment method	<p>Summative assessment:</p> <p>Formative assessment: Exam (90 minutes); Weighting: 100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading:</p> <p>See IU coursebook on Corporate Finance.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • Brealey, R., Myers, S. C., & Allen, F. (2016). Principles of corporate finance (12th ed.). New York, NY: McGraw-Hill Education. • Brealey, R. A., Myers, S. C., & Marcus, A. J. (2015). Fundamentals of corporate finance (8th ed.). New York, NY: McGraw-Hill Education. • Brigham, E. F., & Daves, P. R. (2016). Intermediate financial management (12th ed.). Boston, MA: Cengage. • Copeland, T. E., Weston, J. F., & Shastri, K. (2014). Financial theory and corporate policy (Pearson New International ed.). Harlow: Pearson Education. • Damodaran, A. (2014). Applied corporate finance (4th ed.). Hoboken, NJ: Wiley & Sons.
Other Learning Resources	See MyCampus platform.

Course Descriptors June 2022

International Marketing

COURSE DESCRIPTOR

Course name	International Marketing
Module name	International Marketing
Level	7
Course Code	DLMMARE
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. Josephine Zhou-Brock
Module content outline	<p>The most important task of international marketing is recognizing which international markets and business-related dependencies should be targeted for the marketing of products and services. The course begins with defining key terms and concepts associated with the field of marketing management and then extrapolates these to the international context. The first section of the course equips students with an understanding of how to perform a structured analysis of international markets, using elements of the “PEST Analysis” (political, legal, economical, socio- cultural, and technological frameworks). Strategical aspects of marketing as well as instruments used to analyze the marketing mix are discussed as they relate to the international context.</p> <p>Inadequate consideration of marketing orientation as well as underestimating the impact of cultural differences both present serious threats to the success of any corporation. This course shall therefore analyze and discuss contemporary case studies involving multinational corporations to elucidate these potential threats. Industry-based case studies also offer students the opportunity to put into practice the knowledge and tools acquired in this course to address some of the specific challenges of international marketing.</p>
Course aims	The course begins with defining key terms and concepts associated with the field of marketing management and then extrapolates these to the international context. It equips students with an understanding of how to

	perform a structured analysis of international markets, using elements of the “PEST Analysis” (political, legal, economical, socio- cultural, and technological frameworks).								
Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • transfer well-known marketing management concepts to an international context, recognize limitations of their transferability, and continually develop these concepts. • perform a structural analysis of the context surrounding specific internationalizing decisions, recognize the various contexts in these scenarios, and formulate alternative decisions. • assess different strategic and political marketing alternatives in specific scenarios using relevant criteria and develop a decision template for developing marketing plans. • combine actual issues from industry with the most recent scientific insights into successful marketing approaches in order to develop the skills and knowledge required to manage international marketing in a corporate setting. 								
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities								
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Lectures</td> <td><input type="checkbox"/> Group Work:</td> </tr> <tr> <td><input type="checkbox"/> Seminars</td> <td><input checked="" type="checkbox"/> Tutorial</td> </tr> <tr> <td><input type="checkbox"/> Laboratory</td> <td><input type="checkbox"/> Workshops</td> </tr> <tr> <td><input type="checkbox"/> Practical</td> <td><input checked="" type="checkbox"/> VLE Activities</td> </tr> </table>	<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:	<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops	<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities
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<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops								
<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities								
Indicative content	<ol style="list-style-type: none"> 1. Introduction to International Marketing <ol style="list-style-type: none"> 1.1 Issues Related to International Marketing 1.2 Environmental Factors in International Market Development 1.3 Features of Buying Behavior in International Marketing 2. International Marketing Strategies <ol style="list-style-type: none"> 2.1 Marketing Segmentation and Market Selection 2.2 Market Entry Strategy 2.3 Market Exit Strategy 3. International Market Research <ol style="list-style-type: none"> 3.1 Qualitative and Quantitative Primary Research 3.2 International Survey and Observations 4. International Marketing for Specific Sectors <ol style="list-style-type: none"> 4.1 Industrial Goods Sector 4.2 Consumer Goods Sector 4.3 Wholesale and Retail Sector 4.4 Service Sector 5. International Products <ol style="list-style-type: none"> 5.1 Product Policy 								

	<p>5.2 Product Mix and Degree of Standardization</p> <p>5.3 Brand Policy</p> <p>6. International Pricing and Terms and Sales Policies</p> <p>6.1 Pricing on International Markets</p> <p>6.2 Types of Price Discrimination</p> <p>6.3 Credit and Discount Policy</p> <p>7. International Promotion</p> <p>7.1 International Promotion</p> <p>7.2 International Promotion Mix</p> <p>7.3 Optimal Standardization</p> <p>8. International Distribution</p> <p>8.1 Distribution Channels, Intermediaries, and Distribution Schemes</p> <p>8.2 Organizational Forms for International Market Development</p> <p>8.3 Potential for Standardization</p> <p>9. International Marketing Mix</p> <p>9.1 Home Country Orientation</p> <p>9.2 Global Orientation</p> <p>9.3 Multinational Orientation</p>
Assessment method	<p>Formative assessment:</p> <p>Summative assessment: Exam (90 minutes); Weighting: 100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading: See IU coursebook on International Marketing</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> Bradley, F. (2004). International marketing strategy (5th ed.). Toronto: Pearson Education.
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Managerial Economics

COURSE DESCRIPTOR

Course name	Managerial Economics
Module name	Managerial Economics
Level	7
Course Code	DLMBME-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: Sascha Benk
Module content outline	This course takes an in-depth look into the economic framework underlying markets and economies and the economic rationale underlying strategic decisions. In order to enable students to analyze the economic environment and draw conclusions from a managerial perspective, the first part of the course is devoted to the description and analysis of market forces. Following this, strategic decision making makes up the second half of the course. In particular, these latter units deal with the role of different market structures and asymmetric information as well as the fundamentals of game theory, which supports students to understand with the underlying decision making processes at work in modern economics.
Course aims	In order to enable students to analyze the economic environment and draw conclusions from a managerial perspective, the first part of the course is devoted to the description and analysis of market forces. Following this, strategic decision making makes up the second half of the course.
Learning Outcomes	Having completed this module, students will be able to <ul style="list-style-type: none"> • Define the scope of managerial economics and describe its contribution to both entrepreneurial decision-making and economic theory at large.

	<ul style="list-style-type: none"> • Identify and interpret various macroeconomic indicators and analyze the role of macroeconomic factors in shaping governmental and central bank policies. • Calculate various elasticities of demand and accurately estimate future demand using regression analysis. • Identify price and non-price determinants of supply and calculate production and cost functions. • Identify various market structures and evaluate pricing strategies adopted by firms. • Evaluate the role and effectiveness of policies to reduce the occurrence of market failure. • Recognize the role of understanding risk in managerial decision-making and select advantageous capital budgeting projects. • Apply theories of economic behavior and design entrepreneurial strategies to successfully manage a company and secure for it a competitive advantage.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ol style="list-style-type: none"> 1. The Nature, Scope, and Method of Managerial Economics <ol style="list-style-type: none"> 1.1 The Nature and Scope of Managerial Economics 1.2 The Method of Managerial Economics 2. The Macroeconomic Environment <ol style="list-style-type: none"> 2.1 Macroeconomic Conditions and the Business Cycle 2.2 Government and Central Bank Policies 3. Market Force: Demand <ol style="list-style-type: none"> 3.1 The Theory of Demand 3.2 Elasticity of Demand 3.3 Demand Estimation 4. Market Force: Supply <ol style="list-style-type: none"> 4.1 The Theory of Supply 4.2 Price Determination 4.3 Production Theory 4.4 Cost Theory 5. Market Structures and Competition <ol style="list-style-type: none"> 5.1 Theories of the Firm 5.2 Market Structures 5.3 Pricing Strategies 6. Government Regulation and Industry <ol style="list-style-type: none"> 6.1 Market Failures

	<p>6.2 Government Policies to Reduce Market Failure</p> <p>7. Strategic Analysis and Decision-Making</p> <p>7.1 Game Theory</p> <p>7.2 Information and Decision-Making</p> <p>7.3 Auctions</p> <p>8. Capital Budgeting and Risk</p> <p>8.1 Capital Budgeting</p> <p>8.2 Investment Analysis</p> <p>8.3 Risk Versus Uncertainty</p>
Assessment method	<p>Summative assessment:</p> <p>Formative assessment: Exam (90 minutes); Weighting: 100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading:</p> <p>See IU coursebook on Managerial Economics</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • Keat, P. G., Young, P. K., & Erfle, S. E. (2014). Managerial economics: Economic tools for today's decision makers (7th ed.). Upper Saddle River, NJ: Prentice Hall. • McGuigan, J. R., Moyer, R. C., & Harris, F. H. (2017). Managerial economics: Applications, strategies and tactics (14th ed.). Boston, MA: Cengage Learning. • Perloff, J. M., & Brander, J. A. (2017). Managerial economics and strategy (2nd ed.). Upper Saddle River, NJ: Pearson. • Png, I. (2016). Managerial economics (5th ed.). Abingdon: Routledge.
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Performance Measurement

COURSE DESCRIPTOR

Course name	Performance Measurement
Module name	Performance Measurement
Level	7
Course Code	DLMBPM
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. Tobias Broweleit
Module content outline	<p>After specifying a company's strategic goals, managers face the challenge to implement these strategies. Performance measurement and performance management support the implementation of strategy by using performance measures to address financial and non-financial/operational aspects. Consequently, students get to know the function of performance measurement and performance management as part of the overall management functions. Furthermore, they will acquire an understanding of various performance aspects (e.g. financial drivers measured by the economic value added, customer drivers measured and managed by customer lifetime value, process drivers measured and managed in the context of continuous improvement programs).</p> <p>Understanding financial performance measurement concepts is especially crucial before students go on to identify operational drivers.</p>
Course aims	<p>Students get to know the function of performance measurement and performance management as part of the overall management functions. Furthermore, they will acquire an understanding of various performance aspects (e.g. financial drivers measured by the economic value added, customer drivers measured and managed by customer lifetime value, process drivers measured and managed in the context of continuous improvement programs).</p>

Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • Describe the history of performance measurement theory and its influence of present-day understanding of performance measurement. • Report on a business's financial performance using accounting calculations (such as return on equity, return on assets, return on investment, earnings per share, gross profit margin, etc.) and market-based calculations (such as price-to-earnings ratio, net present value, internal rate of return, etc.). • Explain the economic value added (EVA) model and calculate this metric using data from the company. • Identify, define, and track drivers of operational performance, specifically quality, dependability, speed, cost, and flexibility. • Derive performance metrics, such as customer satisfaction or sales forecast-to-plan performance, and link these with overall performance targets to create a performance measurement system. • Conduct a customer profitability analysis using activity-based costing and calculate customer lifetime value using company data. • Summarize strategies for benchmarking and measuring intellectual capital. • Measuring organizational performance using the following tools: Balanced Scorecard, the EFQM Excellence Model, the Performance Prism and the SMART Pyramid approach. • Evaluate the strengths and weaknesses of different performance measurement metrics and frameworks. 								
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities								
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Lectures</td> <td><input type="checkbox"/> Group Work:</td> </tr> <tr> <td><input type="checkbox"/> Seminars</td> <td><input checked="" type="checkbox"/> Tutorial</td> </tr> <tr> <td><input type="checkbox"/> Laboratory</td> <td><input type="checkbox"/> Workshops</td> </tr> <tr> <td><input type="checkbox"/> Practical</td> <td><input checked="" type="checkbox"/> VLE Activities</td> </tr> </table>	<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:	<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops	<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities
<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:								
<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial								
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops								
<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities								
Indicative content	<ol style="list-style-type: none"> 1. Performance Measurement as Part of the Overall Management Framework <ol style="list-style-type: none"> 1.1 Theories Before 1950 1.2 Theories After 1950 2. Measuring Financial Performance <ol style="list-style-type: none"> 2.1 Reviewing Traditional Models of Financial Performance Measurement 2.2 The Economic Value Added (EVA) Metric 3. Drivers of Operational Performance <ol style="list-style-type: none"> 3.1 The Five Operations Performance Objectives 3.2 Analysis of Performance Drivers 								

	<p>4. Customer Profitability Analysis, Lifetime Value, and Benchmarking</p> <p>4.1 Profitability Analysis</p> <p>4.2 Customer Lifetime Value</p> <p>4.3 Benchmarking</p> <p>5. Intellectual Capital Measurement and Management</p> <p>5.1 Importance and Challenges of Intellectual Capital Measurement</p> <p>5.2 Approaches of Managing and Measuring Intellectual Capital</p> <p>6. Performance Measurement Concepts</p> <p>6.1 Objectives of Performance Measurement Systems</p> <p>6.2 The Balanced Scorecard</p> <p>6.3 Performance Prism and SMART Pyramid</p> <p>6.4 European Foundation for Quality Management (EFQM)</p> <p>7. Common Characteristics of Different Concepts</p> <p>7.1 Common Characteristics of Different Concepts</p> <p>7.2 Pitfalls in Performance Measurement and Management</p>
Assessment method	<p>Summative assessment:</p> <p>Formative assessment: Exam (90 minutes); Weighting. 100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading:</p> <p>See IU coursebook on Performance Measurement</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • Neely, A. (2007). Business performance measurement: Theory and practice (2nd ed.). Cambridge: Cambridge University Press. • Simons, R. (2000). Performance measurement and control systems for implementing strategy: Text and cases (International ed.). Upper Saddle River, NJ: Prentice Hall.
Other Learning Resources	<p>See MyCampus platform.</p>

2nd semester

Course Descriptors June 2022

Strategic Management

COURSE DESCRIPTOR

Course name	Strategic Management
Module name	Strategic Management
Level	7
Course Code	DLMB SME
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. Josephine Zhou-Brock
Module content outline	<p>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 analyze 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 analyzing 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.</p>
Course aims	<p>Various methods of strategic market analysis are presented in this course so as to allow students to evaluate risks and opportunities in markets and understand strengths and weaknesses of organizations that face specific market situations. Students are supported to plan strategic alternatives and to implement and control these by taking on fictitious roles within the organization.</p>

Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • 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. • analyze 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 analyzing the opportunities and threats facing their organization. • evaluate strategies by employing appropriate controlling tools.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<ol style="list-style-type: none"> 1. What is Strategy? <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 5.1 Areas to Consider When Formulating a Strategy

	<p>5.2 Strategic Options</p> <p>5.3 Outsourcing</p> <p>5.4 Product Portfolio Analysis Using the BCG Matrix</p> <p>5.5 Product Portfolio Analysis Using the GE-McKinsey Matrix</p> <p>6. What International Strategies Are Available?</p> <p>6.1 Why Do Companies Go International?</p> <p>6.2 What Factors Contribute to the Decision About Which Country to Invest In?</p> <p>6.3 How Can a Company Invest Internationally?</p> <p>7. Do-It-Yourself, Buy, or Ally?</p> <p>7.1 Do-It-Yourself</p> <p>7.2 Mergers and Acquisitions (M&As)</p> <p>7.3 Strategic Alliances</p> <p>7.4 How to Decide Whether to Buy, Ally, or Do-It-Yourself?</p> <p>8. How to Evaluate Strategies?</p> <p>8.1 How to Evaluate Strategy?</p> <p>8.2 Implementing Strategy</p>
Assessment method	<p>Summative assessment:</p> <p>Formative assessment: Written exam (90 minutes); Weighting:100%</p> <p>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.</p> <p>This course offers several practice exams.</p>
Reading list	<p>Required reading:</p> <p>See IU coursebook on Strategic Management.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Porter, M. (2008). On competition (2nd ed.). Boston: Harvard Business Review Press.
Other Learning Resources	See MyCampus platform.

Course Descriptors

June 2022

Business Ethics and Corporate Governance

COURSE DESCRIPTOR

Course name	Business Ethics and Corporate Governance
Module name	Business Ethics and Corporate Governance
Level	7
Course Code	DLMBAEBCG
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	The ability to demonstrate their capacity to link business ethics and corporate governance, both theoretically and based on an example from business practice and 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 <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: </p> <p> <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial </p> <p> <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops </p> <p> <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ol style="list-style-type: none"> Introduction to Business Ethics and Corporate Governance <ol style="list-style-type: none"> 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 Ethics Theories <ol style="list-style-type: none"> 2.1 Ethics Theories 2.2 Comparison between Deontology and Utilitarianism 2.3 Business Ethics Concepts evolving from Ethics Theories Business Ethics Problem Areas and Solutions <ol style="list-style-type: none"> 3.1 Categorization of Ethical Problems in Business 3.2 Components of a Corporate Ethics Program 3.3 Ethics Implementation in Business Practice Basic Perspectives of Corporate Governance <ol style="list-style-type: none"> 4.1 Important Terms and Definitions of Corporate Governance 4.2 Approaches to Corporate Governance 4.3 The Concept of Control Monitoring Concepts for Corporate Governance <ol style="list-style-type: none"> 5.1 Governance Mechanisms 5.2 Governance Systems 5.3 Corporate Governance Codes Combining Business Ethics and Corporate Governance <ol style="list-style-type: none"> 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	<p>Formative assessment:</p> <p>Summative assessment: Written Assignment (12-15 pages for the main body of the text*)</p> <p>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</p>

	<p>their final assessment. Formative assessment is also used as part of the process of supporting students reflect on their own learning.</p> <p>*The main body of the text includes the introduction, main text and conclusion</p> <p>The following components are therefore excluded:</p> <ul style="list-style-type: none"> - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography
Reading list	<p>Required reading:</p> <p>See IU coursebook on Business Ethics and Corporate Governance.</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • 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.
Other Learning Resources	<p>See MyCampus platform.</p>

Course Descriptors

June 2022

Operations and Information Management

COURSE DESCRIPTOR

Course name	Operations and Information Management
Module 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	<p>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</p>

	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	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • 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	Mid to senior level positions with managerial responsibilities								
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Lectures</td> <td><input type="checkbox"/> Group Work:</td> </tr> <tr> <td><input type="checkbox"/> Seminars</td> <td><input checked="" type="checkbox"/> Tutorial</td> </tr> <tr> <td><input type="checkbox"/> Laboratory</td> <td><input type="checkbox"/> Workshops</td> </tr> <tr> <td><input type="checkbox"/> Practical</td> <td><input checked="" type="checkbox"/> VLE Activities</td> </tr> </table>	<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:	<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops	<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities
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<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops								
<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities								
Indicative content	<ol style="list-style-type: none"> 1. Introduction to operations management <ol style="list-style-type: none"> 1.1 Definition, subjects, and tools of operations management 1.2 Operations management under circumstances of conflicting demands 2. Preparation of reliable demand forecasts <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 3.1 Central problem aspects 3.2 Arbitrary locations and transport costs 3.3 Optimization with pre-determined locations 								

	<p>3.4 Site selection and response times</p> <p>4. Process design and process planning</p> <p>4.1 Process types</p> <p>4.2 Process structure</p> <p>4.3 Process performance</p> <p>4.4 Priority rules for planning and controlling processes</p> <p>5. Inventory management and production control</p> <p>5.1 Models for optimizing stocks</p> <p>5.2 Continuous inventory management</p> <p>5.3 Function and application areas of MRP II and Just in Time</p> <p>5.4 Methods for optimal planning of capacities and production plans</p> <p>6. Information systems in the supply chain</p> <p>6.1 Increased performance through product and process design</p> <p>6.2 Order policy, demand forecasts, and demand planning</p> <p>6.3 Hellingrath and Kuhn's three-pillar approach</p> <p>6.4 Requirements for supply chain information systems</p> <p>6.5 Market analysis of selected IT systems</p> <p>7. Behavioral operations management</p> <p>7.1 Decision heuristics for solving complex problems</p> <p>7.2 Decision behavior and decision prognosis</p> <p>7.3 Decision influencing</p>
Assessment method	<p>Formative assessment:</p> <p>Summative assessment: Case Study (7-10 pages for the main body of the text*)</p> <p>Weighting: 100%</p> <p>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.</p> <p>*The main body of the text includes the introduction, main text and conclusion</p> <p>The following components are therefore excluded:</p> <ul style="list-style-type: none"> - Title page - Table of contents - List of images and/or tables - List of abbreviations - List of appendices - Appendices and further material - Bibliography

Reading list	<p>Required reading: See IU coursebook on Operations and Information Management</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<ul style="list-style-type: none"> • 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	<p>Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course Summative: weighted components above</p>
Reading list	<p>Essential reading for this course is:</p> <p>Cecchetti, S. G. (Stephen G. & Schoenholtz, K. L. (2017) Money, banking, and financial markets. 5th ed. Dubuque: McGraw-Hill Education.</p> <p>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.</p>

Course Descriptors

June 2022

Financial Institutions

COURSE DESCRIPTOR

Module name	Financial Markets, Institutions and Instruments
Course name	Financial Institutions
Level	7
Module Code	LIBFMMGMFMII
Course Code	LIBFMMGMFMII02
Credit Value	15 UK Credits
Programmes	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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) <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial

	<input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
Indicative content	<ul style="list-style-type: none"> • 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	<p>Assessment Type Code: Written Assignment</p> <p>Weighting %: 50%</p> <p>Submission week: n/a</p> <p>Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course</p> <p>Summative: weighted components above</p>
Reading list	<p>Essential reading for this course is:</p> <p>Cecchetti, S. G. (Stephen G. & Schoenholtz, K. L. (2017) Money, banking, and financial markets. 5th ed. Dubuque: McGraw-Hill Education.</p> <p>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.</p>

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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

	<p>financial crime and cyber</p> <ul style="list-style-type: none"> • LO5: Discuss the need for innovation and the Sandbox initiatives function from a regulatory perspective
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ul style="list-style-type: none"> • 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	<p>Assessment Type Code: Written Assignment</p> <p>Weighting %: 50%</p> <p>Submission week: n/a</p> <p>Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course</p> <p>Summative: weighted components above</p>
Reading list	<p>Essential reading for this course is:</p> <ul style="list-style-type: none"> • 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. <p>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</p>

	available or available via KnowledgeBank, as recommended by your course lecturer.
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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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

	<p>consumer protection</p> <ul style="list-style-type: none"> • LO6: Discuss future trends in financial and regulation technologies in addition to the ESG impact on risk-management
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ul style="list-style-type: none"> • 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	<p>Assessment Type Code: Written Assignment</p> <p>Weighting %: 50%</p> <p>Submission week: n/a</p> <p>Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course</p> <p>Summative: weighted components above</p>
Reading list	<p>Essential reading for this course is:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

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	<ul style="list-style-type: none"> • 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	<p>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.</p> <p>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.</p> <p>This course investigates and explores this 4th industrial revolution and leadership skills that organisations will require to face this significant change.</p>
Learning Outcomes	Having completed this module, students will be able to <ul style="list-style-type: none"> • LO.1 Demonstrate broad knowledge and understanding of the various FinTech verticals such as payments, remittances, lending and investments.

	<ul style="list-style-type: none"> • 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	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </p>
Indicative content	<ul style="list-style-type: none"> • Introduction to FinTech • Technology & regulation • Routes to market • Customers and customer behaviour • Competition and collaboration • Emerging trends
Assessment method	<p>Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course Summative: weighted components above</p>
Reading list	<p>Essential reading for this course is:</p> <ul style="list-style-type: none"> • 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,

	<p>Industries, and Our Lives, Simon & Schuster</p> <p>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.</p>
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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	<ul style="list-style-type: none"> • 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	<p>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.</p> <p>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</p>

	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	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • 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	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Lectures</td> <td><input type="checkbox"/> Group Work:</td> </tr> <tr> <td><input type="checkbox"/> Seminars</td> <td><input checked="" type="checkbox"/> Tutorial</td> </tr> <tr> <td><input type="checkbox"/> Laboratory</td> <td><input type="checkbox"/> Workshops</td> </tr> <tr> <td><input type="checkbox"/> Practical</td> <td><input checked="" type="checkbox"/> VLE Activities</td> </tr> </table>	<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:	<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops	<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities
<input checked="" type="checkbox"/> Lectures	<input type="checkbox"/> Group Work:								
<input type="checkbox"/> Seminars	<input checked="" type="checkbox"/> Tutorial								
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Workshops								
<input type="checkbox"/> Practical	<input checked="" type="checkbox"/> VLE Activities								
Indicative content	<ul style="list-style-type: none"> • Introduction to Alternative Finance • Technology & regulation • Customer impact • Competition and collaboration • Emerging trends 								
Assessment method	<p>Assessment Type Code: Written Assignment Weighting %: 50% Submission week: n/a Length: 90 min</p> <p>The Pass mark for the course and each component is 50%.</p> <p>Formative: individual and group throughout the course Summative: weighted components above</p>								

<p>Reading list</p>	<p>Essential reading for this course is:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
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Course Descriptors June 2022

Capstone Project: Capstone Thesis and Thesis Defense

COURSE DESCRIPTOR

Module name	Capstone: Capstone Thesis & Thesis Defense
Course name	Capstone: Capstone Thesis & Thesis Defense
Level	7
Course Code	MBCPA
Credit Value	45 UK Credits
Study-load	Contact hours: 0 Student managed learning hours: 450
Pre-requisites	Capstone Thesis: Completion of courses totaling a minimum of 180 UK Credits; Capstone Thesis Defense: Submission of the Capstone Thesis
Co-requisites	None
Dis-requisites	None
Course leader	TBD
Module content outline	<p>Capstone Thesis: The students independently prepare the written capstone thesis. The aim of the Capstone Thesis is to effectively apply the knowledge acquired throughout the MBA course to an academic paper that has a thematic reference to the MBA course. The thesis can take the format of a business plan or a consulting report. The thesis is an independent piece of work, that, with the guidance of a supervisor, seeks to scientifically analyze and critically discuss a chosen issue, and suggest possible solutions. The chosen topic from the student's area of specialization should demonstrate their acquired competence in the functional area, yet also enrich and round out the student's scientific knowledge. This will optimally prepare the student for the needs of their future career path. Capstone Thesis Defense: The Thesis Defense is done after handing in the capstone thesis. This will take place at the invitation of the supervisor. A second examiner will also be present alongside the supervisor. The students have to prove that they have independently produced the content in the Capstone Thesis by providing a detailed presentation of their project. The Thesis Defense presentation should consist of the most relevant information from the report (including methodology, research, project outcomes, and recommendations), and is followed by a question-and-answer round led by the supervisor.</p>

Course aims	The aim of the Capstone Thesis is to effectively apply the knowledge acquired throughout the MBA course to an academic paper that has a thematic reference to the MBA course. The Capstone Thesis Defense presents the most important results of the capstone project followed by the student answering questions from the examiners/experts.
Learning Outcomes	<p>Having completed this module, students will be able to</p> <ul style="list-style-type: none"> • Capstone Thesis: <ul style="list-style-type: none"> ○ demonstrate their skills in producing an academic paper transferring the competences acquired during their MBA studies, as well as their acquired knowledge of a practical problem and its solution. ○ reflect the current academic level of knowledge of the chosen topic. ○ make use of respective theoretical knowledge specific to the chosen practical case and culminate in suggested practical courses of action. • Capstone Thesis Defense: <ul style="list-style-type: none"> ○ The main goal of the thesis defense is for students to provide evidence of their ability to transfer professional and methodical expertise to a practical case. In addition, the student should demonstrate that he/she can actively take part in a thematically oriented discussion with a subject area expert. Finally, the thesis defense serves to provide students with the opportunity to display presentation-specific communication techniques in the context of a goal-oriented, academic interaction.
Careers/Graduate destinations	Mid to senior level positions with managerial responsibilities
Teaching and learning methods	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <div> <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: </div> <div> <input type="checkbox"/> Seminars <input type="checkbox"/> Tutorial </div> <div> <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops </div> <div> <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities </div> <input checked="" type="checkbox"/> Thesis
Indicative content	<ul style="list-style-type: none"> • Capstone Thesis: <ul style="list-style-type: none"> ○ The content of the Capstone Project shall be decided upon by the MBA students together with the supervisor. However, the supervisors have the right to recommend specific topics for students. ○ The Capstone Thesis can take the format of a business plan or of a consulting report. ○ A business plan should include at least the following points (however, this is not a compulsory structure): <ul style="list-style-type: none"> ○ Summary

	<ul style="list-style-type: none"> ○ Description of the planned product/the service offer ○ Founding team ○ Market analysis ○ Marketing and sales planning ○ Operations and organization ○ Financial planning ○ Literature ○ A consulting report should include at least the following points (however this is not a compulsory structure): <ul style="list-style-type: none"> ○ Summary ○ Problem description and circumstances ○ Goal setting ○ Method ○ Analysis ○ Recommendation ○ Literature • Capstone Thesis Defense: <ul style="list-style-type: none"> ○ The Capstone Thesis Defense consists of a presentation of the most important results of the capstone project followed by the student answering questions from the examiners/experts.
Assessment method	<p>Formative assessment:</p> <p>Summative assessment: Written Assessment: Capstone Thesis</p> <p>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.</p>
Reading list	<p>Required reading:</p> <p>See coursebook on Capstone Project</p> <p>Additional reading (optional):</p> <ul style="list-style-type: none"> • Capstone Thesis: <ul style="list-style-type: none"> ○ Bailey, S. (2011): Academic Writing for International Students of Business. Routledge. ○ Bender, S.L. (2003): Producing the Capstone Project. Kendall Hunt Publishing. ○ Swales, J. M./Feak, C. R. (2012): Academic Writing for Graduate Students: Essential Tasks and Skills. (3rd ed.). Michigan Series in English for Academic & Professional Purposes.

	<ul style="list-style-type: none"> • Capstone Thesis Defense: <ul style="list-style-type: none"> ○ Subject specific chosen by the student
Other Learning Resources	See MyCampus platform.