



# Warwick Business School

## Undergraduate Exchange Student

### Module Handbook: 2023 – 2024



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## WBS Undergraduate Exchange Module Handbook

The WBS Module Handbook provides information regarding modules available to Exchange students at Warwick Business School (WBS). WBS welcomes 200+ exchange students annually, and while with us, you study modules alongside our full-time Undergraduate students.

We will do our best to help you register on your preferred modules, but we are unable to guarantee places on modules. Module registration is subject to availability and registration is not guaranteed.

Whilst every effort is made to ensure that the information presented in this module catalogue is current, there may be unavoidable changes during the academic year.

If you have any questions, please contact our friendly and experienced Undergraduate Programme team:



### WBS Core Values

Warwick Business School is a world-class business school at the heart of a world-class university. We welcome students from all over the world. This wide range of cultures fuels our community and creates an exciting environment for diverse discussion and debate. Our unique core values provide a challenging and innovative learning culture that will prepare you for success in your future career and propel you towards your individual goals.

#### WBS Core values

##### Curiosity:

Learning as a way of life – **inquisitive, aware, engaged, connected**

##### Openness:

Cosmopolitan mindset, embracing diversity and different perspectives – **respectful, thoughtful, considerate, inclusive**

##### Restlessness:

Always challenging convention to find a better way – **questioning, reflecting, innovating, imagining**

##### Excellence:

Never compromising our high standards – **timely, prepared, responsible, ambitious**



## Credit Accumulation and Transfer Scheme (CATS)

Warwick uses the [Credit Accumulation and Transfer Scheme \(CATS\)](#) to express credit weightings for each unit of learning.

Credit is a quantified means of expressing and measuring learning equivalence, awarded for the demonstrable achievement of learning outcomes. The University recognises credit as a means of measuring, describing and comparing learning achievement which sets out how much learning is required for each course and at what level. Warwick uses the Credit Accumulation and Transfer Scheme (CATS) to express credit weightings for each unit of learning. Credit is expressed in quantified form so that achievement in different contexts can be broadly compared in terms of intellectual depth (level) and relative volume (number of credits).

The CAT Scheme equates 1 credit (or credit point) with 10 hours of learning effort or notional learning time, used as a measure of volume. Notional learning time is the number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes. This might comprise a variable combination of contact time, (lectures, seminars, labs etc.) and self-directed learning time (background reading prior to classes, research for written assignments, completion of assessments and examination preparation).

Thus, a module allocated 15 credits or 'CATS points' should require students to commit approximately 150 hours of work to achieving the learning outcomes for the module.

In common with other UK universities, the University of Warwick equates 2 Warwick CATS credits to 1 European Credit Transfer System (ECTS) credit. For example:

15 CATS = 7.5 ECTS | 30 CATS = 15 ECTS  
Modules are 15 CATS in WBS.

### Credit Load

The course load for exchange students is the following for each period of study:

<b>Autumn Term only:</b>	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
<b>Autumn and Spring Terms:</b>	Minimum 90 CATS	(6 x 15 CATS modules)
	Maximum 120 CATS	(8 x 15 CATS modules)
<b>Spring only:</b>	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
<b>Spring and Summer Terms:</b>	Minimum 45 CATS	(3 x 15 CATS modules)
	Maximum 60 CATS	(4 x 15 CATS modules)
<b>Full Academic Year:</b>	Minimum 90 CATS	(6 x 15 CATS modules)
	Maximum 120 CATS	(8 x 15 CATS modules)

In addition:

- You must be registered for a minimum of 3 modules per term (45 CATS) to ensure you meet the requirement to be considered a full-time student at Warwick.

- The **Summer Term** at Warwick is predominantly an assessment and examination term and very limited teaching takes place.
- Student studying at Warwick for the Full Year or Spring & Summer term must select assessments **which include at least one exam in the Summer Term.**
- Your home university should guide you on how many credits you must take in order to meet the learning requirements of your exchange.

## Choosing Your Modules

WBS offers a diverse and exciting range of modules taught across 9 specialist Subject Groups, and while with us you'll be studying alongside our full-time Undergraduate students.

Our subject groups are:

- Accounting
- Behavioural Science
- Entrepreneurship & Innovation
- Finance
- Information Systems & Management
- Marketing
- Operations
- Organisation & Work
- Strategy & International Business

When considering your module choices, you might like to think about the following: -

**Pre-requisites:** Some modules require a pre-requisite because it builds on prior learning. Check out the information on pre-requisites in the specific module pages below for guidance on prior learning requirements.

**Taking modules with a different year code:** Modules are coded by year, for example 2<sup>nd</sup> year modules are coded IB2XX and final year modules are coded IB3XX.

**Size of module and timetable:** The challenge of timetabling without clashes is something that we, along with all other departments, aspire to. Seminar timetabling processes attempt to accommodate the maximum number of people on a module, but naturally larger modules will have more seminar options. Although this should not be a key driver of module choice you should be aware that choosing a larger module can potentially give you more flexibility around seminars to help fit around other commitments.

**Professional Body Exemptions:** Exchange Students from overseas universities intending to take any finance and accounting modules need to be aware that completion of these modules at Warwick might not be recognised as appropriate qualifications by the relevant professional bodies in the students' home countries. This arises from the differences in accounting practices between the UK and other countries. Should you require exemptions you will need to liaise with your external provider to verify exemptions.

## Teaching and Assessment

**Teaching method:** WBS is proud of the innovative methods of teaching employed by many of our academic staff. Acting skills, simulation and role play feature in some modules.

**Teaching term:** You must check the module is running during the period you are studying with us. Term 1 modules run during Autumn Term and Term 2 modules run during Spring Term. Some modules are only available to study if you are with us for the full academic year. It is important to check whether a module is available for your period of study.

**Assessment Methods:** There may be more than one assessment method listed for some modules. As an exchange student, you are required to register for the assessment method associated with your period of study, as set out in the module information contained in this Handbook.

If you are not sure whether you have selected the correct assessment method, you can ask a member of the Undergraduate Team to check after you arrive.

Part-Year students must take the assessment method specified for their length of study at Warwick. **No exceptions can be made to the type of assessment taken or the credit attached to the module.**

Students studying at Warwick for the Full Year or Spring & Summer Term must select assessment methods **which include at least one exam in the Summer Term.**

**Assessment:** While this should not be the only thing you consider, you may want to consider the assessment methods (exams, coursework, continuous assessment, group work etc.) of modules and what best supports your preferred learning style.

## Yourself and your future

**Your interests and your strengths:** Which modules have you studied already at your home University, and which did you enjoy most or do well in? Is there a pattern to this? Where you have not met your own expectations, is there a reason which relates to the structure or style of the module and the way you have responded? Is there a module Warwick excels in that is not offered at your home University?

**Theme or career:** An interest in a particular subject might lead you to choose certain modules along a theme. Module offerings from each WBS Teaching Group can have common interests, for example Behavioural Science or Entrepreneurship.

**Balance your time:** Do think carefully about when you take modules and how you will balance your workload. When do assessments fall? How much group work is involved? Think about how you will make sure that your workload is manageable across the year.

### Don't forget ...

**Have a Plan B:** Although we strive to avoid it wherever possible, some modules may be over-subscribed and it may be necessary to select alternative modules. What are your second-choice modules? Which other modules could complement your pattern of study?



**Talk it through:** Talking things over is useful, and academic help and guidance on building your perfect Learning Plan is available from your Inbound Year Abroad Co-ordinator, Dr Juan Lopez-Cotarelo (Juan.Lopez-Cotarelo@wbs.ac.uk). If you would like any academic guidance, do contact Juan, who you will meet at the Welcome session. On arrival, you'll also be allocated a Personal Tutor who can assist you with academic guidance.

## Unusual Options

### **What is an Unusual Option?**

An Unusual Option is any module that is taken from a department outside of Warwick Business School. This can also be referred to as 'non-base' or 'external'.

### **Can I take Unusual Options? How many?**

You can take up to 2 modules per term from external departments (maximum 30 CATS).

We will need to evaluate requests on a case-by-case basis, as in some cases students may be permitted to take a higher number of Unusual Options, dependent on your duration of study and home university requirements.

### **How do I request an Unusual Option?**

If you would like to choose a module in an external department (outside WBS) you will need to complete an 'Unusual Option Form' on your arrival at WBS. This needs to be approved by the other department and it is your responsibility to ensure the assessment method is correct. These forms can be obtained online (the link is found in the welcome email you receive from WBS) and the department running the module is required to complete this form.

### **How do I complete my module application with an Unusual Option?**

On your module application on my.wbs you should select the 'Unusual Option' code which is listed under your modules. You do not need to enter details of what the Unusual Option is at this stage – this will be completed on your Unusual Option form.

If you apply for an Unusual Option but are then unable to complete the option you had wanted (either because it is no longer available in the other department or because you change your mind) you will be able to choose another WBS module in week 1 of term.

### **Can I study anything at all? How do I find out about modules I can study?**

Other Warwick departments are able to tell you about the modules they offer to students external to their department so you should contact their Undergraduate teams directly. Some departments that WBS students have studied with before include (but are not limited to):

IATL (Institute for Advanced Teaching and Learning): see

[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/activities/modules/ugmodules/](http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules/)

Economics: see <https://warwick.ac.uk/fac/soc/economics/about/contact-us/>

PAIS (Politics and International Studies): <http://www2.warwick.ac.uk/fac/soc/pais/people/>

Law: <https://www2.warwick.ac.uk/fac/soc/law/aboutus/contacts/>

### **Is there anything else I should consider when applying for an Unusual Option?**

Be aware that by studying in a different department you may experience different teaching styles, different student support and different assessment requirements, which you will need to adapt

to. You will submit assignments to other departments through different systems (not my.wbs) so will need to allow time to get up-to-speed with their systems too.

Be aware that if you are taking modules that are aimed at different year groups (for example if you are a finalist and are taking modules aimed at 2<sup>nd</sup> year students), if the module has an exam, your exam may be timetabled at a different time to the rest of your exams.

## Pre-Requisites

### What is a pre-requisite?

A pre-requisite is a requirement(s) that needs to have been fulfilled before you can register on a module, for example a specific level of prior learning you must have studied in order to successfully follow a module.

### Why do some modules have pre-requisites?

Modules that have pre-requisites require that you've studied previous modules/courses, as the module builds on the prior learning and the pre-requisites ensure that you will have enough existing knowledge or understanding of the subject to be successful on that module.

### How can I find out which modules have pre-requisites?

The Exchange Module Handbook information below will provide pre-requisite information for each module.

## Academic Guidance

Exchange students have access to a wide range of support for academic guidance.

### Your Inbound Exchange Co-ordinator:

Dr Juan Lopez-Cotarelo is the Inbound Exchange Co-ordinator for WBS, and is on hand to provide dedicated support and academic guidance throughout your studies at WBS. If you would like assistance or advice in selecting modules or building your perfect learning plan, contact Juan on [Juan.Lopez-Cotarelo@wbs.ac.uk](mailto:Juan.Lopez-Cotarelo@wbs.ac.uk).

### Your Personal Tutor:

On arrival, you will be allocated a Personal Tutor. Becoming part of the learning community at Warwick and making the most of your studies brings lots of opportunities, new ways of working, and sometimes challenges that your Personal Tutor can guide you on. Personal tutoring is one of the ways in which the University builds a learning community and supports your learning development.

Personal Tutors are academic staff whose key responsibilities in this role are to be an accessible and approachable departmental point of contact. They aim to provide responsive academic and routine wellbeing support and guidance that supports your learning development and experience.

Typical things you might want to discuss with your Personal Tutor include:

- Making the transition into your exchange studies at WBS.
- Tips on how to feel part of your department, your knowledge of discipline(s) and the wider university.

- How to develop your skills and abilities as an independent learner.
- Advice on any learning feedback you have received or about how to develop your academic performance.
- Advice on where to find out about development opportunities and other sources of support (including wellbeing) which you might need.

#### **Module Leaders:**

Every module has a Module Leader. The Module Leader is responsible for ensuring that the module is taught and assessed to the highest academic standards, with up-to-date and relevant course material. Module Leaders bring all elements together into a rewarding and productive educational experience. If you have any questions on specific modules, contact the Module Leader for guidance.

### **WBS Module Application and Registration System**

Offer holders will be contacted prior to their arrival at WBS to organise module registration. They will receive information and guidance via email regarding module selection and application. Offer holders will be able to apply for WBS modules in advance of arrival, and all non-WBS module applications can be organised on arrival with the requisite department.

## **Glossary of Terms**

#### **Academic Credit**

Credit is a measure of the quantity of learning contained in a module or course. Students are awarded credits when they complete and pass a module and achieve the learning outcomes at a threshold level. The number of credits awarded is the same for every student who passes the module and extra credits cannot be given to reward good or excellent performance. The level of achievement in a module - how well a student has done - is captured in the module mark.

Credit does not tell you how "difficult" a module is - this is captured by the level of the module (IB1xx, IB2xx etc.).

#### **Assessments**

Every module is approved with a set of characteristics, including a specified credit weight, defined intended learning outcomes, and assessment methods (which may include a choice of assessment methods).

The achievement of learning outcomes is tested and measured by one or more assessment tasks; a module might have only one piece of assessment (for example a written exam or a long essay), or a module may be assessed by a number of different assessment tasks (for example a group work presentation and a class test, or an assessed essay and an exam etc.).

#### **Standard Assessments**

Standard Assessments are assessment methods that have been formally approved for all students undertaking the module. This assessment method must be selected unless an exchange student cannot complete the normal assessment tasks due to the duration of their study period.

#### **Visiting Assessments**

Visiting Assessments are alternative special arrangement assessment methods that have been formally approved for inbound exchange students who study at the University for

part of a year, in instances where the student cannot follow full modules and complete the normal assessment tasks under the Standard Assessment Method.

For example, a student who studies at Warwick for Autumn term only, will be unable to sit the Summer term examination, and so an alternative 'Visiting Assessment' method is required.

### **CATS**

Warwick uses the Credit Accumulation and Transfer Scheme (CATS) to express credit weightings for each unit of learning.

### **Course**

A coherent programme of study leading to a named qualification/award. Includes degrees, diplomas, certificates. Courses are made up of modules.

### **Department**

An academic department is a division of a university or school faculty devoted to a particular academic discipline. WBS is a department of the University of Warwick.

### **Exchange Student**

A student that temporarily attends a University in a different country, while a student from that University switches places with them. There must be a reciprocal exchange agreement in place between both Universities, and the students will return to their main University of study at the end of the reciprocal exchange programme. The students are fully enrolled in classes for one term to one academic year, but are not admitted to the University in a degree-seeking status.

### **Faculty**

An academic faculty is a division of a university devoted to a particular academic discipline. WBS resides in the Faculty of Social Sciences.

### **HE**

HE stands for "Higher Education". The University of Warwick is a higher education institution.

### **Lectures and Seminars**

Students will typically be taught via a mixture of lectures and seminars. Lectures tend to be in larger groups, typically in groups of 200 - 450, and seminars (alternatively known as tutorials) are classes taught in smaller groups of around 20. You will have around 15 hours of contact time each week, and on top of this will be expected to complete around 20 hours of independent study. Independent study may include preparing for seminars and lectures by reading set texts or working through problem sets, participating in group work, writing essays and reports as well as revising for tests and examinations.

### **Module**

A block of study leading to specified learning outcomes which are assessed. Modules are allocated credit points based on the notional amount of student learning time. Examples of our modules are '*Project Management*', or '*International Business Strategy*'.

### **Module Leader**

Module leaders are responsible for the academic quality, management and delivery of their assigned module.

### **my.wbs**

my.wbs is Warwick Business School's online learning environment for students.

**National Qualifications Framework (NQF) Level 4**

Level 4 ("certificate") is equivalent to the first year of a full-time undergraduate degree.

**National Qualifications Framework (NQF) Level 5**

Level 5 ("intermediate") is equivalent to the second year of a full-time undergraduate degree.

**National Qualifications Framework (NQF) Level 6**

Level 6 ("honours") is equivalent to the third/final year of a full-time undergraduate degree.

**Pre-requisites**

A pre-requisite is a requirement that needs to have been fulfilled before you can register on a module, for example a specific level of prior learning you must have studied in order to successfully follow a module.

**Term**

The academic year is split into three 10-week terms at Warwick, starting in the autumn: see the University [term dates](#). They are referred to as Autumn Term (10 weeks), Spring Term (10 weeks) and Summer Term (10 weeks).

**Visiting Student**

A student that temporarily attends a University in a different country outside of an exchange agreement. The students will return to their main University of study at the end of the Visiting programme. The students are fully enrolled in classes for one term to an academic year, but are not admitted to the University in a degree-seeking status and are subject to Warwick tuition fees.

**WBS**

WBS stands for 'Warwick Business School.' WBS is an academic department of the University of Warwick.

# WBS Exchange Module Catalogue

IB2070      Mathematical Programming 2

**Teaching Term(s):**      Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) online learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:**            5 (Intermediate)

[Pre-requisites](#)

This module addresses further theoretical and practical problems of mathematical programming. Students must have existing knowledge of linear programming.

[Module Overview](#)

This module addresses further theoretical and practical problems of mathematical programming, based on the prerequisite knowledge of linear programming. It provides an introduction to the world of discrete optimization with a coverage of application context, theoretical basis and methodological skills.

[Syllabus](#)

This module covers the following topics:

- Introduction to combinatorial optimization and computational complexity
- Introduction to Integer linear programming (ILP)
- ILP formulation: set cover and partition
- ILP solution: the branch-and-bound algorithm and cutting plane method
- Dynamic programming: formulation and solution
- Optimization of flows over networks: formulations and solutions

[Learning Outcomes and Objectives](#)

On successful completion of this module, you will be able to:

- Identify business and management problems that can be modelled using optimization techniques, and formulate them in a suitable mathematical form;
- Apply optimization techniques to the solution of the problems using appropriate methods;
- Report on the meaning of the optimal solutions in a manner suited to a business context.

**Module Leader**

Siamak Naderi ([Biography](#))  
Research Fellow  
Operations Group



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Room No: 0.207

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual Assignment (30%) Summer Exam (70%)
Autumn Term only	VE 15 CATS	15	Individual Assignment 1 (30%) Individual Assignment 2 (70%)
Autumn & Spring Terms	VE 15 CATS	15	Individual Assignment 1 (30%) Individual Assignment 2 (70%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

### Bibliography

- **Recommended references:**

Winston, Operations Research: Applications and Algorithms, 4th Ed., 2004 (or later)

Hillier and G. Lieberman, Introduction to Operations Research, 9th Ed., 2010 (or later)

H. Papadimitriou and K. Steiglitz, Combinatorial Optimization: Algorithms and Complexity, Dover Publications, 1998.

Basic terminology and techniques can also be found in the textbooks below:

Anderson, Sweeney and Williams, An Introduction to Management Science, (any edition), West

Taylor, Introduction to Management Science, (any edition), Prentice Hall

Taha, Operations Research: An introduction. (Any addition)

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) asynchronous online learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 (Intermediate)

**Pre-requisites**

None

**Module Overview**

The module is designed to stock up your intellectual toolbox to deal with issues of accounting practice. In order to explore how accounting works in society today we will draw on key concepts and theories.

The module will guide you to critically reflect on and connect different aspects of your engagement with accounting in your studies so far, and hopefully set up reflective habits that will serve you well in your career. It provides empirical and theoretically informed content that gives you the chance to further develop your critical thinking and investigative skills.

The skill of unpacking accounting practices and their underlying assumptions is key to this module and we will look at issues such as:

- How does accounting establish accountability?
- Who determines what companies report?
- How does accounting change?
- Can accountants change the way we do business?
- Why are there so many accounting scandals?

By the end of the module you will have developed an understanding of:

- the historical emergence of contemporary accounting practices and ideas.
- the contingent nature of accounting information and accounting regulation.
- a variety of accounting theories and their underlying ideas.
- the need to contextualise technical accounting information in order to make sense of it.

**Syllabus**

Topics covered will be:

- Introduction: why context matters
- Normative accounting theory and conceptual frameworks
- Positive accounting theory
- Critical accounting theory

**Module Leader**

Fiona Anderson-Gough ([Biography](#))  
Reader  
Accounting Group



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Room No: 1.103



- The social and organisational contexts of accounting 1: truth and power
- The social and organisational contexts of accounting 2: the profession
- The social and organisational contexts of accounting 3: globalisation and environmental change

### Learning Outcomes and Objectives

By the end of the module you will be able to make sense of the underlying problems and assumptions of accounting practice and its regulation, and you will have developed a keen sense of the contingent nature of contemporary accounting practice. This is designed to help you tackle questions about accounting's strengths and weaknesses that will be relevant throughout your career.

You will be familiar with the role of accounting in its organisational and institutional settings, not least in relation to how accounting creates distinct notions of individual and organisational performance and success. You will be able to contextualise financial statements and accounting information more generally by unpacking and investigating the social and institutional factors that determine the shape of accounting practice.

By critically reflecting upon your own assumptions about accounting practice, you will extend your intellectual skill set as a developing professional and reflective practitioner. You will learn to engage with contemporary accounting research and to use such research for your own professional purposes.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (70%) 1000 word Individual Assignment (20%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	VE 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	Summer Exam (70%) 1000 word Individual Assignment (20%) Participation (10%)

### Bibliography

- Deegan, C. and J. Unerman (2011) "Financial Accounting Theory", 2nd European edition. London: McGraw Hill
- Hines, R.D (1988) "Financial Accounting: In Communicating Reality, We Construct Reality" *Accounting, Organizations and Society*, 13 (3), pp.251-261

- Hines, R. (1991) "The FASB's Conceptual Framework, Financial Accounting and the Maintenance of the Social World", *Accounting, Organizations and Society*, 16 (4), pp 313-332
- Hopwood , A. and P. Miller (eds) (1994) "Accounting as Social and Institutional Practice", Cambridge: Cambridge University Press
- Sikka, P. (2009) "Financial Crisis and the Silence of the Auditors", *Accounting, Organizations and Society*, 34(6-7), pp. 868–873
- Watts, R. and J. Zimmerman (1986), "Positive Accounting Theory", Englewood Cliffs: Prentice Hall
- Young, J. J. (2006) "Making Up Users", *Accounting, Organizations and Society*, 31(6), pp. 579–600.

## IB2320 Management Accounting for Decision Making and Control

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

This module expands on the basic principles of management accounting. Exchange students who are interested in registering for this module should have completed a basic level management accounting course at their home institution. They are expected to have a good understanding of topics including costing systems (Absorption, ABC, Marginal costing) basic standard costing and variance analysis, investment appraisal and budgeting.

### Module Overview

The module will build on core concepts introduced in IB1160 *Foundations of Management Accounting* or IB1460 *Accounting for Business* and will further students' understanding of how accounting is used within organisations for the planning, control and evaluation of activity with a special focus on the manager's role.

The module will cover technical issues in cost management and performance measurement systems, and wider issues concerning the role of management accounting in shaping management structures and decisions in manufacturing and service contexts. The module is also relevant for profit, not-for-profit, public and private sector organisations. It will draw on recent research to explain how accounting systems are designed and function in different organisational and social contexts.

The module aims to develop both a technical and critical appreciation of management accounting and an understanding of its strengths and limitations. A key emphasis will be on application, for example, the intelligent use of the information available to managers to aid their decisions and to evaluate the performance of business units and individuals within them.

### Module Leader

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## Syllabus

### Introduction

The following underlying issues will inform the presentation of the technical content:

#### **What is management and how to run modern businesses**

This is the **conceptual foundation** for this module. You will be introduced to what management is and what central roles accounting plays in running modern businesses. This will give you the context or frame within which different techniques are used and developed for internal coordination, implementation of strategy, short or long-term decisions and investment appraisal, and to contribute to externally focused strategic planning.

#### **Uncertainty, decision making and tracking unit costs**

We will critically scrutinize how uncertainty and risk are incorporated in management control models to understand dilemmas in making decisions in both the short and long terms. We will consider, for example, the implications of incorporating risks / issues in investment appraisal to help you use and understand the relevant technical aspects of investment appraisal techniques.

#### **Tracking (human) performance and implementing accountability**

**a)** This will theoretically inform you about the concept of accountability and how distributions of accountability are/can be made, at all levels from the top down, in running a modern business.

**b)** This will give you further insights into the uses of accounting composite numbers at all levels from the top down to run a modern business.

**c)** This will provide an examination of recent critiques of traditional performance measurement systems, the development of alternative models such as the Balanced Score Card (BSC), strategy mapping and the emergence of key challenges in PM system design.

#### **Management Accounting and Strategy**

This will introduce you to the emergent study of strategy and accounting, and of the possible interfaces between them.

#### Learning Outcomes and Objectives

By the end of the module you should be able to:

- Understand the technical and conceptual issues of costing and management control systems and their effect on behaviour.
- Explain the alternative approaches to investment appraisal and its practical applications.
- Understand the need for tailored cost management approaches for different contexts.
- Understand the problems of divisional performance measurement and management and the need for balanced performance measurement systems aligned to corporate strategy.
- Explain the theory of optimal transfer pricing, the behavioural implications of alternative transfer pricing systems and practical applications.
- Understand the need for a greater external focus in management accounting and the roles of strategic management accounting.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (80%) Group presentation (20%)
Autumn Term only	VE 15 CATS	15	2000 word Individual Assignment (80%) Group presentation (20%)
Autumn & Spring Terms	VE 15 CATS	15	2000 word Individual Assignment (80%) Group presentation (20%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

- **Required (Core) Text:**

Drury, C., (2021), Management and Cost Accounting (11th Edition), Cengage Learning, Hampshire.

### Other Useful Texts:

Drury, C. (2021) Management Accounting for Business (11th Edition), Thomson Business Press, London.

Bhimani, A., Horngren, C.T., Datar, S. M. and Rajan, M (2015) Management and Cost Accounting (6th edition), Prentice Hall, London.

Seal, W., Garrison, R. H. and Noreen E. W. (2006) Management Accounting, McGraw-Hill, Berkshire.

Bhimani, A. (2006) Contemporary Issues in Management Accounting, Oxford University Press, Oxford.

Hopper, T., Northcott, D. and Scapens, R. (2007) Issues in Management Accounting, Prentice Hall, London.

Chapman, C. S. (2005) Controlling Strategy: Management, Accounting and Performance Measurement, Oxford University Press, Oxford.

Grey, S. J., Salter, S. B. and Radebaugh, L. H. (2001) Global Accounting and Control: A Managerial Emphasis, Wiley, New York.

Current research may also be found in such journals as Management Accounting Research (MAR, UK); Journal of Management

Accounting Research (JMAR, US); Journal of Cost Management (JCM, US); Accounting Organisations and Society (AOS);

Critical Perspectives in Accounting (CPA); Harvard Business Review (HBR), Information and Organization (IO) and Accounting

Auditing and Accountability Journal (AAAJ). Accounting Historians Journal (AHJ), Practitioner's articles may also be found in the

CIMA journal Financial Management and in the US journal Management Accounting.

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

#### Pre-requisites

This module assumes the following basic financial accounting knowledge:

- The nature and purpose of financial accounting and reporting, the external users
- The primary financial statements – the statements of profit or loss and financial position (for sole traders and companies) and the statements of changes in equity and cash flows (for companies)
- Double-entry bookkeeping
- Accounting for depreciation, accruals and prepayments, irrecoverable (bad) debts and allowances for receivables
- Underpinning concepts and principles (business entity, accruals, historical cost, going concern, etc.)
- Basic understanding of the need for international corporate reporting regulation and the sources of regulation
- Interpretation of financial statements – including horizontal, trend and vertical analyses and ratio analysis

Before the module starts, **all students are recommended** to obtain the required textbook (see reading list tab) and revise the material in Chapters 1 and 5 and work through the end-of-chapter questions.

#### Module Overview

This module, together with the follow on module, Financial Reporting 2, aim to provide students with an understanding of some of the major theories of financial accounting, the regulatory environment for financial reporting, and the techniques underlying current reporting practice as specified in international financial reporting standards. The modules will also enable students to prepare, read, critically evaluate and interpret published financial statements. In particular, Financial Reporting 1 will enable students to understand and assess performance, to understand how certain assets are accounted for and to understand the information requirements of investors and a wider stakeholder group.

#### Module Leader

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## Syllabus

Specific topics covered in the module are:

- The underpinning conceptual framework
  - The objectives of financial reporting and the qualitative characteristics of financial information
  - The IASB's Conceptual Framework
  - The elements of financial reporting and their recognition and presentation
  - Measurement in financial reporting
- The regulatory framework of financial reporting
  - Statutory legislation – UK Companies Acts and EU legislation
  - True and fair
  - The IASB and international financial reporting standards (IASs and IFRSs)
- The information needs of a wider stakeholder group
  - An introduction to corporate governance
  - Ethics in financial reporting
  - Corporate sustainability
- Published financial statements and accounting regulation
  - The format of published accounts, accounting policies and disclosure
  - Reporting performance – discontinued operations, estimates and judgement
  - Revenue from contracts with customers
  - Assessing performance – measures used by investors including earnings per share, operating segment analysis

## Learning Outcomes and Objectives

By the end of the module you should be able to:

### Subject knowledge and understanding

- Discuss and critically evaluate the international regulatory framework of financial reporting, including the conceptual framework.
- Demonstrate an understanding of the information needs of all stakeholders including issues relating to corporate governance and ethics in relation to financial reporting.
- Prepare an entity's statement of financial position and statement of profit or loss and other comprehensive income, or extracts of the financial statements, in accordance with IFRS requirements.
- Apply accounting concepts and IFRS requirements in specific scenarios and explain or evaluate the accounting treatment applied.

### Subject skills

- Demonstrate technical skills related to the preparation of published financial
- Critically evaluate accounting regulations
- Identify and discuss ethical dilemmas in financial reporting

### Cognitive skills

- Assess the nature of accounting information and describe the relationships between different types of financial statements and accounting numbers.
- Understand the global regulatory framework for accounting and the effect this has upon accounting practices.
- Critically evaluate the use of accounting policies.
- Demonstrate analytical and problem solving skills.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard 15 CATS	15	Summer Exam (80%) Class Test (20%)
Autumn Term only	VE (15 CATS)	15	3000 word Individual Assignment (80%) Class Test (20%)
Autumn & Spring Terms	VE (15 CATS)	15	3000 word Individual Assignment (80%) Class Test (20%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

### Required text:

Maynard (2017, 2nd edition), Financial Accounting, Reporting and Analysis, OUP

### Other useful texts:

Alexander, D., Britton, A., Jorissen, A., Hoogendoorn, M. and van Mourik, C. (2017), International Financial Reporting and

Analysis, 7th edition, Cengage Learning

- Elliott, B. and Elliott, J. (2017), Financial Accounting and Reporting, 18th edition, FT Prentice Hall

### Other relevant resources:

Students are also encouraged to refer to relevant journal articles. Some of the useful journals are: *Economia* (UK); *British*

*Accounting Review* (UK), *Accounting and Business Research* (UK), *Journal of Business Finance and Accounting* (UK), *Journal of*

*Accountancy* (US); *The Accounting Review* (US); *Journal of Accounting Research* (US).

### Web-based resources:

An electronic version of International GAAP from

Wiley (available from library online resources)

Regulatory organisations and other useful accounting websites:

<http://www.ifrs.org> The International Financial Reporting Standards Foundation and the International Accounting Standards Boards

<http://www.frc.org.uk> The Financial Reporting Council

<http://www.fasb.org/> The US Financial Accounting Standards Boards



<http://www.icaew.com> The Institute of Chartered Accountants in England and Wales

<http://www.accaglobal.com/> Association of Chartered Certified Accountants

<http://www.cimaglobal.com/> Chartered Institute of Management of Accountants

<http://www.icas.org.uk/> Institute of Chartered Accountants of Scotland

<http://www.accountingweb.co.uk> Accounting news site

<http://www.iasplus.com> Useful summaries of international financial reporting standards

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) online independent learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 (Intermediate)

**Pre-requisites**

Exchange students should have the essential pre-requisite knowledge of:

- Basic financial accounting, including preparation of the four main financial statements for companies in international format – the statements of profit or loss, changes in equity, financial position and cash flows – plus their interpretation using a variety of techniques, not limited to ratio analysis
- The framework of international corporate reporting – ‘true and fair’ (fairly stated), the IASB, international financial reporting standards, the IASB’s Conceptual Framework
- Underpinning issues in international financial reporting – principles-based framework, ‘standard over form’, use of estimates and judgements, materiality
- Measurement in financial reporting – alternative bases, fair value including IFRS 13

It would also be useful to have an understanding of the following:

- The published annual report and financial statements – understanding of its content and the rules and regulations which govern these – including IAS1
- The statement of profit or loss including accounting for discontinued operations, one-off, unusual items and operating segments
- Revenue recognition (IFRS 15)
- Earnings per share – calculations and disclosures

**Module Overview**

The module builds upon IB233 *Financial Reporting 1*, and aims to develop students' ability to prepare, critically evaluate and interpret detailed information to be included in published financial statements, and develop their understanding of the theories of accounting, the regulatory environment for financial reporting, and the structure of group financial statements.

The module covers more technical topics than *Financial Reporting 1*; however it is not all about being able to do the calculations. Much of the module relates to knowledge of theory and financial reporting standards and explanation of the application of these.

Basic preparation of financial statements, double-entry bookkeeping, the IASB's 2018 *Conceptual Framework* and some of the topics covered in *Financial Reporting 1* provide the basis of the accounting and reporting of the topics covered in this module. Before the module starts, **all students are recommended** to revise the material which is detailed in the Week 1 Study materials Introduction. This is particularly important for visiting students.

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## Syllabus

Published financial statements and the application and evaluation of global financial reporting regulation

Topics from:

- Measurement in financial reporting
- Intangible assets
- Impairment
- Recognition of revenue
- Earnings per share
- Provisions and contingent liabilities and assets

The definition of the reporting entity and preparation of group financial statements

- The concept of control, group structures, consolidation after the date of acquisition, shares, reserves, fair value, equity accounting, levels of aggregation.
- Special purpose entities, joint arrangements and off balance-sheet finance.  
Current developments in financial reporting

## Learning Outcomes and Objectives

By the end of the module, you should be able to:

### Subject knowledge

- Demonstrate detailed knowledge of published financial statements formats, disclosure and the underpinning concepts used in preparing key financial statement entries.
- Understand how to evaluate published earnings measures.
- Understand the definition of the reporting entity, the concept of control, levels of aggregation of accounting information and off-balance sheet activities.
- Demonstrate knowledge of the concepts and conventions in the preparation of group financial statements.
- Demonstrate awareness of current developments in financial reporting theory and practices.

### Subject skills

- Demonstrate technical skills related to the preparation and interpretation of published group financial statements.
- Critically evaluate financial reporting regulations
- Assess the nature of accounting information and be able to describe the relationships between different types of financial statements and accounting numbers.

### Cognitive skills

- Understand the theoretical basis of accounting and the effect this has upon accounting practices.
- Critically evaluate and interpret accounting numbers and the use of accounting policies.
- Develop and demonstrate analytical and problem solving skills.
- Develop and demonstrate written communication skills.
- Develop and demonstrate team work and oral communication.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (80%) Class test (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE	15	3000 word essay (80%) Class Test (15 CATS) (20%)
Spring Term only	VE	15	3000 word essay (80%) Class Test (15 CATS) (20%)
Spring & Summer Terms	15 CATS	15	2 hour examination (80%) Class test (20%)

## Bibliography

### Required text:

Maynard, (2017 2nd edition), Financial Accounting, Reporting & Analysis, OUP

### Other useful texts

Alexander, D., Jorissen, A., Hoogendoorn, M., van Mourik, C. and Kirwan, C. (2020), International Financial Reporting and Analysis, 8th edition, Cengage Learning

Elliott, B. and Elliott, J. (2022), Financial Accounting and Reporting, 20th edition, FT Prentice Hall

### Other relevant resources:

Students are also encouraged to refer to relevant journal articles. Some of the useful journals are: *Economia* (UK); *British Accounting Review* (UK); *Accounting, Organizations and Society* (UK); *Accounting and Business Research* (UK); *Journal of Business Finance and Accounting* (UK); *Journal of Accountancy* (US); *The Accounting Review* (US); *Journal of Accounting Research* (US).

### Web-based resources:

An electronic version of International GAAP published by Ernst & Young LLP available from library online resources

### Regulatory organisations and other useful accounting websites:

<http://www.ifrs.org> The International Financial Reporting Standards Foundation and the International Accounting Standards Boards

<http://www.frc.org.uk> The Financial Reporting Council

<http://www.fasb.org/> The US Financial Accounting Standards Boards

<http://www.icaew.com> The Institute of Chartered Accountants in England and Wales

<http://www.accaglobal.com/> Association of Chartered Certified Accountants

<http://www.cimaglobal.com/> Chartered Institute of Management of Accountants

<http://www.icas.org.uk/> Institute of Chartered Accountants of Scotland

<http://www.accountingweb.co.uk> Accounting news site

<http://www.iasplus.com> Useful summaries of international financial reporting standards

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) online independent learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 (Intermediate)

**Pre-requisites**

IB2C1 Fundamentals of Business Law.

It is recommended that students taking IB3F2 Company Law take IB237 Business Law 2 first.

**Module Overview**

This module provides an in-depth understanding of certain seminal concepts and principles of contract formation. Moreover, it introduces students to the basic concepts of the tort of negligence. Emphasis is also laid on legal principles imposing liability for professional negligence.

Together with equipping students with substantive legal knowledge in the areas of Contract and Tort Law, this module focuses on the development of certain (transferable) skills such as legal analysis and problem-solving techniques.

**Syllabus**

The module includes the following:

**Tort Law:**

- The rules required to prove the tort of negligence - duty of care, breach and damages.
- Contributory negligence and volenti non fit injuria.
- The importance of vicarious liability.
- The rules on economic loss and financial loss due to negligent mis-statements.
- Liability for professional negligence - accountants, solicitors, surveyors.

**Contract Law:**

- Contract formation with specific reference to the importance of express and implied contractual terms.
- The use and control of exclusion clauses.
- The need for consensus ad idem in contract formation and the effect of mistake, misrepresentation, duress and undue influence.

**Criminal Liability in Business:**

- Consumer protection
- Product Safety
- Insider dealing
- Proceeds of Crime Act 2002

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### Learning Outcomes and Objectives

- To understand the basic concepts and principles of contract law and the importance of contract formation in the business world.
- To introduce students to the basic concepts of the tort of negligence.
- To understand what a claimant has to prove to succeed in a negligence claim and to recognise and understand the main defences to a claim in negligence.
- To understand the principles imposing liability for professional negligence.
- To develop legal skills including analysis of legal problems, and problem-solving techniques which can be applied to analyse a range of hypothetical problems.
- To be able to conduct research using official sources of legislation and case-law.
- To gain experience in preparing and presenting legal arguments.
- To develop an ability to evaluate and criticise legal principles.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (100%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE	15	3500 word assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

### Bibliography

Lucy Jones, Business law, 2019, Oxford.

#### Illustrative Reading:

- Stephen Judge, Law for Business Students, 2006, Palgrave.
- Smith & Keenan English Law , 2002, Pitman Publishing.
- George Applebey Contract Law , 2003, Sweet & Maxwell.
- David Kelly & Ann Holmes Principles of Business Law , 2001, Cavendish Publishing Limited.
- Chris Turner & Sue Hodge Unlocking Torts, 2004, Hodder & Stoughton

**Teaching Term(s):** Autumn

**Standard Delivery:**

1 x 1 hour per week (10 weeks) live lectures  
1 x 1 hour per week (10 weeks) online independent learning  
1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

**Are you going to be an investment banker? An entrepreneur? A journalist? A lawyer? A footballer?**

Whatever job you go on to do, you're going to be in an employment relationship. You'll start out junior and end up senior, maybe managing other people, certainly on the way being managed yourself.

So what do you need to learn about that employment relationship? This module – the longest-standing module in the Business School – focuses on that relationship's most fundamental aspects drawing on the academic fields of employment relations (in existence since the 19th century), politics, sociology, history, economics.

It's an odd relationship. Most of us can't choose whether or not we're in it – we have to work to live. But employment also gives our life meaning, we want a good job, one we enjoy and that pays and where we can progress. This means there are tensions built in. For example, how is the pay for your job decided - who gets paid how much, and why? Does a properly managed workplace mean that conflict can be avoided? Where does power lie? Can it move around? We look at how and when that's possible and how it affects issues such as progression.

The module enables understanding of the changing roles played by different workplace participants– employers/managers, employees/workers, the state, the law, trade unions, social movements – and also how their interaction is affected by *outside* the workplace, by families, by media, by ideas about equality.

At the moment around the world employers and employees are struggling with rising costs for both sides and so aspects of the employment relationship are becoming very visible.

However, they have always been and always will be there, whatever you do – banker, accountant, or gig worker. You will learn how to recognize, analyse and approach working relations, and become familiar with the empirical and theoretical explanations of the key issues affecting a working life. There's a reason this is the longest-running module in the Business School – however the forms change, whether you're working for Tesla, TikTok or Tesco, the issues remain the same.

**Module Leader**

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## Syllabus

- **Introduction to the Employment Relationship:** What is the employment relationship and why is it important that we understand it in order to manage it effectively and with more nuanced consideration; employment and society, the peculiarity of the employment contract.
- **Context, History, Perspectives:** Relevance of national contexts and their histories in understanding contemporary employment relations; analytical perspectives on the employment relationship - different ways of 'seeing' the social facts discussed in Lecture 1; power and ideology.
- **Co-operation and conflict:** What is consent at work? Is conflict an inherent feature? Individual and collective focus; strikes and discussion of other expressions of conflict. Debates about the employment relationship as a series of structured antagonisms, where cooperation may be as common as conflict.
- **Managers:** Key theoretical and conceptual positions on the management of employment relations in both private and public sectors. How and why do they differ? Sources of power, legitimacy and constraints. Key theoretical and conceptual positions on the management of employment relations in both sectors.
- **Employees:** Who are employees/workers and do they - can they - have the same ER interests? What is left behind and what is taken with you in the workplace; how are 'interests' defined. Changing labour market trends and employment contracts and working conditions.
- **Trade unions and the State:** Trade unions as representatives of the interests of employees (which ones?). Why people join and don't join, why employers listen and don't listen. The State as a political actor, economic manager, legal regulator.
- **Equality and Inequality:** Advantage and disadvantage in the workplace in relation to social groups; equality legislation and policies; 'managing diversity'.
- **Participation, Involvement and Voice:** Workplace decisions affect employees and managers - who is part of making decisions and to what extent? Key issues around the extent to which workers have a voice in managerial decision-making.
- **Pay:** What are the purposes of 'pay'? How and why does it vary between jobs, organisations, sectors and individuals?
- **Overview and essay skills:** Overview of key themes across module, connections between the weekly topics and guidance on assignment and expectations of markers.

## Learning Outcomes and Objectives

- Recognise and reiterate the shifting roles and influence of employers, employees, trade unions and the state in shaping the employment relationship.
- Diagnose and compare the connections between outside and inside employment (the importance of context - national, historical, legal, sociological).
- Analyse the impact of the changing political, economic and societal context on the behaviour of employment relations participants such as managers and employees.
- Develop negotiating skills in relation to different positions and interests.



- Relate and explain the employment relations processes and institutions within broader business management contexts.
- Critically assess evidence and theory when evaluating problems.
- Develop awareness of importance of evidence-based, theoretically-informed analysis in decision-making at work.
- Establish and build on discussion in groups toward application of theories to case study material.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn Term only	15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	3000 word assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Bennett, T. et al. (2020). Managing employment relations, 7th edition. CIPD
- Watson, T. 2016: Sociology, Work and Organisation. 7th Edition. Routledge.
- Townsend, K., Cafferkey, K., McDermott, A. and Dundon, T. (eds.) 2019: Elgar Introduction to Theories of Human Resources and Employment Relations (Elgar Introductions to Management and Organization Theory).
- Katz, H., Kochan, T. and Colvin, A. 2017: An Introduction to Industrial Relations and Collective Bargaining. 5th Edition, ILR Press (Katz et al. 2017)
- Kirton, G and Greene, A-M 2021: The Dynamics of Managing Diversity: A Critical Approach. Routledge (5th edition).
- Colling, T. and Terry, M. (2010) Industrial Relations: Theory and Practice. Wiley.
- Sisson, K. 2010: Employment Relations Matters. (Sisson 2010) Available to download as ten separate chapters from WBS' Industrial Relations Research Unit (IRRU) <http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/erm/>

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) online independent learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

Organizations are required to be efficient, provide great value to their customers, and address the needs of their key stakeholders. Short term 'fixes' and mere applications of tools rarely work. Instead, improvements can be achieved and sustained only through a deep understanding of organizational processes, and through the promotion of learning and improvement at individual, team and organizational levels.

This module examines the linkages between strategy, performance measurement and continuous improvement. It does so by illustrating how processes can be described, analysed and modified. This module presents several approaches, tools and techniques of process improvement, and aims to develop students' capacity to select and use them in practice.

In class, we will combine theory with practical applications, and we will draw extensively on evidence from manufacturing and service contexts in both for-profit and public sectors. Importantly, we will look at established theories and methodologies in the context of current (management) challenges, e.g., 'big data', managing processes in low volume and high variety environments, and organizations' capacity to be both efficient and innovative.

**Syllabus**

**PROCESS**

- What is a process and how can we describe it?

**PROCESS PERFORMANCE**

- What is a performance and how can it be measured?
- What is quality and why should it be customer-centric?
- How can we prioritize different performances?
- How can we link performances with strategic objectives?

**PROCESS ANALYSIS**

- How can we map process activities?
- How can we diagnose process problems?

**Module Leader**

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## **PROCESS IMPROVEMENT**

- How can we improve a process?
- What is the difference between breakthrough versus continuous improvement?
- What is Total Quality Management?
- What is Business Process Re-Engineering?
- What is Lean thinking?
- What are Six Sigma Process and Statistical Process Control?
- What is benchmarking?
- How can we choose the best solution for our problems?
- How can we combine different principles and tools?
- How can we be innovative in our solution?
- How can we communicate our solution in the most effective way?

### Learning Outcomes and Objectives

- To understand how to achieve improved performance through operational excellence
- To enhance the efficiency of processes while improving the quality of products and services
- To be able to connect strategy with performance improvement initiatives
- To understand how approaches such as Lean thinking and Six Sigma can lead to performance improvement
- To appreciate the links between performance measurement and improvement
- To discuss and critique current performance management practices
- To create a culture of performance improvement.

### Assessment Methods

<b>Period of Study</b>	<b>Method Name</b>	<b>CATS (Credit)</b>	<b>Assessment Description</b>
<b>Full Year</b>	15 CATS NF	15	Summer Exam (100%)
<b>Autumn Term only</b>	<b>Not Available</b>	<b>Not Available</b>	<b>Not Available</b>
<b>Autumn &amp; Spring Terms</b>	VE 15 CATS	15	3500 word Individual Assignment (100%)
<b>Spring Term only</b>	VE 15 CATS	15	3500 word ssignment (100%)
<b>Spring &amp; Summer Terms</b>	15 CATS NF	15	Summer Exam (100%)

### Bibliography

#### **Course text:**

Slack, N., Brandon-Jones, A., Burgess, N. (2022) *Operations Management* (tenth edition), London, UK: Pearson.

Note: The sixth-to-ninth editions can also be used for the purposes of this module.

Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2013). *Fundamentals of business process management*. Heidelberg: Springer. (Note: The first edition of this book (2013) is preferable to the second edition (2018), but the later can also be used)

**Further readings:**

Bicheno, J. (2004), *The new lean toolbox*, PICSIE Books.

Dale, B., Bunney, H. (1999). *Total Quality Management Blueprint*, New York, NY: Wiley-Blackwell

Liker, J. (2004), *The Toyota Way: 14 management principles from the world's greatest manufacturer*, McGraw-Hill Professional.

Kaplan, R.S., Norton, D.P. (2004). *Strategy maps: Converting intangible assets into tangible outcomes*. Boston, MA: Harvard Business School Press.

Neely, A., Adams, C. and Kennerley, M. (2002), *The Performance Prism: The scorecard for measuring and managing business success*. London: Financial Times Prentice Hall.

Womack, J.P., Jones, D.T. and Roos, D. (2007), *The machine that changed the world*, Simon and Schuster.

## IB2530 Principles of Finance 1

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** Level 5 (Intermediate)

### Pre-requisites

Students should have 'A'-level Mathematics or its equivalent, including:

- Algebra – sequences and series
- Calculus: Taylor series expansions, differentiation of power-law, exponential and logarithmic functions.
- Statistics: mean, standard deviation, correlation, linear regression

In addition, students should have at least a basic knowledge of:

- Discounted cash-flow techniques: annuities, perpetuities, Net Present Value, Internal Rate of Return, including their use in valuing financial securities (e.g. bonds) and/or estimating the value added by capital projects.
- Cost of Capital: Capital Asset Pricing Model.
- Risk and return: calculation of expected return, variance of returns on an asset, covariance between returns on two assets. Concept of diversification.
- The main sources of financing for a company: equity and debt.
- Market efficiency.

### Module Overview

The module aims to introduce you to the workings of the equity, bond and derivative markets. and equip you with the skills and understanding to use quantitative tools for pricing stocks and bonds, forwards and options. You will develop your critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to optimal effect.

Note that this module requires the use of mathematical and statistical techniques such as differentiation of power-law, exponential and logarithmic functions and finding the maximum or minimum value of a function, and the calculation of means, variances and covariances, and some familiarity with geometric series, Taylor series expansions, linear regression and properties of the Normal distribution function.

### Module Leader

Dr Elizabeth Whalley ([Biography](#))  
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## Syllabus

Topics covered will be:

- Financial Arithmetic: discounted cash flow, annuities, perpetuities, Gordon growth model, net present value, internal rate of return.
- Investment under Certainty: inter-temporal consumption, Fisher separation.
- Investor Preferences: risk aversion, expected utility.
- Optimal Portfolio Selection: diversification, risk vs. return, Capital Market Line.
- Capital Asset Pricing Model: beta, CAPM, Securities Market Line.
- Bonds and Interest Rates: spot rates, forward rates, bond pricing, term structure of interest rates, Pure Expectations and Liquidity Preference hypotheses.
- Market Efficiency: Efficient Markets Hypothesis, calendar anomalies, speculative bubbles, empirical tests.
- Financial Derivatives Arbitrage-free futures pricing, binomial and Black-Scholes option pricing.

## Learning Outcomes and Objectives

On successful completion of this module, you should:

- have been introduced to the workings of the equity and bond markets and have the skills and understanding to use quantitative tools for pricing stocks and bonds;
- have developed a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect;
- be aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings;
- have had structured opportunities to practise using the key tools and techniques of Financial Markets theory;
- have had an introduction to the workings of the derivatives markets and the skills and understanding to use quantitative tools for pricing derivatives;
- be prepared for advanced undergraduate and postgraduate studies in Finance.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer exam (90%) Participation (10%)
Autumn Term only	VE	15	January Exam (90%) Participation (10%)
Autumn & Spring Terms	VE	15	January exam (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

### Required Text:

- Hillier D, Ross SA, Westerfield RW, Jaffe J and Jordan BD *Corporate Finance* (3rd edition 2016, McGraw-Hill).

### Other Texts:

- Bodie Z, Kane A & Marcus AJ, *Investments* (12th edition 2020, McGraw-Hill);
- Copeland TE, Weston JF and Shastri K, *Financial Theory and Corporate Policy* (4th edition, Pearson Addison-Wesley).

## IB2540 Principles of Finance 2

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	2 x 1 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

Exchange students who were at Warwick in the Autumn term should have studied IB253. Students who were not at Warwick in the Autumn term should have an understanding of the majority of:

- Discounted cash-flow techniques: annuities, perpetuities, Net Present Value, Internal Rate of Return, including their use in valuing financial securities (e.g. bonds) and/or estimating the value added by capital projects.
- Portfolio Theory: calculation of expected return and variance of returns on a portfolio of two risky assets. Diversification.
- Capital Asset Pricing Model (CAPM): systematic risk vs. specific risk, beta, efficient frontier, Securities Market Line.
- Bonds and interest rates, including spot rates and forward rates and term structure hypotheses.
- Options: Definitions, static arbitrage relationships, option pricing using the binomial method or Black-Scholes formula.
- Market efficiency: Efficient Markets Hypothesis, different forms of market efficiency, empirical tests including event studies and interpretation of their results.

Students should also have a basic understanding of:

- Cost of Capital: use of the CAPM, weighted average of cost of equity and cost of debt.
- Company Financing: equity vs. debt financing.
- Basics of capital structure trade-off theory.
- Payout Policy: dividends and share buy-backs.

Many questions are quantitative so 'A'-level Mathematics or its equivalent is required.

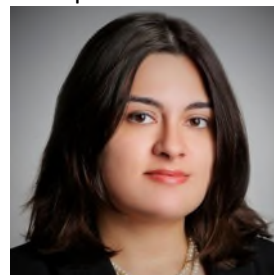
### Module Overview

This module aims to:

1. Make students critically aware of the key financial decisions taken by firms.
2. Develop in students a sound understanding of the main theories and models of Corporate Finance.
3. Make students aware of key empirical tests of models of Corporate Finance, and the implications of those empirical findings.

### Module Leader

Dr Irem Erten ([Biography](#))  
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4. Provide students with structured opportunities to practise using the key tools and techniques of Corporate Finance.
5. Prepare students for advanced undergraduate and postgraduate studies in Finance.

### Syllabus

Topics covered will be:

- Capital Budgeting: Discounted Cash Flow techniques for appraising capital projects;
- Equity valuation: Dividend growth models, P/E and other methods, growth opportunities;
- Real Options: Investment appraisal under uncertainty;
- Cost of Capital: Weighted average of cost of equity and cost of debt in the presence of taxes;
- Risky Debt: Valuation of risky debt using option pricing. Effects of volatility;
- Capital Structure: Irrelevance propositions, taxes, costs of financial distress, agency costs, signalling;
- Payout Policy: Irrelevance proposition, taxes, transactions costs, signalling, agency effects. Share buy-backs as an alternative to dividends;
- Mergers / Acquisitions: Vertical vs. horizontal mergers, motives for mergers, methods of financing mergers, merger process;
- Initial Public Offerings: IPO process, under-pricing, under-performance.

### Learning Outcomes and Objectives

By the end of the module, students should be able to:

- Critically assess the factors that determine the optimal investment, financing and payout decisions of a firm.
- Compute the cost of capital of a firm under alternative assumptions.
- Identify the reasons why firms raise capital.
- Define key shareholder ratios (e.g. earnings per share, dividend yield and price earnings ratio) and use discounted cashflow techniques to estimate share prices.
- Discuss the main motives for mergers and acquisitions

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer examination (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	Visiting	15	April examination (90%) Participation (10%)
Spring Term only	Visiting	15	April examination (90%) Participation (10%)
Spring & Summer Terms	Standard	15	April examination (90%) Participation (10%)

## Bibliography

### Required text:

Hillier D, Ross SA, Westerfield RW, Jaffe J and Jordan BD *Corporate Finance* (2nd European ed,.) McGraw-Hill 2013);

### Other texts:

Berk J & DeMarzo P *Corporate Finance* (3rd ed. 2013), Pearson

Copeland TE, Weston JF and Shastri K, *Financial Theory and Corporate Policy* (4th ed. 2013), Pearson Addison-Wesley

## IB2580 Foundations of Human Sociality and Cooperation

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

The principal module aims are:

1. To give a rigorous grounding in the key perspectives and theories of human sociality and cooperation, as well as the experimental evidence that underpins the field.
2. To allow students to critically read and evaluate major papers on the topics studied.
3. Understand the major strengths and weaknesses of human cooperation to improve decision making in public policy and business.

**Syllabus**

The module will explore the origins and basis of human sociality and cooperation using an interdisciplinary approach that will include theories and empirical findings from psychology, economics, sociology, biology and anthropology. It will address evolutionary mechanisms, psychological mechanisms (from a developmental and comparative perspective) and societal mechanisms underlying human social and cooperative interactions. The module will address a variety of topics and questions such as: How does prosocial behaviour develop in life (ontogeny)? What are the evolutionary roots of human cooperation and morality? What is the role of social norms in societies? How can our knowledge about human sociality improve decisions in business and public policy?

**Module Leader**

Dr Redzo Mujcic ([Biography](#))  
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Topics covered will include:

- Cooperation in small-scale and large-scale societies
- Evolutionary biology and anthropology
- Evolution of human cooperation
- Psychological mechanisms of cooperation: Motivation, empathy and altruism
- Moral psychology
- Prosocial behaviour in organisations and society
- Cooperation and competition in groups and organisations
- Societal mechanisms: norms and institutions
- Property and public goods
- Implications for public policy and business

### Learning Outcomes and Objectives

By the end of the module students should be able to:

- Understand and be able to explain the cooperative structure of all human societies.
- Understand the puzzle of cooperation and altruism from an evolutionary perspective.
- Understand and be able to outline the major theories explaining (human) cooperation.
- Understand and articulate the psychological requirements for human social interactions, including coordination and communication.
- Critically evaluate the experimental evidence that underpins the development of human cooperative skills.
- Critically evaluate the experimental evidence that suggests similar psychological processes in other species, with special focus to closely related species (primates).

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
<b>Full Year</b>	15 CAT	15	3000 word assignment (90%) Participation (10%)
<b>Autumn Term only</b>	15 CAT	15	3000 word assignment (90%) Participation (10%)
<b>Autumn &amp; Spring Terms</b>	15 CAT	15	3000 word assignment (90%) Participation (10%)
<b>Spring Term only</b>	Not Available	Not Available	Not Available
<b>Spring &amp; Summer Terms</b>	Not Available	Not Available	Not Available

## Bibliography

(selection of some of the readings). For each lecture and seminar there will be a list of relevant papers, reviews and/or chapters.

- Bicchieri, C. (2006). *The grammar of society: the nature and dynamic of social norms*. Cambridge University Press.
- Boyd, R., Gintis, H., Bowles, S. & Richerson, P.J. (2003). The evolution of altruistic punishment. *PNAS*, 100, 3531-3535.
- Choi & Bowles, 2007. "The Coevolution of Parochial Altruism and War", *Science* 318,
- Camerer, C. F. (2007). Progress in behavioural game theory. *Journal of Economic Perspectives*, 11, 167-188.
- Cosmides, L., & Tooby, J. (2006). Evolutionary psychology, moral heuristics, and the law. In G. Gigerenzer & C. Engel (Eds.),
- *Heuristics and the law*. (pp. 175-205). Cambridge, MA, MIT Press.
- Earle, T. & Johnson, A. (2000). *The evolution of human societies: from forager group to agrarian state*. Stanford University Press.
- Fehr, E. & Fischbacher, U. (2003). The nature of human altruism. *Nature*, 425, 785-791.
- Gurven, M. (2004). To give or not to give: an evolutionary ecology of human food transfers. *Behavioural and Brain Sciences*. 27 (4): 543-58.
- Haidt, J. & Kesebir, S. (2010). Morality. In: *Handbook of Social Psychology*.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162, 1243-1248.
- Hoffman, M. L. (1981). Is altruism part of human nature? *Journal of Personality and Social Psychology*, 40(1), 121-137.
- Marlowe, F. (2005). Hunter-gatherers and human evolution. *Evolutionary Anthropology* 14(2): 54-67.
- Nowak, M.A. (2006). Five rules for the evolution of cooperation. *Science*, 314: 1560-1563.
- Ostrom, E. (1990). *Governing the Commons: the Evolution of Institutions for collective action*. Cambridge: Cambridge University Press.
- Searle, J. (2005). What is an institution? *Journal of Institutional Economics*, 1: 1-22.
- Tomasello, M., Carpenter, M., Call, J., Behne, T. & Moll, H. (2005). Understanding and sharing intentions: The origins of cultural cognition. *Behavioural and Brain Sciences*, 28, 675-735.

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) online independent learning
- 1 x 1 hour per week (9 weeks) seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no pre-requisites for this module.

**Module Overview**

The main aim of this module is to offer a broad perspective on design thinking and digital innovation. More specifically, students will:

- assess frameworks for understanding innovation in digital service and product settings
- explore the organising logic of digital innovation and its implications for managing digital ventures
- consider design as a tool for technological innovation

**Syllabus**

The main aim of this module is to offer a broad perspective on design thinking and digital innovation. The sessions cover:

- Introduction and key concepts
- Design thinking
- Digital innovation practice and cases
- Designing open innovation processes
- Designing digital innovations: design inquiry and field study techniques
- Design workshops
- Managing and scaling digital innovations

The teaching consists of lectures and seminars. The module gives the opportunity for students to generate a digital innovation concept with strategic potential by using design inquiry techniques. The design inquiry will include a minor ethnographic field study, design workshops, use of qualitative analysis techniques, and concept assessment.

**Learning Outcomes and Objectives**

1. Students will learn to apply, communicate on, and value design thinking as a strategy for innovation and service/product delivery and as a cognitive process and toolbox for problem solving
2. Students will experiment with and reflect on digital innovation and digital transformation to find solutions or to create value
3. Students will practice and demonstrate key transferable employability skills, in particular effective teamwork and effective communication skills.

**Module Leader**

Bo Kelestyn ([Biography](#))  
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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Group Design Project (30%) 2500 word assignment (70%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	15 CATS	15	Group Design Project (30%) 2500 word assignment (70%)
Spring Term only	15 CATS	15	Group Design Project (30%) 2500 word assignment (70%)
Spring & Summer Terms	15 CATS	15	Group Design Project (30%) 2500 word assignment (70%)

## Bibliography

- Boland, R.J., and Collopy, F. 2004a. "Design Matters for Management," in: Managing as Designing, R.J. Boland and F. Collopy (eds.). Stanford, CA: Stanford University Press, pp. 3-18.
- Boland, R. J., and Fred Collopy. 2004b "Toward a design vocabulary for management." Managing as designing (2004): 265-276.
- Felin, T., and Zenger, T.R. 2014. "Closed or Open Innovation? Problem Solving and the Governance Choice," Research Policy (43:5), pp. 914-925.
- Kolko, J. 2015. "Design Thinking Comes of Age," Harvard Business Review (September), pp 66-71.
- Liedtka, J., and Ogilvie, T. 2010. "Ten Tools for Design Thinking " Darden Business Publishing (Case: UVA-BP-0550 ).
- Martin, R. 2009. "Transforming the Corporation: The Design of Procter & Gamble - How Design Thinking Turned the Business Around " Harvard Business Case (Case: 5502BC The Design of Business: Why Design Thinking Is the Next Competitive Advantage).
- Morgan, L., and Finnegan, P. 2014. "Beyond Free Software: An Exploration of the Business Value of Strategic Open Source," The Journal of Strategic Information Systems (23:3), pp. 226-238.
- Quah, D. 2003. "Digital Goods and the New Economy," in New Economy Handbook, D. Jones (ed.). Academic Press Elsevier Science, pp. 289-321.
- Saebi, T., and Foss, N.J. 2014. "Business Models for Open Innovation: Matching Heterogeneous Open Innovation Strategies with Business Model Dimensions," European Management Journal (33:3), pp. 201-213.
- Thomke, S., and Feinberg, B. 2009. "Design Thinking and Innovation at Apple " Harvard Business Case (Case: 9-609-066 ).
- Yoo, Y., Henfridsson, O., and Lyytinen, K. 2010. "The New Organizing Logic of Digital Innovation: An Agenda for Information Systems Research," Information Systems Research (21:4), pp 724-735.
- Yoo, Y., and Kim, K. 2015. "How Samsung Became a Design Powerhouse," Harvard Business Review (September), pp 72-78.

## IB2690 Consumer Behaviour

**Teaching Term(s):** Spring

**Standard Delivery:**

1 x 1 hour per week (10 weeks) live lectures  
1 x 1 hour per week (10 weeks) independent online learning  
1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

### Pre-requisites

Students who have completed a foundation level Marketing module, and have a understanding of the marketing mix, the marketing strategy process and marketing communication, will be well prepared for this module. Students without a marketing background can take this module if they are committed to reading well around the topics covered in the early weeks of the module.

### Module Overview

The study of Consumer Behaviour is fundamental to the discipline of Marketing. Understanding consumer behaviour is essential for marketers as it helps them understand why individuals act in certain ways, identify what individuals want (products, services, attributes, associations), how they want to be spoken to (communicate/learn) and influence behaviour in certain situations. An understanding of the psychological processes involved in decision-making and the various influences on these processes enable markers to develop effective strategies and managerially useful analyses.

This course enables the students of marketing to examine in greater depth issues raised in the introductory marketing module. This module will provide students with an understanding of the crucial importance of understanding the psychology of consumers for company success. Students will be able to critically examine critical issues in consumer behaviour and apply the theories and principles of consumer behaviour in a practical context.

### Module Leader

Jenny Lloyd ([Biography](#))  
Associate Professor, Marketing Group



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## Learning Outcomes and Objectives

Upon successful completion of this module, students will be able to:

- Apply critical thinking to Consumer Behaviour theory and research.
- Discuss the latest research issues and instruments in Consumer Behaviour.
- Evaluate marketing strategies in the light of Consumer Behaviour theory.
- Critically evaluate the effectiveness of various Marketing techniques and their attempts to influence the behaviours of individuals.
- Work independently, in pairs and teams to solve problems and understand Consumer Behaviour theory.
- Present research ideas based on critical evaluation of theory and research.
- Demonstrate how as a marketer you can use your knowledge of Consumer Behaviour concepts to develop better marketing programs and strategies to influence those behaviours.
- Complete a project that demonstrates both your working knowledge and analytical skills in assessing the consumer decision-making process.
- Analyse the trends in consumer behaviour, and apply them to the marketing in a practical context.

## Syllabus

Indicative Module Content:

- The Consumer Decision Making Process
- “Nudging” Consumers
- Emotions and Decision Making
- Consumer Motives and Values
- Consumer Response to Marketing Actions
- Exposure, Attention, Perception
- Learning and Attitudes
- Customer Loyalty and Customer Experience
- Social and Group Aspects of Consumer Behaviour
- Social Norms and Conspicuous Consumption
- Culture and Sub-Culture
- Consumer Misbehaviour and Consumer Research

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
<b>Full Year</b>	Standard	15	Summer exam (70%) Group Presentation (30%)
<b>Autumn Term only</b>	Not Available	Not Available	Not Available
<b>Autumn &amp; Spring Term</b>	VE 15 CATS	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)
<b>Spring Term only</b>	VE 15 CATS	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)
<b>Spring &amp; Summer Terms</b>	Standard	15	Summer exam (70%) Group Presentation (30%)

#### Bibliography

Evans, Jamal and Foxall (2009) "Consumer Behaviour", Wiley or equivalent

## IB2B40 Digital Business in Modern Organisations

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no pre-requisites for this module.

**Module Leader**

Dr Melody Zou ([Biography](#))  
Assistant Professor  
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Group



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**Module Overview**

- Employ a social technical view to look at the role of technology in the workplace and business environment
- Present digital business as a combination of technology, processes and social connections inside and outside organisations.
- Explain how to manage information and digital media to support communication and collaboration inside organisations.
- Explain how to make use of information and technology to conduct an online business

**Syllabus**

This module covers the following topics:

- Networked enterprise

- Disruptive technologies in the digital age
- Value chain thinking
- Context of organization

- Digital workplace

- Communication & collaboration @ Organisation
- Knowledge management
- Business intelligence

- Digital business

- E-commerce
- Create your own online business
- Digital marketing

### Learning Outcomes & Objectives

- Define digital business as a combination of technology, processes, and people
- Explain the role of information in decision-making and how to manage it using technologies and digital media
- Understand the role of technology and managing knowledge and business intelligence in organisations
- Understand the role of technology and in operating a business online
- Demonstrate a detailed awareness of how technology is enabling and driving changes in the workplace, including changes to business models

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
<b>Full Year</b>	15 CATS	15	Participation (10%) Class Test (20%) 2500 word Assignment (70%)
<b>Autumn Term only</b>	15 CATS	15	Participation (10%) Class Test (20%) 2500 word Assignment (70%)
<b>Autumn &amp; Spring Term</b>	15 CATS	15	Participation (10%) Class Test (20%) 2500 word Assignment (70%)
<b>Spring Term only</b>	Not Available	Not Available	Not Available
<b>Spring &amp; Summer Terms</b>	Not Available	Not Available	Not Available

### Bibliography

- Valacich, J. S., and Schneider, C. 2018. Information Systems Today: Managing in the Digital World, (Eighth edition ed.). Harlow, England: Pearson.
- Laudon, K. C., and Laudon, J. P. 2018. Management Information Systems: Managing the Digital Firm, (Fifteenth edition ed.). Harlow, England: Pearson.
- Boddy, D., Boonstra, A., and Kennedy, G. 2008. Managing Information Systems: Strategy and Organisation, (3rd ed ed.). Harlow, England: Pearson.
- Turban, E., Whiteside, J., King, D., and Outland, J. 2017. Introduction to Electronic Commerce and Social Commerce, (4th edition ed.). Cham: Springer International Publishing.
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- Barringer, B. R., and Ireland, R. D. 2012. Entrepreneurship: Successfully Launching New Ventures, (4th edition, Global Edition ed.). Boston: Pearson/Prentice Hall.
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- Porter, M. E., and Heppelmann, J. E. 2014. "How Smart, Connected Products Are Transforming Competition," Harvard Business Review (92: 11), pp. 64-88.

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- McAfee, A. P. 2009. "Shattering the Myths About Enterprise 2.0," Harvard Business Review (87: 11), pp. 1-6.
- McAfee, A. P. 2006. "Enterprise 2.0: The Dawn of Emergent Collaboration," MIT Sloan Management Review (47: 3), pp. 21-28.
- Rigby, D. K. 2014. "Digital-Physical Mashups," Harvard Business Review (92: 9), pp. 84-92.

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

Students should have a basic knowledge of marketing before taking this module.

**Module Overview**

The module builds on the more managerial perspective in Principles of Marketing and Strategy to consider the longer-term issues in the evolution of markets and competition and the ways in which organisations, through their offerings, both sustain their own position(s) and erode those of their competitors. The module is concerned with strategic marketing. The focus is on strategic market management decisions which have a long-term impact on the organisation and its offerings and which are difficult and costly to reverse. To achieve this, the strategic marketing decision-making process is supported by external analysis (analysis of the organisation's environment) and internal analysis.

**Syllabus**

Topics covered will be:

1. Introduction and Basic Concepts in Marketing Strategy
2. External Analysis in Strategic Marketing
3. Environmental Uncertainty and Internal Analysis in Strategic Marketing
4. The Concept of Sustainable Competitive Advantage
5. Market Entry Timing Strategy
6. Building Brand Equity
7. Positioning and Growth Strategies
8. Experiential Marketing and Selected Marketing Mix Strategies
9. Strategy Planning and Implementation in Organisations
10. Reviewing the State of Marketing Strategy

**Learning Outcomes and Objectives**

By the end of the module students should be able to:

- Conduct external and internal analyses that support the development of marketing strategies.
- Identify and address strategic questions
- Understand and work with a set of useful and important concepts such as unmet needs, strategic groups, sustainable competitive advantage, risk, key success factors, strategic

**Module Leader**

Dr Scott Dacko ([Biography](#))  
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opportunities or threats, strategic strengths, weaknesses, or problems, strategic uncertainties, vision, product markets, segmentation, industry structure, portfolio analysis, and scenarios.

- More broadly, understand the basic processes underlying the evolution and development of competitive markets; appreciate the nature of both sustainability and erosion in the context of competitive advantage in such markets; and recognise in general the ways in which both customer and technology evolution can substantially influence such processes.
- Apply these various concepts to any number of specific commercial situations. Particular emphasis is given to this last objective since it is the whole intention of the module to understand how knowledge in the area of marketing strategy can and should influence action and decision choices.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2000 word Assignment (40%) Summer Exam (60%)
Autumn Term only	VE	15	3000 word Assignment (100%)
Autumn & Spring Terms	VE	15	3000 word Assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Strategic Market Management, by David A. Aaker and Christine Moorman, John Wiley and Sons, 2018
- The Advanced Dictionary of Marketing by Scott G. Dacko, Oxford University Press, 2008

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

Visiting or Exchange students must have previously completed a marketing module at their home university. Students without prior knowledge of the basic concepts in marketing will be unable to take this module.

**Module Overview**

This module aims to familiarise students with the key principles, ideas, methods, and practices of marketing research.

**Syllabus**

The topics below will be addressed during the module:

- Introduction to Marketing Research.
- Marketing Research Process and Research Design.
- Secondary Data and Experiments.
- Qualitative Research Methods.
- Survey Methods.
- Measurements and Developing Questions.
- Questionnaire Design and Implementation.
- Data Preparation, Analysis, and Presentation.
- Ethics in Marketing Research.
- Presenting Insights and Findings: Written and Oral Marketing Research Reports.

**Learning Outcomes and Objectives**

On successful completion of this module, students should be able to:

- Critique and reference important marketing research concepts, frameworks, methodologies, and tools, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.
- Apply important concepts, frameworks, methodologies, and tools to marketing research problems, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.

**Module Leader**

Mahrokh Roknifard ([Biography](#))  
Teaching Fellow, Marketing Group



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- Construct marketing research projects in order to meet specific managerial information needs, demonstrated by designing an implementable research project to specifications given within the Group Project.
- Gather, validate, and analyse data, using marketing research concepts, frameworks, methodologies, and tools, demonstrated by applying these skills in the Group Project.
- Recommend and justify managerial responses, activities, and actions to marketing research problems, demonstrated by applying these skills in the Group Project, and solving related problems in the Final Exam.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work (20%) Peer Assessment Summer Exam (80%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	VE	15	Group Work (20%) Peer Assessment 2500 word Assignment (80%)
Spring Term only	VE	15	Group Work (20%) Peer Assessment 2500 word Assignment (80%)
Spring & Summer Terms	Standard	15	Group Work (20%) Peer Assessment Summer Exam (80%)

#### Bibliography

The following resources are this module's Reading List:

- Aaker, David A., V. Kumar, Robert Leone, and George S. Day, Marketing Research (11th Edition)
- Brown, Tom J., Tracy A. Suter, and Gilbert A. Churchill, Basic Marketing Research (9th Edition)
- Feinberg, Fred M., Thomas Kinnear, and James R. Taylor, Modern Marketing Research: Concepts, Methods, and Cases (2<sup>nd</sup> Edition)
- Hair, Joseph, Mary Celsi, Robert Bush, and David Ortinau, Essentials of Marketing Research (3rd Edition)
- McDaniel Jr., Carl, Roger Gates, Subramanian Sivaramakrishnan, and Kelley Main (2nd Edition)
- Zikmund, William G. and Barry J. Babin, Essentials of Marketing Research (5th Edition)

## IB2B70 Corporate Entrepreneurship

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no pre-requisites for this module.

**Module Overview**

Companies increasingly realize that creating and sustaining a competitive edge requires them to think and act like entrepreneurs. The concept of corporate *entrepreneurship* or *intrapreneurship* refers to the development of new ideas and opportunities within established businesses, leading to improved profitability and an enhanced competitive position.

This module is designed to provide a broad understanding of the theory and practice of corporate entrepreneurship and to address the challenges associated with entrepreneurship in a corporate context.

Through a combination of interactive lectures, class discussions, case studies, readings and guest lectures, students will gain insights into the practical steps needed to initiate, develop and implement new corporate ventures within established corporations.

Moreover, students will learn how to design and implement a compelling strategy which promotes corporate entrepreneurship and the generation of new ideas within an existing organization.

**Syllabus**

The topics below will be addressed during the module:

- Introduction to corporate entrepreneurship.
- Forms, pre-conditions and antecedents of corporate entrepreneurship.
- Obstacles to and risks of corporate entrepreneurship.
- The impact of corporate strategy and structure on intrapreneurship.
- Corporate spin-offs and corporate venture capital.
- Building supportive organizational cultures.
- Human resource management and corporate entrepreneurship.

**Module Leader**

Eivor Oborn ([Biography](#))  
Professor, Entrepreneurship & Innovation



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## Learning Outcomes and Objectives

On successful completion of the module, students are expected to demonstrate an ability:

- To critically understand the nature of corporate entrepreneurship and the specific challenges of launching new business ventures within established organisations.
- To comprehend the major theories, conceptual frameworks and assumptions that underpin academic studies in corporate entrepreneurship.
- To develop an understanding of the role of corporate entrepreneurship for creating and sustaining a competitive advantage.
- To critically evaluate the environment within an established company in terms of how much it supports or constrains corporate entrepreneurship.
- To understand how corporate culture as well as managerial style and attitude towards failure can influence intrapreneurship.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	Standard	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)
Spring Term only	Standard	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)
Spring & Summer Terms	Standard	15	Group Work (30%) Peer Assessment 2500 word Assignment (70%)

## Bibliography

The following resources are this module's Reading List:

- Burns, P. 2013. Corporate entrepreneurship: Innovation and strategy in large organizations (3rd ed.). New York: Palgrave Macmillan.
- Hisrich, R. D. & Kearney, C. 2012. Corporate entrepreneurship: How to create a thriving entrepreneurial spirit throughout your company. New York: McGraw-Hill.
- Kuratko, D. F., Morris, M. H., & Covin, J. G. 2011. Corporate innovation & entrepreneurship: Entrepreneurial development within organizations (3rd ed.). Mason, OH: South-Western Cengage Learning.
- Morris, M. H, Kuratko, D.F. and Covin, J.C. (2008), Corporate Entrepreneurship & Innovation, 2nd Edition, Mason, Oh: Thomson/Southwestern Publishing.

## IB2C10 Fundamentals of Business Law

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

### Module Leader

Dr Leela Cejnar ([Biography](#))  
Associate Professor  
Accounting Group



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### Module Overview

This module aims:

- To introduce students to the way in which legal systems work and the main differences between civil and criminal systems.
- To develop an understanding of the main sources of law, the procedures involved in creating law and limitations placed on the legislature and judiciary.
- To develop an understanding of the hierarchy of the court system and the importance of the doctrine of stare decisis in common law systems.
- To understand the basic concepts and principles of contract law and the importance of contract formation in the business world.
- To understand the potential consequences which may flow from a breach of contract.
- To understand the different legal forms of business and the legal formalities required to set up as a sole trader, in partnership and as a limited company.
- To develop legal skills including analysis of legal problems, and problem-solving techniques which can be applied to analyse a range of hypothetical problems.
- To be able to conduct research using official sources of legislation and case-law.
- To gain experience in preparing and presenting legal arguments.
- To develop an ability to evaluate and criticise legal principles.

### Syllabus

The module includes the following:

#### The Legal System

An introduction to the English legal system, with particular reference to how the law is made and how legal disputes are resolved. Civil and criminal law distinctions. The creation of law through judicial precedent, statute law and European law. Interpretation of statutes. The court system and procedures for commencing and responding to a legal dispute. The role and qualifications of solicitors and barristers.

## Business Transactions

An introduction to the law of obligations. Formation of contracts, with particular reference to the importance of contract formation in the world of business. Offer and acceptance, consideration, intention to create legal relations, capacity to contract, the purpose of contracts. Contracts in restraint of trade. The postal rules and the relevance of modern methods of communication. Rights of Third Parties Act. Remedies available for breach of contract.

## Business Organisations

The legal formalities involved in setting up in business as a sole trader, in partnership and as a limited liability company. The Partnership Act and Companies Acts, Forming partnership agreements. Limited liability partnerships. Agency and the role of the partner. Memorandum and Articles of Association. Effects of incorporation. Lifting the corporate veil.

### Learning Outcomes and Objectives

- Understanding the essential features, institutions and principles of legal systems.
- Recognising the major sources of UK law and the hierarchy of English courts.
- Analysing legal problems, conducting research using official sources of legislation.
- Preparing legal arguments and evaluating and criticising current law and reform proposals.
- Analysing texts and oral presentations, communicating ideas effectively and testing and refining hypotheses.
- Working in teams to prepare and present case-studies.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (100%)
Autumn Term only	Visiting	15	Individual Assignment (100%)
Autumn & Spring Terms	Visiting	15	Individual Assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

### Bibliography

#### Core text:

- James Marson & Katy Ferris, Business Law, 5th edition, 2018 Oxford University Press

#### Illustrative Reading:

- Alix Adams Law for Business Students, 11th edition, 2020, Pearson.
- Ewan Macintyre, Essentials of Business Law, 6th edition, 2018, Pearson
- Card and James, Business Law, 4th edition, 2016, Oxford University Press

## IB2C40 Managing Human Resources

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

This module aims to introduce students to different processes and practices involved in managing people at work.

It seeks to develop a critical understanding of a range of conceptual, theoretical and practical issues. We will explore and evaluate different approaches to managing people, considering different contexts and stages of the employment cycle.

It will be of value to students seeking managerial positions and, more generally, to those interested in analysing the management of people at work.

**Syllabus**

Topics covered will be:

- 1 - Introduction. Origins, approaches and the HR function.
- 2 - Resourcing: recruitment and selection.
- 3 - Performance management.
- 4 - Pay and rewards.
- 5 - Equality, diversity and inclusion
- 6 - Training, learning and development
- 7 - Employee voice.
- 8 - Employee engagement and high-performance work practices.
- 9 - HRM and business strategy.
- 10 - HRM and the future of work. Module summary.

**Learning Outcomes and Objectives**

Students successfully completing this module will:

- Understand a range of issues, approaches and debates pertaining to managing people;
- Be able to use relevant evidence and literature to critically assess different models and approaches to people management;
- Be able to interpret material, including case study evidence, in an analytical rather than merely descriptive way;
- Be attentive to the practical implications of academic research and writing.

**Module Leader**

Catherine Berrington ([Biography](#))  
Teaching Fellow, Organisation and Work Group)



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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation (10%) Individual Assignment (90%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Participation (10%) Individual Assignment (90%)
Spring Term only	Standard	15	Participation (10%) Individual Assignment (90%)
Spring & Summer Terms	Standard	15	Participation (10%) Individual Assignment (90%)

## Bibliography

- Beardwell, J. and Thompson, A. (eds) (2017) Human resource management: a contemporary approach. Eighth edition. Harlow, England: Pearson.
- Beer, M., Boselie, P. and Brewster, C. (2015) 'Back to the Future: Implications for the Field of HRM of the Multistakeholder Perspective Proposed 30 Years Ago', Human Resource Management, 54(3), pp. 427–438.
- Boxall, P. F. and Purcell, J. (2016) Strategy and human resource management. 4th edition. London: Macmillan Education.
- Edwards, P. and Wajcman, J. (2005) The politics of working life. Oxford: Oxford University Press.
- Frey, C. B. and Osborne, M. A. (2017) 'The future of employment: How susceptible are jobs to computerisation?', Technological Forecasting and Social Change, 114, pp. 254–280.
- Grugulis, I. (2017) A very short, fairly interesting and reasonably cheap book about human resource management. Los Angeles: SAGE.
- Legge, K. (2005) Human resource management: rhetorics and realities. Anniversary ed. Basingstoke: Palgrave Macmillan.
- McKenna, S., Richardson, J. and Manroop, L. (2011) 'Alternative paradigms and the study and practice of performance management and evaluation', Human Resource Management Review, 21(2), pp. 148–157.
- Thompson, P. (2011) 'The trouble with HRM', Human Resource Management Journal, 21(4), pp. 355–367.
- Townley, B. (1994) Reframing human resource management: power, ethics and the subject at work. London: Sage.
- Ulrich, D. et al. (2013) 'The State of the HR Profession.', Human Resource Management, 52(3), pp. 457–471.
- Wright, C. (2008) 'Reinventing human resource management: Business partners, internal consultants and the limits to professionalization', Human Relations, 61(8), pp. 1063–1086.

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 5 NQF (Intermediate)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

This course focuses on the digital transformations taking place in contemporary workplaces and will offer students:

- A multi-perspective analysis of digital technologies increasingly used in the organisation of work;
- Tools to navigate the world of work as employees, managers, and entrepreneurs;
- Understand how the acceleration in technological change impact the design, sustainable development, ethical, and strategic dimensions of work;
- In-depth analysis of management theories in relation to contemporary digital workplace developments;
- Use of gamification, high-profile examples, and case studies of managerial practice to better understand the legal and managerial effects of digital technologies on the workplace.

**Syllabus**

Topics covered will be:

The 'Digital Workplace'

- Theories of work and management
- Human capital theory in the digital era

Algorithmic Technologies in the Workplace: Opportunities and Challenges

- AI decision-making and the changing relationship between managers and employees
- Ethics and the use of artificial intelligence and data analytics in workplaces
- Impact of robotization and task automation on the future of work.

Management for the Digital Age

- Exploring digital technologies: the design, implementation and promotion of data-driven management practices
- Utilising technologies in sustainable and responsible employing organisations
- Opportunities and implications for management in relation to technology in diverse business organisations, including start-ups, entrepreneurs, and the self-employed

Digitalisation, Inclusion, and Diversity

**Module Leader**

Manuela Galetto ([Biography](#))  
Associate Professor, Organisation & Work



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- Impact of new technologies and new forms of organising on diversity and inclusion Employment status and the new platform economy e.g. found in platform work, crowdwork and Elancing

#### Legal Implications of a Digitalised Workplace

- Changing workplace regulation (e.g. Data Protection)
- Surveillance, privacy, and regulation of technology in the workplace (e.g. Article 22 GDPR)
- Working From Home: implications for the intersection of professional and personal

#### The future of work: Digital Practices and Changing Workplace Demographics

- Technology and the trajectory of automation’s impact on future employment
- New work practices in response to environmental and sustainability challenges (e.g. SDG 8)
- Young workers and the new normal of the digital workplace

#### Learning Outcomes and Objectives

By the end of the module students will be able to:

- Understand key drivers and implications of digital technologies in the workplace;
- Critically analyse the effects of digital technologies from the perspective of different stakeholders;
- Interrogate in-depth the complexities of digitally mediated work-related design and decision-making processes within organisations;
- Recognise and assess the mediating effect of the legal and economic context on the implications of digitally-based innovations at work.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	IB2C70	15	Individual Assignment (75%) Reflective Learning Log (25%)
Autumn Term only	IB2C70	15	Individual Assignment (75%) Reflective Learning Log (25%)
Autumn & Spring Terms	IB2C70	15	Individual Assignment (75%) Reflective Learning Log (25%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Adler PS, du Gay P, Morgan G and Reed M (2014) The Oxford Handbook of Sociology, Social theory and organisational studies, Oxford University Press.
- Bardhan A et al (2013) The Oxford Handbook of offshoring and global employment, Oxford University Press.
- Blackman A et al (2019) (eds) Theorising Labour Law in a Changing World. Towards inclusive labour law, Hart.
- Bondarouk T and Fisher S (2020) Encyclopedia of Electronic HRM, De Gruyter Oldenbourg.

- BiliÄ P et al (2018) Technologies of labour and the political of contradictions, Palgrave Macmillan.
- Edoardo A (2018) Working in Digital and Smart Organisations: Legal, Economic and Organisational Perspectives on the Digitalization of Labour Relations, Palgrave Macmillan.
- EIGE (2020) Gender Equality Index 2020: Digitalisation and the Future of Work. Vilnius: European Institute for Gender Equality.
- Fleming, P. (2019) Robots and Organization Studies: Why Robots Might Not Want to Steal Your Job

## IB2D30 Accounting in Practice

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

This module introduces students to key concepts, practical techniques, uses and limitations of financial and management accounting information. It is aimed at students who are studying Financial and Management Accounting at an introductory level (assuming no prior knowledge of accounting), and who may or may not subsequently study these subjects further. It provides a basic grounding and working knowledge of key aspects of both Financial and Management Accounting.

### Syllabus

Topics covered will be:

- The discrete-event simulation method
- Software for discrete-event simulation (with use of a specific package e.g. Simul8 or Witness)
- Performing a simulation study (conceptual modelling, data collection and analysis, experimentation, verification and validation).

The tutorials provide the opportunity for supervised exercises and help you develop your own computer-based simulation programmes.

Those doing 15 CATS points will have an extra (longer and more involved) question(s) in the exam.

For the group work, students will work in groups of around 6. They should assume that they are simulation analysts who have been asked to investigate a particular industrial/operational problem. They should find a real problem and develop a suitable simulation model using Simul8. The assessed work will take the form of a short report which will include a description of the problem they are modelling, a conceptual model, the data collected and documentation, validation and verification of the model and records of the experimentation carried out plus an explanation of the results with recommendations. They will also submit the programmed simulation in Simul8. The students should indicate who amongst them did what work and sign to that effect.

### Module Leader

Sadia Khan ([Biography](#))

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## Learning Outcomes and Objectives

### Module Aims

- Introduce the fundamentals of financial and management accounting and its broad range of users.
- Develop an ability to prepare financial information in line with accepted accounting principles.
- Provide knowledge and understanding of the uses and applications of accounting information as a business tool in decision-making, planning and performance assessment.
- Develop awareness of the underpinning principles and limitations of accounting information and the impacts of these on its use.
- Enable analysis and interpretation of accounting information, in ways that support business decisions and management.
- Encourage self-managed learning, to support timely and professional completion of reading and tasks and contribution to class and online topic discussions.

### Learning Outcomes

- Explain the importance of financial and management accounting as business tools, and the nature and importance of accounting information to a broad range of users.
- Prepare basic financial statements, including the Statement of Profit or Loss, and the Statement of Financial Position appreciating the links between these statements of financial performance and position.
- Effectively use a range of basic accounting tools to assist with management decision-making, planning and performance assessment.
- Identify the limitations of accounting information and explain the implications of these limitations for the analysis, interpretation and use of that information.
- Analyse and interpret different types of accounting information and effectively communicate results or responses to user groups using financial language.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (100%)
Autumn Term only	Visiting 15 CATS	15	January Exam (100%)
Autumn & Spring Terms	Visiting 15 CATS	15	January Exam (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

- P Atrill and E McLaney, Accounting and Finance for non-Specialists (latest edition), Financial Times/Prentice Hall.

## IB2D40 Programming for Business Application

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

The primary aim of this module is to equip business students with knowledge of programming and underlying fundamental concepts that will help you design your own (small) programs to automate (small) tasks using a programming language and develop an understanding of the technical aspects of business problems. The module requires no background knowledge in programming and is particularly tailored to fulfill novice's need in learning to program. It also covers basic principles of software engineering, tools and technologies available to manage your program/code and would discuss some relevant resources available to continue your learning in programming beyond this module.

### Syllabus

- Introduction to programming in a business landscape
- Exploring types of programming solutions/languages/tools available - limitations, strengths and example application areas
- Basic programming concepts - data wrangling, data manipulation, control structures, import-export data, data types and structures, functions,
- Building basic programming solution (script) to solve a business problem using data
- Introduction to libraries / object oriented programming (OOP)
- Software development project issues and project management solutions (e.g., Agile/Scrum, DevOps)

### Learning Outcomes and Objectives

#### Subject knowledge and understanding - Learning Outcome

- Understanding the role programming plays in a business landscape
- Develop a knowhow about various types of programming solutions/Language/tools available - limitation, strength and example application areas
- Overview of software engineering principles
- Learning and applying basic programming concepts such as data types and structures, control structures, functions, import-export data, introduction to libraries, data analysis etc

### Module Leader

Neha Gupta  
Teaching Fellow

Information & Systems Management  
Group



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### Subject specific skills - Learning Outcome

- Develop Python scripts to solve a business problems
- Using Python and Python libraries for data analysis
- Knowledge of Software Development ecosystem

### Cognitive Skills - Learning Outcome

- Capability to understand the problem, and design and refine a technical solutions to the problem

### Key skills - Learning Outcome

- Develop knowhow about programming applications available to solve business solutions
- Individually design and implement a function Python code to solve a business problem

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring & Summer Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)

### Bibliography

- Introduction to programming in a business landscape
- Exploring types of programming solutions/languages/tools available - limitations, strengths and example application areas
- Basic programming concepts - data wrangling, data manipulation, control structures, import-export data, data types and structures, functions
- Building basic programming solution (script) to solve a business problem using data
- Introduction to libraries / object oriented programming (OOP)
- Software development project issues and project management solutions (e.g., Agile/Scrum, DevOps)

## IB2D50 Entrepreneurship in Practice

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

This module provides you with a foundational understanding of entrepreneurship. Each week, we focus on a particular topic and how it relates to entrepreneurship. The module combines practical insights – you hear from a different guest speaker each week – and important findings in the academic literature to give you a comprehensive introduction to the field of entrepreneurship.

### Syllabus

Students will develop a business for a product or service of their choice. The elements of the course will cover the aspects necessary to develop a business idea. Sessions will include:

- Opportunities
- Innovation
- Intellectual property
- Lean start-up approach
- Business models
- Finding Resources
- Communication
- Business idea coaching
- Growth

### Learning Outcomes and Objectives

- Become even more excited about entrepreneurship
- Build foundational understanding of module topics
- Learn how to read academic articles
- Learn about entrepreneurship in "real life" from practitioners
- Learn how to think critically and to ask the right questions
- Learn something interesting and useful every week

### Module Leader

Nicos Nicolaou ([Biography](#))

Associate Professor

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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring & Summer Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)

## Bibliography

- Barringer, B.R. and Ireland, R.D. (2010) *Entrepreneurship: Successfully Launching New Venture*, Harlow: Pearson
- Barrow, C., Barrow, P. and Brown, R. (2015) *The Business Plan Workbook: a practical guide to new venture creation and development*, London : KoganPage.
- Bhide, A. (1992) 'Bootstrap Finance: The Art of Start-Ups' *Harvard Business Review*, 70, 6, pp. 109-17
- Mollick, E. (2020). *The Unicorn's Shadow*. Wharton School Press - this book has five chapters and is classed as essential reading.
- Neck, H.M., Neck, C.P., & Murray, E. L. (2018). *Entrepreneurship: The practice and mindset*. Sage.
- Ries, E. (2011), *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses*, London ; New York :Portfolio Penguin
- Shane, S. (2003). *A general theory of entrepreneurship*. Cheltenham: Edward Elgar.



## IB2D60 Marketing in Practice

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

This Marketing In Practice module aims to familiarise students with the main tenets of marketing theory, and practice, through an applied and discursive approach.

Having completed this module, you will be able to:

- Critique and reference important marketing concepts;
- Apply important marketing concepts and frameworks to resolve marketing problems;
- Select appropriate concepts, models and frameworks to analyse case study data;
- Reflect upon marketing problems and use marketing concepts and models to formulate appropriate strategies and responses to the challenges posed;
- Offer clear and rational justifications for managerial solutions based upon marketing concepts and market data.

### Syllabus

**The topics below will be addressed during the module:**

- Introduction to marketing and the module
- Identifying market opportunity
- Understanding customers and consumers
- Researching the market
- Segmentation, targeting and competitive positioning.
- Creating a product/service and branding
- Setting a price
- Finding the right 'route to market'.
- Creating an effective communication strategy
- Sustainability and ethics in marketing

### Module Leader

Dr Jenny Lloyd ([Biography](#))  
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### Learning Outcomes and Objectives

- The aim of this module is that it should equip non-marketing graduates with sufficient understanding of the concept, its function and its processes to allow them to work effectively with marketing colleagues in support of wider organisational objectives.
- To this end, the specified learning outcomes for this module state that, on successful completion of this module, students should be able to:
- Critique and reference important marketing concepts and frameworks.
- Apply important marketing concepts and frameworks to marketing problems.
- Analyse case study data, using important marketing concepts and frameworks.
- Develop and formulate recommended responses, activities and actions to marketing problems.
- Justify and recommend managerial responses, activities and actions to marketing problems.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

### Bibliography

- Armstrong, G, Kotler, P, Opresnik, M, Armstrong, G, Kotler, P, Opresnik, M, Armstrong, G, Kotler, P, & Opresnik, M 2019, Marketing: an Introduction, Global Edition, Pearson Education, Limited, Harlow. Available from: ProQuest Ebook Central. [27 August 2023].
- Marketing Management, KOTLER, P. T., KELLER, K. L., GOODMAN, M., BRADY, M., & HANSEN, T. (2019). Harlow, United Kingdom, Pearson Education Limited.
- Principles of Marketing, KOTLER, P. T. (2017) Pearson Education Limited
- Marketing strategy and competitive positioning, Graham J. Hooley; Brigitte Nicoulaud; John M. Rudd; Nick Lee (2020) Pearson Education Limited.

## IB2D70 Management in Practice

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

Management in Practice (MiP) aims to help you develop a critical understanding of management practice and organisations. It does this by introducing a range of approaches to studying and describing organisations and the role of managers in creating, sustaining and steering them.

During the module, we will span different levels of analysis - individual, organisation, society -, and different historical approaches, from the roots of management thinking to some of the latest trends. We will also establish bridges between academic theory and managerial practice through case studies, news items and illustrative videos.

### Syllabus

The module consists of 9 topics taught weeks 1 to 9 in Term 1, with a module summary and assignment guidance lecture in week 10.

- Classic Management Theories I: Rational perspective of organisations
- Classic Management Theories II: Natural and open-systems perspectives of organisations
- The employment relationship and critical perspectives of organisations
- Management, managers and leaders
- Diversity in organisations
- Power and politics in organisations
- Management and ethics
- Groups and teams
- Future of Organisations
- Module summary and assignment guidance

### Learning Outcomes and Objectives

Through the combination of lectures and seminars, this module pursues the following learning objectives:

- Demonstrate an understanding of, and critically evaluate, the major conceptual frameworks and contemporary debates concerning management issues

### Module Leader

Catherine Berrington ([Biography](#))  
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Organisation & Work Group



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- Demonstrate advanced interpersonal skills that will be useful in professional careers such as presenting arguments, critical thinking, and influencing others, while keeping in mind sustainability and ethical issues and their impact on management in practice
- Explain, critically analyse and evaluate a variety of perspectives on management issues in theory and practice
- Identify and discuss the assumptions that underpin the theories covered on the module, and critically evaluate the implications of such assumptions
- Present a theoretically informed and conceptually nuanced analysis of management issues in practice
- Apply theoretical insights to real-life management cases to develop logical and well-reasoned arguments

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## IB2D80 Behavioural Economics

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	NQF Level 5 (Intermediate)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

#### The principal module aims are:

- To give a rigorous grounding in the key concepts and theories in behavioural economics, as well as the experimental and other evidence that underpins the field.
- To allow students to critically evaluate and apply behavioural economic ideas in practical business and policy contexts.

### Syllabus

- 1 What is Behavioural Economics?
- 2 Values and Choices
- 3 Decision making under risk
- 4 Mental accounting
- 5 Intertemporal choice
- 6 Strategic interactions
- 7 Social preferences
- 8 Implications for human rationality
- 9 Applications business and policy

### Learning Outcomes and Objectives

By the end of the module, you will be able to:

- Articulate and apply the key concepts and theories in behavioural economics. This will include an understanding of risk aversion, loss aversion, mental accounting, behavioural game theory, social dilemmas.
- Compare the standard rationality assumptions in economic theory with the results of experimental research on human decision making.
- Articulate how experimental and other evidence supports and underpins claims in behavioural science.
- Evaluate and apply behavioural economic ideas in practical business and policy contexts.
- Evaluate existing behavioural proposals in policy making and business contexts, which purport to be based on principles from behavioural economics.

### Module Leader

Dr Tim Mullett ([Biography](#))

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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	1000 word Individual Assignment 1 (10%) 3000 word Individual Assignment 2 (90%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	1000 word Individual Assignment 1 (10%) 3000 word Individual Assignment 2 (90%)
Spring Term only	15 CATS	15	1000 word Individual Assignment 1 (10%) 3000 word Individual Assignment 2 (90%)
Spring & Summer Terms	15 CATS	15	1000 word Individual Assignment 1 (10%) 3000 word Individual Assignment 2 (90%)

## Bibliography

- Wilkinson, N., & Klaes, M. (2017). An introduction to behavioural economics. Macmillan International Higher Education.
- Hastie, R., & Dawes, R. M. (2010). Rational choice in an uncertain world: The psychology of judgment and decision making.
- Sage. Cartwright, E. (2018). Behavioural economics. Routledge.
- Kahneman, D (2011).
- "Thinking fast and slow". Thaler, R.H. Sunstein, C. R. (2008) Nudge: Improving decisions about health, wealth, and happiness. Penguin Books.
- Ariely, D. (2009). Predictably irrational (p. 71). New York: HarperCollins.

### Journal Articles

- Camerer (1998). "Loss aversion in the wild: Evidence from the field".
- Chao, M. (2017). Demotivating incentives and motivation crowding out in charitable giving. Proceedings of the National Academy of Sciences, 201616921.
- Epley, N., & Gneezy, A. (2007). The framing of financial windfalls and implications for public policy. The Journal of Socio-Economics, 36(1), 36-47.
- Falk, A., Fehr, E. and Fischbacher, U. (2003), On the Nature of Fair Behavior. Economic Inquiry, 41: 20–26.
- Fehr, E. & Fischbacher, U. (2003). The nature of human altruism. Nature, 425, 785-791.
- Gamliel, E., & Peer, E. (2010). Attribute framing affects the perceived fairness of health care allocation principles. Judgment and Decision Making, 5(1), 11.
- Heilman, C. M., Nakamoto, K., & Rao, A. G. (2002). Pleasant surprises: Consumer response to unexpected in-store coupons.
- Journal of Marketing Research, 39(2), 242-252.
- Leonard, T. C. (2008). Richard H. Thaler, Cass R. Sunstein, Nudge: Improving decisions about health, wealth, and happiness.

- Constitutional Political Economy, 19(4), 356-360.
- Mussweiler, T., & Strack, F. (2001). Considering the impossible: Explaining the effects of implausible anchors. *Social Cognition*, 19(2), 145.
- Powdthavee, N. (2015). Would You Like to Know What Makes People Happy? An Overview of the Datasets on Subjective Well-Being. *Australian Economic Review*, 48(3), 314-320.
- Thaler (1999). Mental accounting matters. *Journal of Behavioural Decision Making* 12,183-206.
- Trump, R. K., Finkelstein, S. R., & Connell, P. M. (2015). I will risk a stranger's money, but not my own or my friend's money: Effect of proximity of the money source to the self on financial risk-taking. *Marketing Letters*, 26(4), 501-512.
- Urminsky, O., & Zauberman, G. (2015). The psychology of intertemporal preferences. *The Wiley Blackwell handbook of judgment and decision making*, 141-181.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	NQF Level 5 (Intermediate)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Overview

The module aims:

- To introduce the basic economics that underlie the key financial management decisions taken by firms.
- To prepare the foundations for more advanced study of Finance by encouraging you to develop a critical understanding of the main theories in Finance and the assumptions that underpin them.
- To provide you with opportunities to practice using the key tools and techniques of Finance.
- To encourage you to read the financial press and to make links with what you are learning in the classroom.

#### Syllabus

- Introduction
- Time value of money, future and present values of cash flows
- Annuities and perpetuities, applications to stock and bond valuation, Gordon Growth Model
- Capital budgeting in perfect markets and risk neutrality
- Bonds and Bonds Pricing
- Uncertainty, Default and Risk Attitudes
- Project Price under Uncertainty
- Risk, Reward, and Diversification
- The Capital Asset Pricing Model (CAPM)
- Capital budgeting in imperfect market
- CAPM II, Market efficiency
- Raising capital - equity versus debt
- Capital Structure in Perfect Market
- Capital Structure in Reality
- Payout policy
- Financial derivatives

#### Module Leader

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## Learning Outcomes and Objectives

By the end of the module you should be able to:

- Critically appraise the value added by a capital project by calculating the present value of expected future cash flows, and estimating the cost of capital.
- Demonstrate applied knowledge of portfolio theory and capital asset pricing mode.
- Explain what is meant by capital structure and dividend policy, and be able to apply these concepts in corporate financial management.
- Price simple financial option contracts.
- Explain key theoretical models and the assumptions that underpin them, and critically evaluate the limitations of those models.
- Make and justify decisions from empirical evidence.
- Solve numerical problems and reflect critically upon their implications within real-world scenarios.
- Communicate complex ideas effectively, both verbally and in writing.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	Visiting 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring & Summer Terms	15 CATS	15	Summer Exam (90%) Participation (10%)

## Bibliography

- Welch, Ivo: Corporate Finance (2<sup>nd</sup> Edition).
- Hillier, Ross, Westerfield, Jaffe, Jordan, 2010: Corporate Finance (European Edition), McGraw-Hill Higher Education.

### More advanced reading:

- Berk J., and DeMarzo P: Corporate Finance (2nd Edition, Prentice Hall 2011)

**Teaching Term(s):** Spring

**Standard Delivery:** 1 x 1 hour per week (10 weeks) live lectures  
1 x 1 hour per week (10 weeks) asynchronous online learning  
1 x 1 hour per week (9 weeks) seminars

**Module Level:** NQF Level 6 (Honours)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Overview

Simulation is one of the most commonly used operational research methods for analysing complex operational/ industrial system problems. This module will focus on discrete event simulation (DES) which are built to mimic queuing systems.

DES models run on computers and mimic real business systems as they progress through time. A DES model therefore looks and acts a bit like a basic computer game, through which you can play with the system to try and see if you can get it to work 'better' - more efficiently, faster, cheaper etc. This is a fun and practical module where you will learn the theoretical underpinnings of this method and the range of applications for which it is useful, but also learn how to carry out this modelling method to solve 'real' business system problems. You will gain practical experience in problem solving using commercial simulation software. You do not need any prior computing experience, as we teach the software from scratch in the workshops throughout the term, and it is an intuitive drag and drop type software.

#### Syllabus

Topics covered will be:

- Introduction to simulation methods
- The discrete-event simulation method
- Software for discrete-event simulation (with use of a specific package e.g. Simul8)
- Performing a simulation study (conceptual modelling, data collection and analysis, experimentation, verification and validation).

#### Learning Outcomes and Objectives

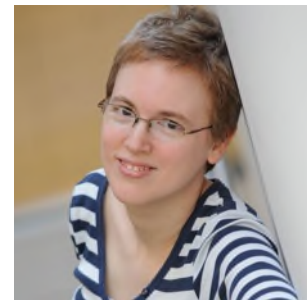
By the end of the module you should be able to:

- Understand the nature and application of discrete-event simulation and know how to experiment with it
- Apply variance reduction techniques and related basic statistical tests to complex problems
- Use some basic experimental design techniques and related statistical tests
- Work out how to analyse data and present it in an intelligible form

#### Module Leader

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- Develop a working knowledge of a discrete-event simulation software package
- Work in groups to solve problems cooperatively
- Communicate DES model results effectively

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (60%) Group work (40%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Not Available	Not Available	Not Available
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	15 CATS	15	Summer Exam (60%) Group work (40%)

#### Bibliography

- Simulation, The Practice of Model Development and Use, Stewart Robinson, Palgrave Macmillan, 2014.
- Simulation Modelling and Analysis, Avril M Law, McGraw-Hill, 2007.
- Conceptual Modelling for Discrete-Event Simulation, Edited by Stewart Robinson, Roger Brooks, Kathy Kotiadis, Durk-Jouke Van Der Zee, Boca Raton: CRC Press, 2010.
- Simul8 Websites: <http://www.simul8.com/>

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	NQF Level 6 (Honours)

#### Pre-requisites

Students should have sound knowledge and understanding of the basic framework of commercial business, including the nature and format of different business entities – particularly companies. In addition, students should have a good understanding of the framework of financial accounting, be familiar with the nature and format of financial statements and able to understand and interpret basic financial accounting information.

#### Module Overview

Over the course we explore aspects of UK Taxation - focusing on income tax, capital gains tax and VAT. In addition we discuss current issues within the field of taxation including environmental taxes and aspects of tax avoidance and evasion. The course aims to:

- To develop students' understanding of the practices and applications of UK taxation in relation to income, capital gains and VAT.
- To stimulate an appreciation of taxation as a social political and cultural phenomenon.

#### Syllabus

- History of and background to the development of systems of business taxation both in general terms and specific to the UK.
- Income taxation including the taxation of business profits and the taxation of employees of businesses.
- Issues arising in the taxation of corporations.
- Taxation of capital transactions.
- Tax planning for businesses.
- Value added tax and its impact on business.
- Current and emerging issues with the UK

#### Learning Outcomes and Objectives

On successful completion of this module you will be able to:

- Demonstrate knowledge of different forms of business taxation and how they affect both unincorporated and incorporated business.

#### Module Leader

Dr Louise Gracia ([Biography](#))  
Professor  
Accounting Group



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- Demonstrate an ability to perform straightforward UK income tax, corporation tax, capital gains tax and VAT computations.
- Demonstrate the ability to locate UK business taxation within the wider social and economic environment.
- Demonstrate critical understanding of current and emerging tax issues within the UK including issues of tax avoidance.
- Demonstrate oral and written communication skills.
- Demonstrate the ability to evaluate critically the current structure and impact of aspects of the UK business tax system in the context of recognised best practice.
- Appraise straightforward strategies for business tax planning

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (100%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting 15 CATS	15	Individual Assignment (100%)
Spring Term only	Visiting 15 CATS	15	Individual Assignment (100%)
Spring & Summer Terms	Standard	15	2 hour examination (100%)

#### Bibliography

- Latest edition of Lymer, and & Oats, Lynne: Taxation Policy and Practice. Birmingham: Fiscal Publications
- Additional (non-core) text: James, S. & Nobes, C. (2016) The Economics of Taxation: Principles, Policy and Practice (14<sup>th</sup> edition) Birmingham; Fiscal Publications.
- **We also use a number of key tax websites which I flag to students as follows:**
- Her Majesty's Revenue and Customs <http://www.hmrc.gov.uk/>
- The Institute for Fiscal Studies <http://www.ifs.org.uk/>
- Chartered Institute of Taxation <http://www.tax.org.uk>

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	6 (Honours)

#### Pre-requisites

There are no pre-requisites for this module.

#### Module Overview

This is an optional module, exploring the development and application of models and analytical techniques which may be used to support an organisation's strategic development process. Students from a range of academic backgrounds may be interested in the module; those from a scientific background will discover the application area of strategic planning within which techniques can usefully be employed; and those from a business background will discover the use of structured methods relevant to the practice of strategic planning.

The module relies heavily on group work both during weekly seminars and also in preparation for your assessment.

#### Syllabus

##### Module content

A conceptual model of the strategic development process is introduced which identifies a set of essential elements. We differentiate between rehearsing and enacting strategy development. The module focuses on activities key to rehearsing strategy development including: setting strategic direction, creating strategic initiatives, exploring internal and external environments, assessing strategic ideas, learning from virtual and current performance.

##### Frameworks, methods and models to support the development process include but are not limited to:

- Business model canvas
- Visioning approaches
- Scenario planning
- Strategy formulation approaches including SWOT / TOWS analysis

#### Module Leader

Eleanor Reynolds ([Biography](#))  
Teaching Fellow  
Operations Group



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## Learning Outcomes and Objectives

By the end of the module you should:

- Have developed the ability to identify, and illustrate an understanding of, the range of methods and models available to support the development of effective strategic decisions.
- Be equipped with the knowledge and skills to apply, reflect on and review a selection of methods that are appropriate for supporting the development of effective strategic decisions.
- Have developed the ability to explain how the methods can be incorporated within the planning process.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn Term only	15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	3000 word assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

- F A O'Brien and R G Dyson, Supporting Strategy: Frameworks, Methods & Models, Wiley, 2007.
- ÂD O'Connell, K Hickson, A Pillutla (2011) Organisational visioning: An integrative review. Group & Organization Management 36(2): 103-125
- ÂG Wright & G Cairns, Scenario thinking: Practical approaches to the future, Palgrave Macmillan, 2011
- RG Dyson (2004) 'Strategic development and SWOT analysis at the University of Warwick', European Journal of Operational Research, 152, 2004, 631-640.
- Maani KE and Cavana RY, Systems thinking and modelling: understanding change and complexity, Prentice Hall, 2000.
- Warren K, Competitive Strategy Dynamics, Chichester: Wiley, 2002.

## IB3570 Investment Management

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 2 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	NQF Level 6 (Honours)

### Pre-requisites

Exchange students should have previously studied the following topics:

- Portfolio theory (diversification, efficient portfolios, Markowitz)
- Capital Asset Pricing Model
- The efficient market hypothesis
- Basics of fixed income securities
- Basics of option contracts

### Module Overview

The module aims:

- To deepen your understanding of the design of investment strategies and the management of portfolios of financial assets
- To enhance your ability to develop your own investment strategies and to critique the ideas of others
- To familiarize you with current trends and practices in asset management, and help prepare you to manage assets in practice.

### Syllabus

- Portfolio theory
- Asset pricing models
- Market Efficiency
- Behavioural Finance
- Limits to arbitrage
- Bond
- Derivatives

### Learning Outcomes and Objectives

By the end of the module you should be able to:

- Explain the principles of portfolio construction.
- Evaluate the empirical performance of different models of asset pricing.
- Define and compute different measures of portfolio performance.
- Understand the concept of market efficiency and how it can be violated.

### Module Leader

Dr Antoniou Constantinos ([Biography](#))  
Assistant Professor of Finance & Behavioural  
Science  
Finance Group



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- Discuss the role of bonds in portfolio diversification and the measurement of interest-rate risk.
- Assess the use of derivatives in portfolio management.
- Describe various methods of active portfolio management.
- Translate investor preferences and market information into viable investment strategies.
- Understand how to interpret quantitative data to inform investment decisions.
- Apply statistical concepts with confidence.
- Understand the implications of prices being set by the actions of numerous interacting economic agents.
- Determine the characteristics of the optimum portfolio.
- Explain how to manage interest-rate risk and market risk.
- Assess the performance of a portfolio.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (90%) Participation (10%)
Autumn Term only	VE 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	VE 15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Hull, John C. (2018): "Options, Futures, and Other Derivatives", 10th ed. Pearson
- Hull, John C. (2018): "Risk Management and Financial Institutions", 5th ed. Wiley
- Sundaram, R. and S. Das (2016): "Derivatives", 2nd ed. McGraw-Hill
- Jorion, P. (2003): "Financial Risk Manager's Handbook" Wiley

**Teaching Term(s):** Spring

**Standard Delivery:**

1 x 2 hour lecture per week for 9 weeks

1 x 1 hour seminar per week for 9 weeks

**Module Level:** NQF Level 6 (Honours)

**Pre-requisites**

Exchange students should have prior knowledge of the following learning outcomes:

- have been introduced to the workings of the equity and bond markets and have the skills and understanding to use quantitative tools for pricing stocks and bonds.
- have developed a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect.
- be aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings.
- have had structured opportunities to practise using the key tools and techniques of Financial Markets theory.
- have had an introduction to the workings of the derivatives markets and the skills and understanding to use quantitative tools for pricing derivatives.
- be prepared for advanced undergraduate and postgraduate studies in Finance.

**Module Overview**

To build and extend students' understanding of:

- the nature and characteristics of different types of financial risks
- the characteristics of different types of “derivative securities”
- the mechanics of the markets on which they trade,
  - their usage in risk management,
  - the factors that determine their value, and
  - the risks associated with trading them.

To provide students with the tools and skills to:

- quantitatively and qualitatively analyse risk exposure in given situations, devise and evaluate strategies to manage such exposure using derivatives, build, and estimate parameters of, models that describe asset price dynamic, and use such models to quantify and analyse the value of derivatives

**Module Leader**

Alex Stremme ([Biography](#))

Professor

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## Syllabus

- Introduction to Risk, Value -at -Risk
- Derivatives:
  - Interest Rates and Bonds
  - Forward and Futures
- Options:
  - Foundations, Pricing, Advance Topics
  - Interest Rate Derivatives
- Selected advanced topics:
  - Current issues
  - Credit Derivatives
  - Exotic Options
  - Term Structure Models

## Learning Outcomes and Objectives

The main objective of this module is to provide a rigorous and in-depth introduction to the art of risk management, and in particular the use of derivative securities in this context.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (70%) Group project (20%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	2500 word Individual Assignment (70%) Group project (20%) Participation (10%)
Spring Term only	VE 15 CATS	15	2500 word Individual Assignment (70%) Group project (20%) Participation (10%)
Spring & Summer Terms	15 CATS	15	Summer Exam (70%) Group project (20%) Participation (10%)

## Bibliography

- Hull, John C (2018) "Options, Futures, and Other Derivatives 10th ed. Pearson
- Hull, John C (2018) "Risk Management and Financial Institutions, 6th ed Wiley
- Sundaram, R and S Das (2016) "Derivatives", 2nd ed McGraw Hill
- Jorion, P (2001) " Financial Risk Manager's Handbook" Wiley

## IB3610 Equality and Diversity

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	6 (Honours)

### Pre-requisites

There are no pre-requisites for this module.

### Module Overview

The specific aims of the module are as follows:

- Understand the extent to which women and minoritized groups experience labour market disadvantage
- Think critically about management and business approaches which fail to reflect on the significance of the diverse and changing make up of organisational members for organisational processes and outcomes
- Understand concepts such as stereotyping, discrimination and social identity and the ways they operate inside and outside the workplace
- Gain an understanding of the macro framework for equality regarding government policy and legislation
- Gain a conceptual, critical and practical understanding of equal opportunity and diversity management
- Analyse how 'difference' is reproduced via both organisational processes and social institutions beyond the workplace

### Syllabus

This course focuses on minoritised groups' experience of working life. In particular, it examines how these groups experience and navigate disadvantage in organisations and in the labour market on the basis of gender, race/ethnicity, disability, age, class.

It explores how forms of disadvantage and the approaches used to navigate disadvantage can be theoretically explained, drawing on a range of economic, sociological, legal, organisational and psychological perspectives.

The module critically examines the efforts of organisations, governments and trade unions in relation to employees' experiences of 'fairness' in getting in to work and getting on at work.

### Module Leader

Deborah Dean ([Biography](#))  
Associate Professor  
Organisation and Work group



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## Learning Outcomes and Objectives

The specific aims of the module are to allow the student to:

- Think critically about management and business approaches which fail to reflect on the significance for organisational processes and outcomes of the diverse, and changing, make up of organisational members;
- Understand underpinning social concepts such as stereotyping, discrimination and social identity and the way they operate inside and outside the workplace;
- Understand equal treatment and diversity approaches to equality both conceptually and in terms of workplace interventions such as positive and affirmative action.
- Apply these understandings to analyse how the understandings of difference are reproduced via both organisational processes and social institutions beyond the workplace

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

### The core text for the module is:

- Kirton, G and Greene, A-M (2022) *The Dynamics of Managing Diversity and Inclusion: A Critical Approach*, Routledge, (5th edition).

### Other texts:

- Ashley, L. and Empson, L., (2013) Differentiation and discrimination: Understanding social class and social exclusion in leading law firms. *Human Relations*. 66, 2, p. 219-244
- Cortina, L. M. (2008). Unseen injustice: Incivility as modern discrimination in organizations. *The Academy of Management Review*, 33, 55–62.
- Deitch, E. A., Barsky, A., Butz, R. M., Chan, S. Brief, A. P. and Bradley, J. C. (2003). Subtle yet significant: The existence and impact of everyday racial discrimination in the workplace. *Human Relations*. 56(11), 1299–1324.
- Ely, R. J. and D. A. Thomas (2001) 'Cultural diversity at work: the effects of diversity perspectives on work group processes and outcomes', *Administrative Science Quarterly*, 46, 229–273.

- Elraz, H. (2018) Identity, mental health and work: How employees with mental health conditions recount stigma and the pejorative discourse of mental illness. *Human Relations* 71(5): 722–741.
- Fernando, W. D. A. and Prasad, A. (2018) Sex-based harassment and silencing in academia: how women are led to reluctant acquiescence. *Human relations*. 1-36.
- Fernando, W. D. A., Cohen, L. and Duberley, J. (2018) "Navigating sexualised visibility: a study of British women engineers", *Journal of Vocational Behaviour*. 1-14.
- Fernando, D., Cohen, L. and Duberley, J. (2018) "What helps? Women engineers' accounts of staying on", *Human Resource Management Journal*, 28, 3, 479-495
- Fernando, D. and Kenny, E. (2018) "Navigating panethnic categorisation in the workplace : a study of British Sri Lankan employees", *Journal of Occupational and Organizational Psychology* , 91, 4, 769-797
- Fernando, D. and Cohen, L. (2015) "Exploring career advantages of highly skilled migrants: a study of Indian academics in the UK", *The International Journal of Human Resource Management*, 27, 12, 1277-1298
- Gabriel, Y., Gray, D.E. and Goregaokar, H. (2010) Temporary Derailment or the End of the Line? Managers Coping with Unemployment at 50, *Organization Studies* 31(12), 1687–1712
- Ghuman, S. and Ryan, A.M. (2013). Not welcome here: Discrimination towards women who wear the Muslim headscarf. *Human Relations*. 66 (5): 671-698.
- Hoque, K., Bacon, N., Wass, V. and Jones, M. (2018) "Are High Performance Work Practices (HPWPs) enabling or disabling? Exploring the relationship between selected HPWPs and work-related disability disadvantage", *Human Resource Management*, 57, 2, 499-513
- Jammaers, E., Zanoni, P. and Hardonk, S. (2018) Constructing positive identities in ableist workplaces: Disabled employees' discursive practices engaging with the discourse of lower productivity. *Human Relations* 69(6): 1365–1386
- Kulik, C.T. and Roberson, L. (2008) Diversity initiative effectiveness: What organizations can and cannot expect from diversity recruitment, diversity training, and formal mentoring programs. In A.P. Brief (Ed.), *Diversity at work*: 265-317. Cambridge University Press.
- Kulik, C. T., Perera, S. and Cregan, C. (2016). Engage me: The mature-age worker and stereotype threat. *Academy of Management Journal*, 59(6), 2132–2156.
- Leslie, L.M. (2018) Diversity Initiative Effectiveness: A Typological Theory of Unintended Consequences. *Academy of Management Review*: 1-62.
- Li, Y., Perera, S., Kulik, C.T. and Metz, I. (2019) Inclusion climate: A multilevel investigation of its antecedents and consequences. *Human Resource Management Review*; 1–17.
- Ozbilgin, M. and Tatli, A. (2011) Mapping out the field of equality and diversity: Rise of individualism and voluntarism. *Human Relations*, 64, (9), 1229-1253.
- Powell, A., Bagilhole, B., & Dainty, A. (2009) How women engineers do and undo gender: Consequences for gender equality. *Gender, Work and Organization*, 16(4), 411–428
- Tatli, A. (2011) A multi-layered exploration of the diversity management field: Diversity discourses, practices and practitioners in the UK. *British Journal of Management*, 22, 238–253.
- Thomas, D. A. (2001) The truth about mentoring minorities: Race matters. *Harvard Business Review*, 99—107.

- Van Laer, K. and Janssens, M. (2011) Ethnic minority professionals' experience with subtle discrimination at the workplace. *Human Relations*, 64, 1203—1227.
- Zaroni, P. and Janssens, M. (2015) The Power of Diversity Discourses at Work: On the Interlocking Nature of Diversities and Occupations. *Organisation Studies* 36(11), 1463–1483.

**Teaching Term(s):** Spring

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 6 (Honours)

**Pre-requisites**

The students *must* have attended a module on Strategy. Students should also have interest in international business and various political, economic and social developments, and be ready to learn about the cases and examples of firms and their strategies all around the world.

**Module Overview**

In this module, we will study how multinational firms strategize and which factors influence their strategic choices. It covers a wide range of issues relating to the international business environment and applies these considerations to managing multinational companies (MNCs). Lectures will introduce some key concepts, drawing liberally from the research in disciplines of strategy, organization, innovation, and international political economy. In seminars, we will discuss some real-life decision problems. For details of the topics covered, please refer to the structure and readings sections.

**Syllabus**

1. Introduction to international business strategy
2. Managing across cultures
3. Internationalization process
4. Cross-border M&A and international joint ventures
5. Multinational strategy and structure
6. Innovation strategy in multinational firms
7. Competing in emerging markets
8. Competing with multinational firms from emerging markets
9. Corporate social responsibilities

**Module Leader**

Amit Kumar ([Biography](#))

Assistant Professor

Strategy and International Business



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### Learning Outcomes and Objectives

On successful completion of the module, the students will develop a critical understanding of major issues and problems associated with:

- Firm's internationalization, such as entry-related decisions and cultural & institutional adaptation,
- Formulating and implementing strategies in multinational firms
- Designing and managing multinational organisation,
- R&D internationalization,
- Ethical and socially responsible behaviour of multinational firms, and
- Operating in and competing with firms in emerging economies.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (80%) Group Case Study (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	3000 word Individual Assignment (80%) Group Case Study (20%)
Spring Term only	VE 15 CATS	15	3000 word Individual Assignment (80%) Group Case Study (20%)
Spring & Summer Terms	Standard	15	Summer Exam (80%) Group Case Study (20%)

### Bibliography

- Jędrzej George Frynas and Kamel Mellahi. (2015) Mellahi. Global Strategic Management, Third Edition, Oxford University Press.

#### **Additional Background Reading:**

- Bartlett, C.A., Ghoshal, S. and Beamish, P. (2008) Transnational Management: Text, Cases and Readings in Cross-Border Management (5th Ed.)
- Irwin McGraw- Hill Rugman, A.M. and Brewer, T.L. (eds) (2001) The Oxford Handbook of International Business, Oxford University Press, Oxford.
- Rugman, A. M. and Collinson, S. (2009) International Business (5th Ed.), Financial Times, Pearson Education, Prentice Hall, Harlow.

## IB3700 Marketing Strategy in the Digital Era

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminars per week
<b>Module Level:</b>	6 (Honours)

### Pre-requisites

There are no pre-requisites for this module.

### Module Overview

The role of information technology and information systems in business organisations is changing rapidly. You will learn to think strategically about the role of information systems (traditional and role in currently flourishing digital settings) and how to avoid the worst pitfalls in the development, implementation, and use of organizational IT.

The module explores these three dimensions with respect to several key IS/IT management topics:

- understanding the role of information systems in terms of strategy and competitive advantage
- learning to identify the competitive potential of information technologies in different organizational and user contexts
- and recognising key management issues to be addressed in organisational IT with respect to business strategy.

### Syllabus

The module takes place as one three-hour session per week. The sessions typically consist of a lecture, group work and a plenary in discussing a case study on the weekly topic. The module covers key IS/IT management topic from a strategic perspective such as:

- Strategy and competitive advantage
- Knowledge and information asset management
- Sourcing and cloud computing
- Information security and privacy
- Digital platforms and ecosystems
- The execution of IT projects
- Current hot topics (e.g. sharing economy, business analytics and future technologies)

### Learning Outcomes and Objectives

- To develop an understanding of the role of information and information systems in business organisations
- To increase your understanding of the role that IT can play in business by applying concepts and frameworks from the course in the context of real business scenarios

### Module Leader

Jochem Hummel ([Biography](#))

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- To gain an insight into the strategic management issues associated with the planning, development and implementation of IT/IS in organisations
- Explore the details of specific technologies online
- Analyse various real-life technologies using theories of strategy
- Present an analysis of the impact of a particular technology on competitive advantage.
- Improve and develop analytical writing skills

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Summer Exam (70%) Group Assessment (30%)
Autumn Term Only	Visiting 15 CATS	15	2500 word Individual Assignment (70%) Group Assessment (30%)
Autumn & Spring Terms	Visiting 15 CATS	15	2500 word Individual Assignment (70%) Group Assessment (30%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

##### Core textbook

- Peppard, J. & Ward, J. 2016. The Strategic Management of Information Systems: Building a Digital Strategy (4th Edition). Chichester, UK: John Wiley & Sons Ltd. – for 2018-2019 we use the 2002 book.

##### Articles and other readings

- Baldwin, Carliss Y., and Kim B. Clark. 1997. Managing in an Age of Modularity. Harvard Business Review 75(5): 84–93.
- Barney, Jay. 1991. Firm Resources and Sustained Competitive Advantage. Journal of Management 17(1): 99–120.
- Bharadwaj, Anandhi, Omar A. El Sawy, Paul A. Pavlou, and N. Venkatraman. 2013. Digital Business Strategy: Toward a next Generation of Insights. MIS Quarterly 37(2): 471–482.
- Brown, John Seely, and Paul Duguid. 2000. Balancing Act: How to Capture Knowledge without Killing It. Harvard Business Review 78(3): 73–80.
- Carr, Nicholas G. 2003. IT Doesn't Matter. Harvard Business Review, May 2003.
- Ciborra, Claudio U., and Rafael Andreu. 2001. Sharing Knowledge across Boundaries. Journal of Information Technology 16(2): 73–81.
- Constantinides, P., Henfridsson, O., & Parker, G. G. 2018. Introduction—Platforms and Infrastructures in the Digital Age. Information Systems Research, isre.2018.0794.
- Feeny, David P., and Leslie P. Willcocks. 1998. Core IS Capabilities for Exploiting Information Technology. Sloan Management Review 39.

- Ghazawneh, A., & Henfridsson, O. 2013. Balancing platform control and external contribution in third-party development: the boundary resources model. *Information Systems Journal*, 23(2): 173–192.
- Hansen, Morten T., Nitin Nohria, and Thomas Tierney. 1999. What's Your Strategy for Managing Knowledge? *Harvard Business Review* 77(2): 106–116.
- Long, Johnny. 2005. Google Hacking for Penetration Testers. Available from: [http://www.blackhat.com/presentations/bh-europe-05/BH\\_EU\\_05-Long.pdf](http://www.blackhat.com/presentations/bh-europe-05/BH_EU_05-Long.pdf)
- Long, Johnny. The Google Hacker's Guide Understanding and Defending against the Google Hacker. Available from: <http://pdf.textfiles.com/security/googlehackers.pdf>
- Oh, Onook, Rajarshi Chakraborty, and H. R. Rao. 2009. "An Exploration of Unintended Online Private Information Disclosure in Educational Institutions across Four Countries," 1–11. Tacoma, WA: IEEE, 2009. Available from: [http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=5342606\(Search "IEEE Xplore digital library" through University of Warwick Library\)](http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=5342606(Search%20\).
- Porter, Michael M. 2001. Strategy and the Internet. *Harvard Business Review*, 2001, 60–78.
- Tiwana, Amrit, Benn Konsynski, and Ashley A. Bush. 2010. Platform Evolution: Coevolution of Platform Architecture, Governance, and Environmental Dynamics. *Information Systems Research* 21(4): 675–687.
- Willcocks, Leslie. 1992. IT Evaluation: Managing the Catch 22. *European Management Journal* 10(2): 220–229.
- Willcocks, Leslie, and H. Margetts. 1993. Risk Assessment and Information Systems. Available from: <http://sdaw.info/asp/aspecis/19930042.pdf>
- Yoo, Y., Henfridsson, O., & Lyytinen, K. 2010. Research Commentary—The New Organizing Logic of Digital Innovation: An Agenda for Information Systems Research. *Information Systems Research*, 21(4): 724–735.
- Zittrain, J. 2006. The Generative Internet. *Harvard Law Review*, 119: 1974–2040.
- Zuboff, S. 2015. Big other: surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1): 75–89.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous online learning 1 x 1 hour per week (9 weeks) seminars
<b>Module Level:</b>	6 (Honours)

#### Pre-requisites

Exchange students who are interested in registering for this module should have completed intermediate level management accounting course at their home institution. They are expected to have a good understanding of topics including traditional costing, activity-based costing, budgeting, performance measurement and management system and management control system.

#### Module Overview

The aim of this module is to further develop your understanding of management accounting and management control issues in business organisations, as well as an appreciation of recent developments in management accounting that are designed to meet the needs of business organisations in the 21st century.

The module requires you to possess technical accounting skills and also develop critical thinking around the subject to promote an awareness of the context in which we place management accounting and its link to strategic management.

#### Syllabus

Topics covered:

- Introduction of recent development in management accounting
- Strategic management accounting and strategic cost management
- Design of management control system Budgeting and beyond budgeting
- Organisational and social aspects of management accounting

#### Learning Outcomes and Objectives

On successful completion of this module, you will be able to:

- Demonstrate an understanding of using accounting information for decision making and management control within business organisations.
- Utilise management accounting tools and techniques to solve problems of a management control/performance measurement nature within an organisational context.
- Critically evaluate alternative management accounting tools and techniques in different organisational settings.

#### Module Leader

Dr Angela Lorenz ([Biography](#))  
Associate Professor  
Accounting Group



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- Develop analytic, problem-solving and group work skills.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Summer Exam (80%) Group work (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	2000 word Individual Assignment (80%) Group work (20%)
Spring Term only	VE 15 CATS	15	2000 word Individual Assignment (80%) Group work (20%)
Spring & Summer Terms	Standard	15	2 hour examination (80%) Group work (20%)

#### Bibliography

- Drury, Colin, (2021) Management and Cost Accounting (11th Edition) Cengage

**The following texts may also be recommended for additional reading and support for sessions which are not covered by the core book above:**

- Kaplan, R. and Atkinson, Advanced Management Accounting (3rd edition), Prentice Hall.
- W. Seal, R.H. Garrison and E.W. Noreen (2015) Management Accounting, 5th Edition, McGraw Hill.
- Hopper, T., Northcott, D. and Scapens, R (2007) Issues in Management Accounting, 3rd Edition, Prentice Hall.
- Hoque, D. (2003) Strategic Management Accounting, 2nd Edition, Pearson Prentice Hall.

Current research may also be found in such journals as Management Accounting Research (MAR, UK); Journal of Management Accounting Research (JMAR, US); Journal of Cost Management (JCM, US); Accounting Organisations and Society (AOS); Critical Perspectives in Accounting (CPA); Harvard Business Review (HBR), Information and Organization (IO) and Accounting Auditing and Accountability Journal (AAAJ). Accounting Historians Journal (AHJ), Practitioner's articles may also be found in the CIMA journal Financial Management and in the US journal Management Accounting.

## IB3820 Project Management

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no pre-requisites for this module.

### Module Overview

The main aim of this module is to provide insights into key areas of project management to enable you to work within or to lead a project team.

### Syllabus

- Project Definition & Module Introduction
- Stakeholder Analysis & People Issues of Change
- Financial Planning
- Risk Analysis & Management
- Project Planning Techniques
- Guest Lecture & Optional Training
- Work Breakdown Structure, Activity-on-Arrow & Critical Path Analysis
- Systems for Planning & Control
- Project Implementation Strategies
- Revision & Assessment Brief

### Learning Outcomes and Objectives

By the end of this module you should be able to:

- Critically appraise various project management principles
- Define aims and objectives of a project and how they will be evaluated
- Identify and classify project stakeholders
- Follow project progress through a system for planning and control
- Understand how to prepare a project budget and manage project financially
- Identify and characterise risks and design strategies for managing them
- Review the people issues of a project in a structured way
- Demonstrate oral communication skills developed through case study discussion and group presentations

### Module Leader

Anna Michalska  
Associate Professor  
(Operations Group)



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- Demonstrate problem solving skills developed through analysing business problems in case studies

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation (10%) Individual Assignment (90%)
Autumn Term only	VE	15	Participation (10%) Individual Assignment (90%)
Autumn & Spring Terms	VE	15	Participation (10%) Individual Assignment (90%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Atkinson, R. (1999) 'Project Management: Cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria' *IJoPM* 17(6):337-342
- Lilley, S., G. Lightfoot & P. Amaral M. N. (2004) *Representing Organization: Knowledge, Management, and the Information Age* Oxford: OUP
- Palmer, C. G. S. (1996) 'Risk Perception: An Empirical Study of the Relationship Between Worldview and the Risk Construct' *Risk Analysis* 16(5):717-723
- Rees-Caldwell, K. & A. H. Pinnington (2013) 'National culture differences in project management: Comparing British and Arab project managers' perceptions of different planning areas' *IJoPM* 31(2):212-227
- Slack, N., A. Brandon-Jones & R. Johnston (2013) *Operations Management* (7th edn.) Harlow: Pearson
- Slack, N., A. Brandon-Jones, R. Johnston & A. Betts (2015) *Operations and Process Management* (4th edn.) Harlow: Pearson
- Wadell, D. & A. S. Sohal (1998) 'Resistance: a constructive tool for change management' *Management Decision* 36(8):543-548
- Zwikael, O. & M. Ahn (2011) 'The Effectiveness of Risk Management: An Analysis of Project Risk Planning Across Industries and Countries' *Risk Analysis* 31(1):25-37



**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 6 NQF (Honours)

**Pre-requisites**

There are no pre-requisites for this module.

**Module Leader**

Sangho Chae  
Associate Professor  
(Operations Group)



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**Module Overview**

This module sets out to provide a holistic strategic view of supply chain management as a source of competitive advantage and examines five core questions:

- Where does supply chain management fit within the business decision making strategies?
- How do supply chains behave?
- Why are supply chain relationships important?
- What coordinating mechanisms exist to manage supply chains?
- What are the critical supply chain issues pertaining to performance, risk, strategy and sustainability?

**Syllabus**

- The scope and definition of supply chain management
- The strategic importance of networks and supply chains
- Supply chain configuration
- The dynamics of supply chain performance
- Purchasing & supplies management
- Supplier development
- Account management
- Logistics and distribution
- Fast response and just in time
- Inventory management
- Process technology strategy
- The management of information and IT across organisations
- Interaction and relationship management
- The design chain
- Global and international supply chain management
- Political, ecological and economic policy issues in supply chain management.

## Learning Outcomes and Objectives

By the end of the module, you should be able to:

- Have acquired an understanding of the objectives and motivations for the management of supply chains;
- Have gained an understanding of the management of suppliers and key customers;
- Have acquired an understanding of the principles related to the management of supply chain operations;
- Have gained an understanding of the dynamics of supply chain processes;
- Be able to identify improvement opportunities for the management of supply chains.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full year	15 CATS	15	Individual Assignment (100%)
Autumn Term only	15 CATS	15	Individual Assignment (100%)
Autumn & Spring Terms	15 CATS	15	Individual Assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

It must be noted that the module is structured in a way to capture the latest developments in supply chains so we will not strictly follow a specific textbook but a range of sources will be utilised. For your reference, we will draw from the following textbook which is a good source of supply-chain-related concepts however the module content will go beyond its content and the case studies will be from different sources:

- Swink, M., Melnyk, S., Hartley, J.L. & Cooper, M.B. (2024) *"Managing Operations Across the Supply Chain" 5th ed. New York: McGraw-Hill*

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	2 x 1 hour per week Lecture 1 x 1 hour per week Seminar
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

Exchange students should have prior knowledge of the following learning outcomes:

- Have been introduced to the workings of the equity and bond markets and have the skills and understanding to use quantitative tools for pricing stocks and bonds;
- Have developed a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect;
- Be aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings;
- Have had structured opportunities to practise using the key tools and techniques of Financial Markets theory;
- Have had an introduction to the workings of the derivatives markets and the skills and understanding to use quantitative tools for pricing derivatives;
- Be prepared for advanced undergraduate and postgraduate studies in Finance.

#### Module Overview

The aims of this module are:

- To extend your knowledge and understanding of the theory of corporate financial management to include firms that operate in an international context.
- To develop your critical reasoning skills in the context of international financial risk management.
- To equip you with the practical skills required of financial managers in international companies.

#### Syllabus

- History and background of the development of the international monetary system
- The market for foreign exchange
- International parity relations
- Balance of Payments - Exchange rate determination
- Forecasting exchange rates - Currency speculation
- Corporate exchange rate risk management
- International asset pricing
- Efficiency of currency and international equity markets

#### Module Leader

Dr Arie Gozluklu ([Biography](#))  
Associate Professor of Finance  
Finance Group



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## Learning Outcomes and Objectives

### By the end of the module students should be able to:

- Describe the structure and role of the foreign-exchange spot and forward markets
- Explain the parity relations underlying international finance
- Distinguish riskless arbitrage and risky speculation strategies
- Critically assess the business and financial risks faced by companies with international operations
- Extend the standard capital asset pricing theory in an international context
- Implement international diversification strategies
- Critically assess financial decision-making within the context of international business, volatile exchange rates and global financial markets.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full year	Standard	15	Participation (10%) Summer Exam (90%)
Autumn Term only	VE 15 CATS	15	Participation (10%) Individual Assignment (90%)
Autumn & Spring Terms	VE 15 CATS	15	Participation (10%) Individual Assignment (90%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

- [Bibliography](#)  
Eun, C.S., and Resnick, B.G., T. Chuluun (ERC, 2021). *International Financial Management* (9<sup>th</sup> Global Edition). McGraw-Hill.
- You can also use a previous version of this text (e.g. Eun, C.S and B.G. Resnick, 2014. *International Finance*, 7<sup>th</sup> Global Edition, McGraw-Hill). Either of these books (or even an earlier edition) will be suitable as they cover the same material.

## IB3950 Finance in New Ventures

**Teaching Term(s):** Autumn

**Standard Delivery:**

- 1 x 1 hour per week (10 weeks) live lectures
- 1 x 1 hour per week (10 weeks) independent online learning
- 1 x 1 hour per week (9 weeks) live seminars

**Module Level:** 6 NQF (Honours)

### Pre-requisites

There are no pre-requisites for this module. However, as it contains significant quantitative content, it is more suited to students with a strong understanding of economics and/or finance.

### Module Overview

The module aims to broaden your understanding of new venture financial markets, provide you with a deep analytical understanding of new venture finance theory and practice, and develop your understanding of current issues in new venture financial markets.

### Syllabus

The following list provides an indication of the topics which will be covered in the module:

- Introduction - overview of key issues: Principal causes of financial constraints for new ventures; Role of financial intermediaries; Sources of finance; The pecking order of finances
- The entrepreneurial context for new venture finance.
- The role of business planning in new venture finance.
- Theory and evidence of credit rationing in new venture debt markets: Are entrepreneurs financially constrained?
- Developments in lending technologies for new ventures: Has the introduction of credit scoring for small business loans improved access to finance amongst new ventures?
- Equity finance: Why are venture capital backed start-ups so rare; what are the rare qualities of these start-ups?; What do venture capitalists do and how do they add value to their portfolio companies?; How do venture capitalists value their portfolio companies?
- Government intervention in new venture financial markets: The rationale for intervention: market failure. Is there a systemic market failure or is it restricted to particular types of business or capital? Examples of public assistance in new venture debt and equity markets. Competition policy in the supply of banking services to small firms.

### Module Leader

Dr Stuart Fraser ([Biography](#))  
Associate Professor of Enterprise  
(Entrepreneurship & Innovation Group)



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## Learning Outcomes and Objectives

By the end of the module you should be able to:

### Subject knowledge and understanding

- Appreciate the rise in the importance of entrepreneurial markets and the history of economic thought on entrepreneurship.
- Understand the financial economics relating to new venture access to finance and the potential constraints which they face in financial markets.
- Understand the role and impact of access to finance on new venture creation and performance.
- Identify the sources of finance available for new ventures and the relative importance of these sources: self-finance; debt (in the form of loans from friends and family and banks); external equity (from friends and family, business angels and venture capitalists); and government funding for new enterprise (debt and equity).
- Understand the contexts and types of business for which these various forms of finance are appropriate.

### Subject-Specific/Professional Skills

- Analyse and evaluate the theory, evidence and practice relating to new venture finance markets.
- Demonstrate a deep analytical understanding of how new venture financial markets operate.
- Compare and consider how firms in the various financial sectors screen and evaluate new ventures for finance.
- Apply this specific knowledge upon entering any of the new venture financial markets.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Individual Assignment (20%) Summer Exam (80%)
Autumn Term only	15 CATS	15	Individual Assignment 20% January Exam (80%)
Autumn & Spring Terms	15 CATS	15	Individual Assignment 20% January Exam (80%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

There is no core (required) text book for this module. References to academic books, case studies, journal articles, policy documents, and articles from the financial press will be provided through lecture notes and seminar reading lists. Links to the texts will also be provided. Examples of texts we will refer to include:

- Bhide (2000), *The origin and evolution of new businesses*. Oxford: Oxford University Press.
- Barnes (2004), The Renovo Story: Venture Capital at the Cutting Edge, *International Journal of Entrepreneurship Education*, vol. 2, issue 3, 379-404.
- Burke and Montgomery (2002), You say you want a revolution? A case study of MP3.com, *International Journal of Entrepreneurship Education*, vol 1, issue 1, 107-132.
- Carter and Jones-Evans (2012), *Enterprise and small business: Principles, practice and policy*, FT Prentice Hall, 3rd ed (Chp 20: Finance and the Small Business by Jarvis and Schizas).
- S Fraser (2019), Entrepreneurial Borrowing: Do Entrepreneurs Seek and Receive Enough Credit?, *Foundations and Trends® in Entrepreneurship*, 15 (5-6), 431-663.
- S Fraser, Bhaumik, S. and Wright, M. (2015), What Do We Know About Entrepreneurial Finance and Its Relationship with Growth? *International Small Business Journal*, 33(1) 70–88.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminars per week
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

Before studying this module, students should have prior knowledge which allows them to do the following:

- Critically appraise the value added by a capital project by calculating the present value of expected future cash flows, and estimating the cost of capital;
- Describe how tax impact project appraisal;
- List the different forms of market efficiency, and interpret the results of key empirical tests of the Efficient Market Hypothesis;
- Compare and contrast the main sources of financing for a company;
- Explain what is meant by capital structure and dividend policy, and discuss the relevance of each to corporate financial management;
- Explain the importance of financial planning over both the short term and long term;
- Distinguish between spot and forward exchange rates;
- State and apply the Interest-Rate Parity and Purchasing Power Parity theorems in the context of foreign exchange;
- Define key shareholder ratios (e.g. earnings per share, dividend yield and price-earnings ratio) and use discounted cash-flow techniques to estimate share prices;
- Use discounted cash-flow techniques to value financial securities and/or estimate the value added by capital projects;
- Construct spreadsheets to calculate Net Present Values and Internal Rates of Return;
- List and challenge the assumptions underpinning each of the key models studied;
- Reflect critically on the limitations of each of the models studied.

#### Module Leader

Lisa Liu  
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#### Module Overview

This module is related to financial accounting, financial reporting, and finance modules to the extent that it draws on your knowledge of financial statement information and discounted cash flow valuation models.

The main objective of the module is to provide you with the tools to analyse firm financial performance from an equity valuation perspective and to carry out a business valuation building on this analysis.

A further objective is to encourage you to use the valuation-based framework to analyse the 'quality' of accounting information and to explore empirical studies concerned with testing the value-relevance of financial statement information.



## Syllabus

- Firm disclosure and information environment
- Strategy analysis
- Accounting analysis
- Growth and profit analysis
- Cash flow based valuation
- Profit based valuation
- Valuation in practice

## Learning Outcomes and Objectives

By the end of the module you should be able to:

- Understand and apply business valuation models that use accounting numbers.
- Understand the importance of ratio analysis to investors and analysts and learn how to apply a value based approach to ratio analysis.
- Prepare a thorough valuation analysis including sensitivity analysis on key assumptions.
- Understand the factors determining quality of accounting information from an investor perspective and gain a basic understanding of empirical research on value relevance.
- Demonstrate oral and written communication skills in relation to the analysis of company financial statement information from a valuation perspective.
- Apply modelling and spreadsheet skills to the solution of performance analysis and valuation problems.
- Apply and integrate concepts from accounting and finance to the analysis of business plans and company valuation.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual Assignment 20% Exam 80%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	Individual Assignment 20% Individual Assignment 2 80%
Spring Term only	VE 15 CATS	15	Individual Assignment 20% Individual Assignment 2 80%
Spring & Summer Terms	Standard	15	Individual Assignment 20% Exam 80%

## Bibliography

- Financial Statement Analysis and Security Valuation 5th edition by Stephen H. Penman (2013).
- Additional readings:

- Healy, P. and Palepu, K. (2003) 'How the Quest for Efficiency Corroded the Market' Harvard Business Review, 81, 7, pp. 76-85 Penman, S. (2003)
- 'The Quality of Financial Statements: Perspectives from the Recent Stock Market Bubble' Accounting Horizons, 17, Supplement, pp. 77-96
- Cascino, S.; Clatworthy, M.; Osmá, B.; Gassen, J.; Imam, S. and Jeanjean, T. (2014) 'Who Uses Financial Reports and for What Purposes? Evidence from Capital Providers' Accounting in Europe, 11, 2, pp. 185-209
- Barker, R. (2010). 'The operating-financing distinction in financial reporting', Accounting and Business Research, 40 (4) pp. 391-403.
- Penman, S. (2014) 'Financial Ratios and Equity Valuation' in Cooper, C.L. (ed.) Wiley Encyclopedia of Management: Accounting Volume Chichester: John Wiley & Sons
- Penman, S and Nissim, D. (2001). Ratio analysis and equity valuation: from research to practice. Review of Accounting Studies, March: 109-154.
- Fairfield, P and Yohn, T. (2001). Using asset turnover and profit margin to forecast changes in profitability. Review of Accounting Studies6: 361-375.
- Penman, S. (2006) 'Handling Valuation Models' Journal of Applied Corporate Finance, 18, 2, pp. 48-55
- Lee, C. (2003) 'Choosing the Right Valuation Approach' in Larrabee, D.T. and Vodd, J.A (eds), Valuation Techniques Hoboken, NJ: John Wiley & Sons, pp. 243-58.
- Imam, S.; Chan, J. and Shah, Z. (2013) 'Equity Valuation Models and Target Price Accuracy in Europe: Evidence from Equity Reports' International Review of Financial Analysis, 28, pp. 9-19.
- Penman, S. (2016). 'Valuation: The State of the Art' Schmalenbach Business Review 17, 1, pp. 3-23
- Cascino, S., Clatworthy, M., Osmá, B., Gassen, J. Imam, S. (2021) The usefulness of financial accounting information: Evidence from the field. Forthcoming at the Accounting Review. Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3008083](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3008083)
- Penman, S. (2009) 'Accounting for intangible assets: there is also an income statement' Abacus, 45, 3, pp. 358-71
- Cornell, B. and Landsman, W.R. (2003) 'Accounting Valuation: Is Earnings Quality an Issue?' Financial Analysts Journal, 59, 6, pp. 20-8.
- Dichev, I.; Graham, J.; Harvey, C. R. and Rajgopal, S. (2013) 'The Misrepresentation of Earnings' Financial Analysts Journal, 72, 1, pp. 22-35.
- Imam, S. Barker, R, Clubb, C. 2008. 'The use of valuation models by UK investment analysts', European Accounting Review, 17 (3), pp. 503-535.
- Imam, S. and Spence, C. (2015) 'Context, not Predictions: A Field Study of Financial Analysts' Accounting, Auditing and Accountability Journal, 29, 2 pp. 226-47
- Spence, C., Aleksanyan, M., Millo, Y., Imam, S., and Abhayawansa, S. (2019). Earning the 'write to speak': sell-side analysts and their struggle to be heard. Contemporary Accounting Research, 36, 4, 2635-2662.


<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

**Pre-requisites**

There are no pre-requisites for this module.

**Module Leader**

Eleanor Reynolds  
Teaching Fellow  
(Operations Group)



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**Module Overview**

What is Operational Research (OR)?

Simply put, OR can be described as 'business analysis'. As a discipline, Operational Research (OR) is the practice of applying advanced analytical methods to help make better decisions.

The module equips you with the analytical skills you need to conduct projects in organisations, with an emphasis on **practical** aspects. Alongside some 'technical', numbers-based content, the module explores the 'soft' tools needed to understand real-world problems. Soft tools such as rich picturing and causal mapping are creative, visual techniques that are becoming increasingly important in today's complex business world.

This module will not introduce you to dozens of new numerical techniques; rather, we explore the practical aspects of getting the tools to work in practice. The focus is approximately 65% / 35% in favour of 'soft' vs. than 'hard' tools. Students are also asked to discuss real-world projects, consider their strengths and weaknesses and develop a critical mindset. Students are expected to work collaboratively and seminars usually consist of group work. All topics are tackled from a pragmatic, 'real-world' perspective.

**Syllabus**

**Provisional topics for 2023-24**

- What is OR?
- Problem Structuring Methods
- Rich Picturing
- Causal Mapping
- Soft Systems Methodology (SSM)
- Spreadsheet Modelling
- Simulation Modelling
- Critiquing an OR case study

## Learning Outcomes and Objectives

- To understand the benefits of OR tools in the context of management consulting projects
- To be able to analyse a real-life OR project, identify the main phases, and discuss its strengths and weaknesses at a basic level
- To understand how 'hard' (numbers-based) and 'soft' (words-based) modelling techniques can work together
- To develop basic competence in Problem Structuring Methods (PSMs)
- To develop basic competence in at least one 'hard' (numbers-based) OR modelling technique
- To develop basic competence in at least one 'soft' (words-based) OR modelling technique
- In a more general sense, to develop analytical, critical thinking, group-working and professional skills

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work (20%) Peer Assessment Summer Exam (80%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting	15	Group Work (20%) Peer Assessment Individual Assignment (80%)
Spring Term only	Visiting	15	Group Work (20%) Peer Assessment Individual Assignment (80%)
Spring & Summer Terms	Standard	15	Group Work 20% Peer Assessment Exam 80%

## Bibliography

There is no set textbook. Relevant readings will be given throughout the module.

### Useful background texts

- Rosenhead, J. and Mingers, J. (2001) *Rational Analysis for a Problematic World Revisited: problem structuring methods for complexity, uncertainty and conflict* (2nd ed.), Chichester: Wiley.
- Hindle, G. and Vidgen, R. (2018) "Developing a business analytics methodology: A case study in the foodbank sector", *European Journal Of Operational Research*, Volume 268, Issue 3, p836-851
- Williams, T (2008). *Management Science in Practice*, Chichester: Wiley.
- Pidd, M (2003). *Tools for Thinking: modelling in Management Science* (2nd ed.), Chichester: Wiley.

## IB3A90 Design in Business

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	10 x 2 hour lectures 9 x 1 hour seminars
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no pre-requisites for this module.

### Module Overview

Several organisations such as Apple, BMW, Dyson and Alessi have been able to differentiate their products thanks to superior design. However, excellent aesthetics, functionality and ease of use are not attributes of luxury goods and elite products alone.

There are huge opportunities to use design to differentiate and improve any type of product or service. Indeed, design is about making products stand out from competition, and is therefore valuable in any sector.

This module aims to describe, examine and critique how design can contribute to innovation and to the overall success of organizations. To do so, it looks at processes that designers and other product / service development professionals (e.g., marketing, R&D, production, finance) use to improve and innovate not only the appearance, but also the functionality, usability and meaning of products and services.

### Syllabus

- Introduction to Design in Business
- Design thinking.
- Fostering collaboration and creativity.
- Approaches to innovation.
- New Product and Service Design and Development
- Design and Technology.
- Organisational Ambidexterity
- Design as strategy
- The impact of design

### Learning Outcomes and Objectives

1. Appreciate and understand the contribution that design can make to innovation and organisational success
2. Understand the role of design within an organisational context
3. Provide insights into the functions and contributions of professional designers
4. Develop a critical understanding of the various innovation and design approaches and processes
5. Comprehend the scope and content of design in both product and service contexts
6. Examine the impact that design and designers can make on organisational performance.

### Module Leader

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(Operations Group)



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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%
Spring Term only	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%
Spring & Summer Terms	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%

## Bibliography

### Core text:

As main textbook, we will use: Roberto Verganti (2009), Design-driven innovation, Harvard Business School Publishing Corporation. *[We have recommended that the library get copies, but in our experience these may not be sufficient.]*

### Other texts:

- Trott, P. (2011), Innovation management and new product development, 5th edition, FT Prentice Hall (Good introduction to innovation management)
- Brown, T. (2009), Change by design: How design thinking transforms organizations and inspires innovation. New York: Harper- Collins.
- Martin, R. 2009. The design of business: Why design thinking is the next competitive advantage. Boston, MA: Harvard Business Press.

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 2 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Overview

The module provides you with a sound basis for understanding corporate strategy. The managerial perspective may be of use if you intend to work in the corporate world, and provides frameworks for business analysis and strategy. The module also provides multiple perspectives upon corporate strategy which broadens perceptions of the scope of the academic subject.

#### Syllabus

Topics covered will be:

1. What is Strategy
2. Analysing the External Environment
3. Analysing the Internal Environment
4. Creating a Competitive Strategy
5. Formulating a Corporate Strategy
6. Executing a Corporate Strategy: Game Theory and Alliances
7. Executing a Corporate Strategy: Mergers and Acquisitions
8. Corporate Strategy and Organization Design
9. Corporate Strategy and (Sustainable) Innovation

#### Learning Outcomes and Objectives

**Particular aims of the module include helping you to:**

- Think critically and strategically about strategic management concepts and principles, and how these might be applied, through the use of class discussion, case analysis and project work
- Root your analysis of companies and markets in frameworks that will ease the identification of their key features. You should be able to determine whether or not particular sectors and companies are attractive and successful
- Developing the ability to identify strategic issues as they occur in complex organizations and to design appropriate courses of action. You should be able to justify the merits of different strategic initiatives using the same kind of arguments that a manager would use.
- Understand and evaluate the sources of competitive advantage or disadvantage for particular businesses. You should be able to propose initiatives aimed at strengthening or developing firms' competitive advantages.

#### Module Leader

Stefano Li-Pira ([Biography](#))  
Assistant Professor  
(Strategy & International Business Group)



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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Participation 10% Individual Assignment 90%
Autumn Term only	15 CATS	15	Participation 10% Individual Assignment 90%
Autumn & Spring Terms	15 CATS	15	Participation 10% Individual Assignment 90%
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

Grant, R. 2018. Contemporary Strategy Analysis (10th edition). John Wiley & Sons.  
Whittington, R., Regner, P., Angwin, D., Johnson, G., Scholes, K. 2019. Exploring Strategy (12th edition). Pearson Education Ltd.

### Additional Reading

Stout, L. A. (2012). The problem of corporate purpose. *Issues in Governance Studies*.  
Porter, M. E. (2008). The Five Competitive Forces That Shape Strategy. *Harvard Business Review*.

### Articles

- Bower, J. L., & Paine, L. S. (2017). The Error at the Heart of Corporate Leadership. *Harvard Business Review*, 95(3): 50-60.
- Durand, R., Grant, R. M., & Madsen, T. L. (2017). The expanding domain of strategic management research and the quest for integration. *Strategic Management Journal*, 38(1): 4-16.
- Furrer, O., Thomas, H., & Goussevskaia, A. (2008). The structure and evolution of the strategic management field: A content analysis of 26 years of strategic management research. *International Journal of Management Reviews*, 10(1): 1-23.
- Jensen, M. C. (2001). Value maximisation, stakeholder theory, and the corporate objective function. *European Financial Management*, 7(3), 297-317.
- Kaplan, R. S. and Norton, D. P. (1996). Using the Balanced Scorecard as a Strategic Management System. *Harvard Business Review*, 74(1), 75-85.
- Mintzberg, H. & Lampel, J. (1999). Reflecting on the strategy process. *MIT Sloan Management Review*, 40(3), 21-30.
- Nag, R., Hambrick, D. C., and Chen, M. J. (2007). What is strategic management, really? Inductive derivation of a consensus definition of the field. *Strategic Management Journal*, 28, 935-955



## IB3E60 Ethical Issues & Social Responsibility in Contemporary Business

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no pre-requisites for this module.

### Module Leader

Lee Jarvis  
Associate Professor  
(Organisation and Work Group)



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Room No: not yet available

### Module Overview

This module gives an overview of business ethics theories, shows how such theories apply to understanding, analysing, ethical issues in business, as well as evaluatively responding to ethical issues in business.

An interdisciplinary approach is adopted, wherein insights from other fields such as philosophy, politics, psychology and sociology are utilised to explain (un)ethical behaviour. Cross-cultural examples of both ethical and unethical business practice are given through the lectures and seminar case studies.

The module will therefore examine business ethics issues that include fairness, justice, inequality, discrimination, development, greed, and others.

### Syllabus

- Introduction to business ethics and overview of module
- How narratives, habits and non-reflectiveness affect ethics in organizations
- Utilitarian ethics and organizations
- Deontological/Kantian ethics and organizations
- Virtue ethics and organizations
- Freedom and rights: liberalism and egalitarianism
- Ethics and Emotions in Organisations
- Marx, commodity fetishism and inhumane working conditions
- Feminist Ethics
- The future of work

### Learning Outcomes and Objectives

#### The overall module aims are:

- To equip students with tools of ethical reasoning that give shape to the complex and often unstructured nature of moral dilemmas.
- To help students build a better understanding of the social and ethical controversies surrounding contemporary business and how they might deal with these as future business employees, managers, and leaders.

**The specific objectives of the module are:**

- To focus on social, environmental and ethical issues that affect a range of organisations in the for-profit, government and voluntary sectors.
- To enhance the students' capacity to recognise ethical dilemmas involved in the range of individual, organisational and corporate responses.
- To identify the implications of these for your personal decision making and choices.

**By the end of the module you should be able to:**

- Demonstrate knowledge of core theories of ethics.
- Understand key contemporary ethical issues faced by businesses and organisations.
- Apply ethical theories to analyse critically contemporary ethical issues faced by businesses and other organisations.
- Understand current organisational responses (practices, procedures, etc.) to ethical dilemmas.
- Demonstrate improved verbal and written communication skills.
- Utilise critical thinking skills in analysing ethical dilemmas elicited/explored with the research project.
- Understand/have an experience of teamwork and research skills/activities.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Participation 10% Group Work 20% Peer Assessment Individual Assignment 70%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	Participation 10% Group Work 20% Peer Assessment Individual Assignment 70%
Spring Term only	15 CATS	15	Participation 10% Group Work 20% Peer Assessment Individual Assignment 70%
Spring & Summer Terms	15 CATS	15	Participation 10% Group Work 20% Peer Assessment Individual Assignment 70%

Bibliography

Textbooks:

- Sandel, Michael. (2010). *Justice: What's the Right Thing to Do?* Penguin Books: London
- Gibson, K. (2012). *Ethics and Business: An Introduction* Cambridge: Cambridge University Press.
- Sandbu, Martin (2011) *Just Business: Arguments in Business Ethics*. London: Pearson Hall.

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no pre-requisites for this module.

#### Module Overview

The aim of this module is to provide a comprehensive, critical and contextual analysis of the fundamental principles and concepts of UK company law. It deals with the Formation and constitution of a modern business organisation, its dissolution, its financial structure and the manner in which the relations between its board of directors and shareholders are regulated.

#### Syllabus

Among the topics covered are:

- Formation and constitution of business organisations
- Incorporation and its consequences
- Memorandum and articles of association
- Share capital and the capital maintenance requirement
- The authority of the board and of other officers
- Directors' duties and shareholder remedies
- Insolvency, dissolution and creditors' rights

#### Learning Outcomes and Objectives

By the end of the module the students should be able to:

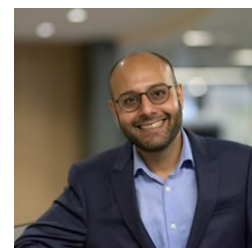
1. Understand the legal structure of UK business organisations.
2. Understand the key concepts of UK company law.
3. Understand the rights and remedies available to the main stakeholders in UK companies.
4. Demonstrate the ability to analyse legal problems and apply problem-solving techniques to hypothetical situations.
5. Demonstrate legal research skills and the ability to critically evaluate legal principles and law in practice.

#### Module Leader

Dr Hassan Nizami ([Biography](#))

Senior Teaching Fellow

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## Assessment Methods

<b>Period of Study</b>	<b>Method Name</b>	<b>CATS (Credit)</b>	<b>Assessment Description</b>
<b>Full Year</b>	15 CATS	15	2 hour examination (100%)
<b>Autumn Term only</b>	VE 15 CATS	15	Individual assignment (100%)
<b>Autumn &amp; Spring Terms</b>	VE 15 CATS	15	Individual assignment (100%)
<b>Spring Term only</b>	Not Available	Not Available	Not Available
<b>Spring &amp; Summer Terms</b>	Not Available	Not Available	Not Available

## Bibliography

- McLaughlin, S. Unlocking Company Law, 4th Ed, 2019 Routledge
- Mayson, French & Ryan, Company Law, 33rd edition, 2016, Oxford University Press
- Jones, L. Introduction to Business Law, 2nd Ed, 2012/13 Oxford University Press

## IB3G40 Law for Entrepreneurs

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Leader

Leela Cejnar  
Associate Professor  
(Accounting Group)



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### Module Overview

This module provides some of the essential legal knowledge required by a potential entrepreneur in the UK and beyond. The module is divided into two broad themes relating to the regulation of businesses and regulation of the employment relationship. A wide-ranging insight into business law is included with topics covering key areas such as protection of intellectual property, data protection, contract terms, debt recovery options, health and safety, anti-discrimination law and employment law. The focus is on applied law (how the law operates in practice) and the object of the module is to provide students with sufficient knowledge to avoid potential legal problems in a business start-up situation. Although students may choose this module to build on knowledge gained in other law modules at WBS, no previous study of law is required as the topics can be understood in their own right.

### Syllabus

The module includes the following:

#### Law regulating business

Intellectual property with reference to patents, designs, trademarks and copyright. Sales of Goods Act 1979, Consumer Rights Act 2015 and Privacy and Electronic Communications Regulations 2003. The Data Protection Act 2018 and the Freedom of Information Act 2000. Commercial and consumer contracting including standard terms and unfair contract terms. Debt recovery and the Late Payment of Commercial Debts (Interest) Act 1998.

#### Law regulating employment

Health and Safety at Work Act 1974, penalties and legal enforcement, Environmental Protection Act 1990, employees and other workers, employment contract and written particulars, itemised pay, protection from discrimination in employment, terminating employment including unfair dismissal, wrongful dismissal and remedies at the Employment Tribunal.

## Learning Outcomes and Objectives

By the end of the module students should be able:

- Understand the basic principles of copyright and intellectual property as applied to new business ventures.
- Understand the legal requirements relating to trades descriptions, sales of goods and distance selling.
- Understand the basic legal regulations applied to data protection and privacy.
- Understand the concept and application of standard term contracting in business, the key contractual terms and terms deemed unfair at law.
- Understand the methods by which a business may pursue payment of debts and the potential penalties for late payment of commercial debts.
- Understand the regulation of health and safety in the workplace.
- Understand the legal requirements involved in lawfully hiring, managing and dismissing workers or employees.
- Demonstrate legal research skills, the ability to analyse legal problems and to apply problem-solving techniques to hypothetical problems.
- Demonstrate the ability critically to evaluate legal principles and law in practice

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Group Work (15%) Group Work Individual Contribution (10%) Peer Assessment Summer Exam (75%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting	15	Group Work (15%) Group Work Individual Contribution (10%) Peer Assessment 2500 word assignment (75%)
Spring Term only	Visiting	15	Group Work (15%) Group Work Individual Contribution (10%) Peer Assessment 2500 word assignment (75%)
Spring & Summer Terms	15 CATS	15	Group Work 15% Group Work Individual Contribution 10% Peer Assessment Exam 75%

## Bibliography

There is no textbook available which covers all of topics relating to law for entrepreneurs. To overcome this, relevant sections from suitable text books will be copied (with permission of the publishers) and provided to students. Relevant text book sources could include the following

- Introduction to Business Law 5th Ed, Lucy Jones, Oxford University Press
- Business Law, 6th Ed, James Marson and Katy Ferris, Oxford University Press.

## IB3H50 Images of Creativity

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour lecture per week 1 x 2 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

This is an interdisciplinary module available and relevant to all Warwick University Undergraduates in their final year of study. The module examines and illuminates *Creativity* through collaborative group learning drawing on a range of different disciplines. The overarching aim; to build an interdisciplinary *appreciation* and *understanding of Creativity*, including the relationship between theoretical ideas and practical applications and how this can be creativity communicated to an interdisciplinary audience.

### Syllabus

Topics covered will be:

- Creativity and play
- Principles of creative learning
- Situating creativity
- Creative processes
- The Necessity of Failure
- Creative writing
- Embodied creativity
- Creative places
- Show case

### Learning Outcomes and Objectives

#### Principal module aims:

- Build an interdisciplinary appreciation and model of creativity, through content and experience of different disciplinary understanding (practice and process);
- Examine and illuminate our understanding of creativity, through social and collaborative learning;
- Understand the difference between exceptional and everyday creativity and the impact of this on your personal and professional lives;
- Recognise and develop your creative potential (including attitude and behaviour), through creative learning.

#### Module Leader

Rachel Dickinson ([Biography](#))  
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Room No: WBS 3.125

### Principal learning outcomes:

By the end of the module students should be able to:

- Understand various manifestations of creativity eg in text and visual form and identify and understand how creativity relates to different disciplines and different media.
- Appreciate the value of understanding and experiencing various approaches to creativity in relation to their own subject specialism and confidently use them for further study, work, citizenship and in their personal lives.
- Identify, understand, and express interdisciplinary ideas and notions of creativity and its various manifestations.
- Actively engage with a wide range of creative material, practices and approaches.
- Observe, critically reflect on, and communicate imaginatively their own and others' creative processes.
- Solve problems creatively.
- Combine the understanding of theoretical concepts of Creativity with practical learning.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	Individual Assignment (100%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	Individual Assignment (100%)
Spring Term only	15 CATS	15	Individual Assignment (100%)
Spring & Summer Terms	15 CATS	15	Individual Assignment (100%)

### Bibliography

- Robert J. Sternberg (2006) The Nature of Creativity, Creativity Research Journal, 18:1, 87-98.
- Homayoun, S and Henriksen, D (2018), Creativity in Business Education: A Review of Creative Self-Belief Theories and Arts-Based Methods, Journal of Open Innovation: Technology, Market and Complexity, 4:55, 1-19.
- Sternberg, R. and Kaufman, J. (2018) The Nature of Human Creativity, London, Cambridge University Press.
- Robinson, K (2012) Out of our minds: learning to be creative, Chichester: Capstone.
- Shorthose, J. and Maycroft, N. (2017) Where is creativity? A multidisciplinary approach, London: Routledge.
- Bohm, D (2013) On Dialogue, London, Routledge.
- Goller, I and Bessant, J. (2017) Creativity for Innovation Management, London, Routledge.
- Bryan, R and Hämäläinen, M. (2018) The Art of Co-Creation, A Guidebook for Practitioners, London, Palgrave Macmillan.



## IB3H80 Leadership

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures  1 x 1 hours per week (10 weeks) asynchronous independent online learning  1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

In this module you will gain an understanding of the principles underlying leadership in government, industry, and society. We will review research on leadership and management, examining topics such as leadership skills, leading changes in organisations, leader-follower relationships, and leadership tactics. We will spend time taking the theoretical aspects of leadership and relating them to real situations.

### Syllabus

Topics covered will be:

This is an upper-level management course intended to provide students with an understanding of the principles underlying leadership in government, industry, and society. The course will review research on leadership and management, examining topics such as leadership skills, leading changes in organizations, leader-follower relationships, and leadership tactics. This course will take the theoretical aspects of leadership and relate them to real situations. Students will participate in various exercises to analyse leadership strategies and assess leadership strengths and weaknesses.

- Approaches to leadership research (trait-based, skill based, relationship-based, etc.)
- Dyadic Relations and Followership
- Outstanding Leadership Theories
- Transactional and Transformational Leadership
- Leadership and Ethics
- Leading for Innovation
- Implicit Leadership Theories
- Contingency Theories
- Gender and Leadership

### Module Leader

Dr Dawn Eubanks ([Biography](#))  
Associate Professor of Behavioural Science  
& EI

(Entrepreneurship & Innovation Group)  
(Behavioural Science Group)



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## Learning Outcomes and Objectives

### Principal Module Aims

1. To develop your understanding of the principles underlying leadership in government, industry, and society.
2. Review of research on leadership and management, examining topics such as leadership skills, leading changes in organisations, leader-follower relationships, and leadership tactics.
3. To encourage you to take the theoretical aspects of leadership and relate them to real situations.

### Principal Learning Outcomes

To have knowledge and understanding of multiple leadership theories and how to apply them in real settings.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Standard	15	Individual assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

- Yukl, G. A. & Gardner, W. L. (2019). Ninth Edition Leadership in Organizations, Global Edition. Upper Saddle River, N.J.:Pearson Education Inc.
- Secondary text: Northouse, P. G. (2021). Ninth Edition Leadership, International Student Edition. Thousand Oaks, CA: Sage.
- Alvesson, M. & Einola, K. (2019). Warning for excessive positivity: Authentic leadership and other traps in leadership studies. *The Leadership Quarterly*, 30, 383-395.
- Adams, R. B. (2016). Women on boards: The superheroes of tomorrow? *The Leadership Quarterly*, 27, 371-386.
- Amabile, T.M. & Kramer, S.J. (2012)How leaders kill meaning at work.*McKinsey Quarterly*, January 2012.
- Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation. *The Leadership Quarterly*, 28, 245-260.

- Antonakis, J. & Eubanks, D. L. (2017). Looking leadership in the face. *Current Directions in Psychological Science*, 26, 270-275.
- Banks, G. C., Engemann, K. N., Williams, C. E., Gooty, J., McCauley, K. D., & Medaugh, M. R., (2017). A meta-analytic review and future research agenda of charismatic leadership. *The Leadership Quarterly*, 28, 508-529.
- Burnes, B., Hughes, M., & By, R. T. (2018). Reimagining organisational change leadership. *Leadership*, 12, 141-158.
- Gottfredson, R. K. & Reina, C. S. (2020). Exploring why leaders do what they do: An integrative review of the situation-trait approach and situation-encoding schemas. *The Leadership Quarterly*, 31, 1-20.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573-598.
- Eubanks, D. L., Antes, A L., Friedrich, T. L., Caughron, J. J., Blackwell, L. V., Bedell-Avers, K. E., & Mumford, M. D. (2010).
- Criticism and outstanding leadership: An evaluation of leader reactions and critical outcomes. *The Leadership Quarterly*, 21(3) 365-388.
- Offermann, L. R. & Coats, M. R. (2018). Implicit theories of leadership: Stability and change over two decades. *The Leadership Quarterly*, 29, 513-522.
- Glass, C. & Cook, A. (2015). Leading at the top: Understanding women's challenges above the glass ceiling. *The Leadership Quarterly*, 27, 51-63.
- Grabo, A., Spisak, B. R., van Vugt, M. (2017). Charisma as a signal: An evolutionary perspective on charismatic leadership. *The Leadership Quarterly*, 28, 473-485.
- Kaptein, M. (2017). The moral entrepreneur: A new component of ethical leadership. *Journal of Business Ethics*, 156, 1135-1150.
- Martin, R., Thomas, G., Legood, G., & Russo, S. D. (2018). Leader-member exchange (LMX) differentiation and work outcomes: Conceptual clarification and critical review. *Journal of Organizational Behavior*, 39, 151-168.
- Hughes, D. J., Lee, A., Wei Tian, A., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. *The Leadership Quarterly*, 29, 549-569.
- Ligon, G.S., Hunter, S.T. & Mumford, M.D. (2008). Development of outstanding leadership: A life narrative approach. *The Leadership Quarterly*, 19 (3) 312-334.
- Lovelace, J. B., Neely, B. H., Allen, J. B., & Hunter, S. T. (2019). Charismatic, ideological, & pragmatic (CIP) model of leadership: A critical review and agenda for future research. *The Leadership Quarterly*, 30, 96-110.
- Mumford, M. D., Todd, E. M., Higgs, C. & McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. *The Leadership Quarterly*, 28, 24-39.
- Mumford, M.D. & Van Doorn, J.R.(2001). The leadership of pragmatism - Reconsidering Franklin in the age of charisma. *The Leadership Quarterly*, 12 (3) 279-309.
- Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, 29, 218-235.
- Piccolo, R. F.; Greenbaum, R., Den Hartog, D. N., & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organizational Behavior*, 31, 259–278.
- Shondrick, S. J., & Lord, R. G. (2010). Implicit Leadership and Followership Theories: Dynamic Structures for Leadership Perceptions, Memory, and Leader-Follower Processes. *International Review of Industrial and Organizational Psychology*, 25(1), 1–33.
- Siangchokyoo, N., Klinger, R., & Campion, Em. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *The Leadership Quarterly*, 31, 1-18.

- Stouten, J., Rousseau, D. M., & DeCremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. *Academy of Management Annals*, 12, 752-788.
- Sy, T., Horton, C., & Riggio, R. (2018). Charismatic leadership: Elicitnkg and channeling follower emotions. *The Leadership Quarterly*, 29, 58-69.
- Uhl-Bien, M. & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29, 89-104.
- van Knippenberg, D. & Sitkin, S.B. (2013). A critical assessment of charismatic-transformational leadership research: Back to the drawing board? *The Academy of Management Annals*, 7(1), 1-60.

IB3H90 Strategic Games: Thinking rationally about business, policy and real life

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

**Module Leader**

Despoina Alempaki ([Biography](#))  
Assistant Professor  
Behavioural Science Group



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**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

**In this module you will:**

- Develop your theoretical and practical understanding of strategic decisions using tools drawn from economics, game theory, and psychology.
- Learn to interpret social and psychological situations using these tools.
- Be encouraged to take a broad view of policy decisions that have strategic implications, and to predict the consequences of those policies.

**Syllabus**

The syllabus will include such topics as:

- Definition of strategic situation and equilibrium
- Backward induction and rollback equilibrium
- Strategic moves and the problem of credibility
- Nash equilibrium in pure and mixed strategies
- Coordination
- Trust: The prisoner's dilemma and the tragedy of the commons
- Asymmetric information and cheap talk
- Signalling, costly signalling, and unravelling
- Negotiation

**Learning Outcomes and Objectives**

**Subject knowledge and understanding**

Understand and deploy the basic concepts of strategic thinking, in a largely non-technical way. These concepts will include strategy, zero-sum game, Nash equilibrium, prisoner's dilemma, winner's curse, asymmetric information, disclosure and trust, and costly signalling, bargaining zone, backwards induction.

Discuss critically the strategic thinking underlying a broad range of decisions taken from all aspects of life.

### Subject specific skills

Distinguish between the mathematical and economic concept of the correct strategy, and the 'psychological' concept, meaning what might be the correct strategy given what others are likely to do.

Understand how strategic thinking can influence success in all aspects of life.

### Cognitive skills

Demonstrate logical and critical thinking skills in being able to recognise the potentially counter-intuitive effects of strategic decisions.

Recognise the links between situations that differ widely in content but share common underlying strategic structures.

Distinguish between the outcome of logical analysis and 'psychological' analysis of strategic situations.

### Key skills

Analyse strategic situations and act so as to achieve optimal outcomes, including bidding situations, business negotiations, and even interactions with their own 'future selves.'

### Transferable skills

Perspective taking

Logical analysis

Writing and argumentation

Strategic thinking

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation (10%) Summer Exam (90%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	Participation (10%) Individual Assignment (90%)
Spring Term only	Exchange	15	Participation (10%) Individual Assignment (90%)
Spring & Summer Terms	Standard	15	Participation (10%) Summer Exam (90%)

### Bibliography

- Dixit, A. K., Reilly, D. & Skeath, S. (2015). Games of Strategy. Norton. (Fourth edition, but any edition is good)

The following text covers much of the same ground, but takes a philosophical as well as computational approach:

- Hargreaves-Heap, S. & Varoufakis, Y. (1995). *Game theory; A critical introduction*. Routledge.

**The following general readings are very useful:**

- Schelling, T. (1976). *Micromotives and Macrobehaviour*. Norton. (A classic book. The last chapter is perhaps the best introduction to the multi-person prisoner's dilemma.)
- McMillan, J. (1992). *Games, Strategies and Managers*. Oxford University Press. (Good illustrations of how game theory can be used in management settings.)
- Dixit, A. K., & Nalebuff, B. (2008). *The art of strategy: a game theorist's guide to success in business & life*. WW Norton & Company.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

Exchange students should have the following prior knowledge in order to undertake this module:

- Good understanding of the concept of (1) risk aversion, (2) moral hazard, (3) adverse selection, and (4) market completeness
- Rudimentary microeconomics (demand, supply, market equilibrium/clearing)
- Good working knowledge of differential calculus and its application in optimisation
- Basic knowledge about the concept of mathematical expectation
- Introductory knowledge about game theory (Nash Equilibrium, 2-by-2 games)

While there will be a review of these concepts and techniques during the module, a prior good understanding of the concepts and techniques will be beneficial.

#### Module Overview

The module seeks to enhance students' understanding of why banks exist and what economic roles they play, the risks faced by banks in lending process, off-balance sheet banking, and banking regulation. The aim of the module is twofold. First of all, the module should help students to understand the economics of financial contracting---how financial frictions such as agency cost and market incompleteness shape financial contracts and institutions in banking. Then, guided by the theoretical perspectives, the discussion will cover specific issues such as the source of bank risk, risk management and some contemporaneous debates in banking regulation. The approach is mostly analytical rather than descriptive.

#### Syllabus

This module covers the following topics:

- An introduction to financial systems: a comparison between financial markets and financial intermediaries.
- The financing function of financial systems: bank loans versus corporate bonds.
- Banks' role in corporate liquidity provision and market making, and the dark side of bank financing.
- Risk-sharing function of financial systems: deposit contract as liquidity insurance.
- Inter-temporal smoothing: the role of life insurance and pension funds.
- The contemporary trend of banking: securitization, and the transition from retail to wholesale banking.

#### Module Leader

Kebin Ma ([Biography](#))  
Associate Professor of Finance  
Finance Group



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- The risk of bank runs.
- Systemic crises, credit cycles, and the interplay between banking crisis and sovereign bond crisis.
- The financial safety net, micro-prudential regulations, and the evolution of Basel Accords.

### Learning Outcomes and Objectives

The module should help students to discover the subtlety and plasticity of financial contracts and institutions, letting students develop an appreciation for why these institutions, market practices, and governmental regulations are encountered.

Students will achieve the following specific learning outcomes:

- Understanding the functions of the financial system and its importance for economic development.
- Understanding the advantages and disadvantages of direct market financing and intermediated financing. In particular, recognizing banks' role in providing intermediated financing and corporate liquidity.
- Understanding the function of bank deposit, and appreciating the intertemporal risk sharing provided by financial institutions.
- Knowing major banking risks and the principles of bank risk management.
- Understanding risk-taking incentives in banking industry and how banking micro- and macro-prudential regulations help to maintain financial stability.
- Being able to critically assess contemporary issues in financial regulations.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Exam (90%) Participation (10%)
Autumn Term only	Not available	Not available	Not available
Autumn & Spring Terms	VE 15 CATS	15	Individual assignment (90%) Participation (10%)
Spring Term only	VE 15 CATS	15	Individual assignment (90%) Participation (10%)
Spring & Summer Terms	VE 15 CATS	15	Exam (90%) Participation (10%)

### Bibliography

- Arnoud Boot, Stuart Greenbaum and Anjan Thakor, *Contemporary Financial Intermediation*, 3rd ed. Academic Press, 2015
- Tirole, Jean. *The Theory of Corporate Finance*. Princeton University Press, 2006
- Freixas, Xavier and Jean-Charles Rochet. *Microeconomics of Banking* 2<sup>nd</sup> ed. MIT Press, 2008

## IB3K50 Artificial Intelligence in Business

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lectures per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

Artificial intelligence (AI) is rapidly emerging as the most important and transformative technology of our time. The recent advances, especially in machine learning, have led to a rapid proliferation of new applications that are changing the game for many industries. AI can help accomplish many business activities with greater accuracy and at a fraction of the time, it would take humans to do the same. AI also offers a substitute for human judgment because it can forecast based on patterns in data that are undetectable by humans. These features can change what businesses and the managers in them do but also how they do it in profound ways. This model is designed to provide you with an understanding of the growing deployment of AI in the business world. This course equips students with fundamental knowledge of approaches for reaping strategic value from the deployment of AI in organizations. The course provides you with insights into the power of machine learning in different business sectors. This module focuses on the application of the popular and frequently used AI paradigms and techniques in different business sectors. The course also aims to enable students to have a hands-on experience with basic business analytics tools and machine learning, and learn how to communicate with analytics professionals to effectively use and interpret results for making better and more well-informed business decisions.

### Syllabus

- Strategic nature and application of business intelligence practices and enterprise data management technologies in contemporary organisations.
  - Management of data warehousing and business intelligence practices
  - Business Analytics applications and tools
- Business intelligence practices: knowledge management, customer relationship mgt. and supply chain management (CRM/SCM), business performance management, data mining
- Challenges in enterprise data/knowledge management: the case of dashboards

### Module Leader

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Email:  
Room No:

## Learning Outcomes and Objectives

### By the end of this module, you will:

- be able to understand the strategic role of AI and data analytics and information assets in organizations, for enhancing decision-making and operational effectiveness
- be aware of the popular and frequently used AI paradigms and techniques used in different business sectors
- be able to apply basic business analytics tools, and communicate with analytics professionals to effectively use and interpret analytic models and results for making well-informed business decisions.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work (20%) Peer Assessment Individual Assignment (80%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Group Work (20%) Peer Assessment Individual Assignment (80%)
Spring Term only	Standard	15	Group Work (20%) Peer Assessment Individual Assignment (80%)
Spring & Summer Terms	Standard	15	Group Work (20%) Peer Assessment Individual Assignment (80%)

## Bibliography

- Akerkar, R. (2019). Artificial Intelligence for Business. Springer.
- Mohanty, S. and Vyas, S. (2018). How to Compete in the Age of Artificial Intelligence. Apress.
- Yao, M., Jia, M., Zhou, A. (2018). Applied Artificial Intelligence: A Handbook for Business Leaders. TOPBOTS.
- Russell, S., Norvig, P. (2020). Artificial Intelligence A Modern Approach. Pearson, 4th Edition.
- Albright, S.C., Winston, W.L. (2014). 5th ed. Business Analytics: Data Analysis & Decision Making. Cengage Learning.

IB3K70 Financial Markets: Organisations and Technology

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

[Pre-requisites](#)

There are no prerequisites required for this module.

[Module Overview](#)

The module aims to expand students' knowledge and understanding about the cross-domain nature of financial institutions. In particular, the module aims to highlight the necessity of understanding the social, technological and political dimensions of financial institutions when analysing and operating in today's economy.

[Syllabus](#)

- The organisation and practices of asset trading
- Analysing the analysts: How financial analysts and financial managers operate
- Ties that matter: Social connections in financial markets and their impact on market behaviour
- Measuring and making things happen: the impact of financial models on market behaviour
- Programmes that run markets: Algorithmic trading
- Making things tradable: Organisational aspects of securitisation

**Module Leader**

Yuval Millo ([Biography](#))  
Professor of Accounting  
(Accounting Group)



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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation (10%) Individual Assignment (90%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Participation (10%) Individual Assignment (90%)
Spring Term only	Standard	15	Participation (10%) Individual Assignment (90%)
Spring & Summer Terms	Standard	15	Participation (10%) Individual Assignment (90%)

## Bibliography

- Benner, M. J. (2007). The incumbent discount: Stock market categories and response to radical technological change. *Academy of Management Review*, 32(3), 703-720.
- MacKenzie, D., & Millo, Y. (2003). Constructing a market, performing theory: the historical sociology of a financial derivatives exchange 1. *American journal of sociology*, 109(1), 107-145.
- Pardo-Guerra, Juan Pablo, 'Creating flows of interpersonal bits: the automation of the London Stock Exchange, c. 1955-90', *Economy and Society*, 39: 1, (2010) , 84 — 109
- Scott, S. V, & Zachariadis, M. (2012). Origins and development of SWIFT, 1973-2009. *Business History*, 54(3), 462–482
- Shipilov, A. V., & Li, S. X. (2008). Can you have your cake and eat it too? Structural holes' influence on status accumulation and market performance in collaborative networks. *Administrative Science Quarterly*, 53(1), 73-108.
- White, L. J. (2010). Markets: The credit rating agencies. *The Journal of Economic Perspectives*, 24(2), 211-226.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lecture per week 1 x 1 hour seminar per week
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no pre-requisites for this module.

#### Module Overview

This module aims to provide an overview of the new science of well-being and its link with economic decisions.

It will explore the idea of well-being as an alternative measure of success at the individual level, at the organisational level, and at the country level. It will investigate how well-being is typically measured, and what their main determinants usually are across different countries and time periods. It will also explore the practical implications of wellbeing in the workplace, and how we can use it in cost-benefit analysis and in policy design.

Other topics to be discussed include whether money buys happiness; and if so, how much does it buy? What are the key ingredients to a happy workplace? What are the links between wellbeing and productivity? How does wellbeing link to choices, and do people always make the right choice for themselves? What future behaviours can happiness today predict? What predicts wellbeing from birth to old age? Why should policy makers care more about enhancing people's wellbeing than simply boosting profits and economic growth? The goal is to broaden students' understanding of what factors determine individual's subjective experiences, and to learn how this knowledge can be applied in business and policy settings.

#### Syllabus

The module aims to provide an overview of the main theories and empirical studies in well-being (or happiness economics). There will be nine key topics, which will align with the nine lectures:

1. What is the economics of well-being?
2. Measuring well-being
3. Happiness, income, and economic growth
4. The micro- and macro-economics determinants of well-being
5. Job satisfaction and its determinants
6. Social comparison and hedonic adaptation
7. Well-being over the life-course
8. Affective forecasting
9. Well-being and public policy

#### Module Leader

Naomi Muggleton ([Biography](#))  
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## Learning Outcomes and Objectives

In this module you will:

- Develop your understanding of current research in the economics and science of well-being and how developments in behavioural economics have called for new measurements of success at all levels (e.g., individual, corporate, and society) to be developed.
- Learn to identify the main determinants of people's life satisfaction, emotional well-being, and feelings of meaningfulness through exploring a range of empirical studies.
- Learn to navigate empirical findings on subjects such as whether income matters to people's well-being.
- Learn about the external validity of subjective measures, as well as their strengths and weaknesses when applied in government and in business.
- Learn the core theories in well-being research, including relative incomes, attention and focusing effect, affective forecasting, social norm theory, and hedonic adaptation to different life events over time.
- Explore how well-being data can be used in public policy and debate whether it is practical and ethical for government and business to consider well-being as one of the main target outcomes.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	Individual assignment (80%) Group Presentation (20%)
Spring Term only	VE 15 CATS	15	Individual assignment (80%) Group Presentation (20%)
Spring & Summer Terms	Standard	15	Group Work 20% Peer Assessment Individual Assignment 80%

## Bibliography

The primary readings for the module include:

- 1) Clark, A, Frijters, P. Shields, M. 2007. Relative income, happiness and utility: an explanation for the Easterlin paradox and other puzzles. *Journal of Economic Literature*, 4695-144.
- 2) Di Tella, R. and MacCulloch, R., 2006. Some uses of happiness data in economics. *The Journal of Economic Perspectives*, 20(1), pp.25-46.

- 3) Frey, B.S., and Stutzer, A. 2002. What can economists learn from happiness research? *Journal of Economic Literature*, 40, 402-435.
- 4) Kahneman, D. Krueger, A. Schkade, D. Schwarz, N. Stone, A. (2004) Toward national well-being accounts. *American Economic Review*, 94(2), 429-434.
- 5) Layard, R., Clark, A.E., Cornaglia, F., Powdthavee, N. and Vernoit, J., 2014. What predicts a successful life? A life-course model of well-being. *The Economic Journal*, 124(580), pp.F720-F738.
- 6) Oswald, A.J. and Powdthavee, N., 2008. Does happiness adapt? A longitudinal study of disability with implications for economists and judges. *Journal of public economics*, 92(5), pp.1061-1077.
- 7) Powdthavee, N. and Van Den Berg, B., 2011. Putting different price tags on the same health condition: Re-evaluating the wellbeing valuation approach. *Journal of health economics*, 30(5), pp.1032-1043.
- 8) Powdthavee, N., 2010. *The happiness equation: The surprising economics of our most valuable asset*. Icon Books Ltd.
- 9) Powdthavee, N. and Van den Berg, B., 2011. Putting different price tags on the same health condition: Re-evaluating the wellbeing valuation approach. *Journal of health economics*, 30(5), pp.1032-1043.
- 10) Wilson, T. Gilbert, D. (2003) Affective forecasting. *Advances in Experimental Social Psychology*, 35, p345-411.
- 11) Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, *American Economic Review*, 93, 2, 175-179.



## IB3L10 Customer Experience

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 2 hour lecture per week (10 weeks) live lectures 1 x 1 hour seminar per week (9 weeks)
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

In this module we will be building on core Consumer Behaviour concepts and expanding understanding of Services Marketing to consider the latest developments in the Customer Experience field. If you have previously studied either: Marketing **and** Consumer Behaviour, or; Services Marketing, then you are welcome to join this module.

### Module Overview

The module aims are to:

- Challenge thinking about the underlying principles of marketing by exploring aspects such as customer experience (CX), servitisation, service innovation and user experience (UX).
- Develop knowledge of how consumer needs and expectations translate into activities to enhance the customer experience and add value.
- Develop knowledge of international contexts and how this allows organisations to enhance customer experience.
- Understand how to assess customer expectations in context and to develop and deliver activities that meet those expectations.
- Develop understanding of effective monitoring and measurement techniques that improve customer experience

### Syllabus

Indicative syllabus:

- The evolution of Customer Experience
- Customer Personas
- Customer Journey Mapping
- Customer Insight
- Creating a culture for customers and a customer focused organisation
- Customer Relationship Management
- Digital and Customer Experience

### Learning Outcomes and Objectives

Upon successful completion of this module, students will be able to:

- Apply critical thinking to Customer Experience theory and research.

### Module Leader

Artemis Panigyraki  
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Marketing Group



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- Discuss the latest research issues and instruments in Customer Experience.
- Evaluate the role of Customer Expectations
- Critically evaluate how marketers deliver activities that enhance customer experience.
- Apply concepts of service innovation to develop solutions to improve customer and user Experiences
- Monitor and measure customer experience in context, specifically using metrics to improve future customer experience.
- Present research ideas based on critical evaluation of theory and research.
- Analyse the trends in customer experience, and apply them to marketing in a practical context.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work Presentation 30% Peer Assessment Exam 70%
Autumn Term only	Exchange	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%
Autumn & Spring Terms	Exchange	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

As an emerging area, there will be no core text for this module. However, readings will be selected from relevant top-class academic journals and credible industry literature.

Examples include

- Pine, B.J. and Gilmore, J.H. (1998). Welcome to the experience economy. Harvard Business Review, 76, 97-105.
- Reichheld, F.F. (2003). The one number you need to grow. Harvard Business Review, 81(12), 46-55.
- Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. Journal of Marketing, 68(1), 1-17.
- Verhoef, P.C., Lemon, K.N., Parasuraman, A., Roggeveen, A., Tsiros, M. and Schlesinger, L.A. (2009). Customer experience creation: Determinants, dynamics and management strategies. Journal of Retailing, 85(1), 31-41.
- Lemke, F., Clark, M. & Wilson, H. (2011) Customer experience quality: An exploration in business and consumer contexts using repertory grid technique. Journal of the Academy of Marketing Science, 39, 846-869

- Macdonald, E.K., Wilson, H. & Konus, U. (2012) Better customer insight – in real time. Harvard
- Lemon, K.N. and Verhoef, P.C. (2016) Understanding customer experience throughout the customer journey. *Journal of Marketing*, 80(6), 69-96.
- Macdonald, E., Kleinaltenkamp, M. & Wilson, H.N. (2016). How business customers judge solutions: solution quality and value in use. *Journal of Marketing*, 80(3), 96-120

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Leader

Dr Noni Symeonidou ([Biography](#))  
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#### Module Overview

This module aims to develop an understanding of the process of innovation. Innovation is about recognising opportunities for doing something new and implementing those ideas to create some kind of value that makes a positive difference i.e. creating economic value, or social value. It can take place in existing organisations but it also comes about in new ventures. But at its heart it is the creative human spirit, the urge to make change in our environment. Innovation doesn't happen simply because we hope it will – it's a complex process which carries risks and needs careful and systematic management. It's an extended process of picking up on ideas for change and turning them through into effective reality. At its heart it involves stages of searching, selecting, implementing and capturing value. Through a combination of lectures, guest speakers, case studies, readings, and active learning activities, students will develop a toolkit of skills to identify and evaluate opportunities for innovation, formulate strategies for innovation, map and assess innovative activities, and capture value from innovation. Students will also make effective recommendations with regards to innovation implementation and diffusion and develop the ability to review how well individuals and organisations manage the innovation process.

#### Syllabus

Topics covered will be:

Introduction to innovation management (e.g., key definitions, frameworks and concepts such as S-curve, 4Ps, architectural innovation)

- What innovative organisations look like (e.g., culture, structure)
- Drivers of innovation (e.g., market, open innovation, regulations and policy, technology, etc)
- Innovation and strategy (e.g., types of strategies, growth horizons, portfolio approaches)
- How individuals develop innovations (e.g. creative cognition, characteristics of creative

individuals, how to select and keep them in the org)

- How teams develop innovations (e.g., managing team processes that support or hinder creativity)

Managing the innovation process (e.g., key stage gate models, processes for new product development)

Leading for innovation (e.g., leadership behaviours that support innovation at team and organisational level, TMT support for innovation)

- Innovation across industries (e.g., public sector innovation, services innovation, social innovation)

Reviewing formal and informal outcomes of innovation and how to measure them (e.g., innovation and organisational performance, capturing knowledge, responding to failure)

- Appropriation of innovation value (e.g., Intellectual property, managing assets related to the innovation, such as sales and distribution)

- Diffusion of innovation (e.g., across organisational units and external to the organisation)

### Learning Outcomes and Objectives

**On successful completion of the module, students are expected to demonstrate an ability to:**

- Distinguish the different **types of innovation** and recognise innovation as a **process** not as a single event
- Recognise the **key stages** involved in the **innovation process**
- Identify the **sources of innovation** and recognise what is involved in their identification
- Recognise the **strategies** that organisations can use when **searching** for **innovation** opportunities
- Utilise **tools of innovation management** to map and **evaluate** innovative activities
- Develop and formulate **strategies** to shape innovative performance
- Identify the product and organisational **factors** which can influence **innovation success** and **failure**
- Explain the different ways that innovation can **create** and **capture value** and make effective recommendations with regards to **innovation diffusion** and **growth strategies**
- Identify the practices that firms use to effectively harness **external sources of knowledge**
- Develop an understanding of the **entrepreneurial mindset**
- Develop the ability to **review** how well individuals and organizations **manage** the **innovation process**

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%
Spring Term only	Standard	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%
Spring & Summer Terms	Standard	15	Group Work Presentation 30% Peer Assessment Individual Assignment 70%

## Bibliography

- Afuah, A. (2003). Innovation management: Strategies, implementation and profits. Oxford University Press.
- Chesbrough, H. (2003) Open Innovation. Boston: Harvard Business School Press
- Davila, T.; Epstein, M.J. & Shelton, R. (2012) Making Innovation Work: How to Manage it, Measure it and Profit from it. Upper Saddle River, NJ: Wharton School Publishing
- Dawson, P. & Andriopoulos, C. (2014). Managing change, creativity and innovation. Sage.
- Drucker, P. (1985) Innovation and Entrepreneurship, Oxford: Butterworth and Heinemann
- Henderson, R. & Clark, K. (1990). Architectural Innovation: The reconfiguration of existing product technologies and the failure of established firms. Administrative Science Quarterly, 35, 9-30.
- Mitra, J. (2017). The Business of Innovation. Sage.
- Rogers, E.M. (2003). Diffusion of Innovations. Free Press.
- Sawyer, K.R. (2012) Explaining Creativity: The Science of Human Innovation (2nd edn) USA: OUP  
Chichester: Wiley
- Shalley, C., Hitt, M, & Zhou, J. (2015). The Oxford Handbook of Creativity, Innovation and Entrepreneurship. Oxford University Press.
- Tidd, J. & Bessant, J. (2013) Managing Innovation: Integrating Technological, Market and Organizational Change. Wiley.
- Tidd J., & Bessant, J. (2014). Strategic Innovation Management. Wiley.
- Trott, P. (2017). Innovation Management and New Product Development. Pearson.

## IB3L40      Lean Start-up

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

### Module Leader

Dr Harveen Chugh ([Biography](#))  
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### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

This module is designed to provide real world, practical learning on how to actually start a new business venture, with a focus on the lean startup methodology. The process of developing a new business venture involves testing the feasibility of a business idea.

- The lean startup approach favours experimentation over elaborate planning, customer feedback over intuition, and iterative design over up front development. By learning this methodology, students will gain a deeper understanding on how to increase value producing practices during the product development phase and achieve success without requiring large amounts of funding, elaborate business plans, or the perfect product.
- Students in this module will be required to "get stuck in" by talking to customers. The course simulates the experiences that entrepreneurs undergo in the early stages of their venture.

### Syllabus

- Topics covered will be:
  - Introduction
- Ideas
- Strategy and goals
- Customer discovery: hypotheses
- Customer personas
- Customer discovery: testing (2 sessions)
- Customer discovery: learning
- The financial perspective
- Summary

### Learning Outcomes and Objectives

By the end of the module, students should be able to:

- Comprehend the lean start-up principles
- Comprehend the financial perspective by which new business ideas are viewed

- Apply a data-driven approach to the development of a new business idea
- Analyse empirical data based on testing hypotheses for a new business idea
- Evaluate data and make judgements about the feasibility and next steps for a new business idea
- Construct an updated business idea and model based on data
- Develop problem-solving skills.
- Develop coherent lines of argument.
- Analyse empirical data and key readings

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Standard	15	Individual assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

#### Bibliography

- Bland, D. J., Osterwalder, A., Smith, A., & Papadacos, T. (2020). Testing business ideas.
- Bock, A. J., & George, G. (2018). The business model book: Design, build and adapt business ideas that thrive.
- Fitzpatrick, R. (2019). The mom test: How to talk to customers and learn if your business is a good idea when everyone is lying to you.
- Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). Research methods in business studies.
- Massa, F. G. (2021). Entrepreneurship in the wild: A startup field guide.
- Neck, H. M., Neck, C. P., & Murray, E. L. (2021). Entrepreneurship: The practice and mindset.
- Ries, E. (2011), The Lean Startup: How Constant Innovation Creates Radically Successful Businesses, London ; New York : Portfolio Penguin



IB3L50      Developing and Communicating  
Powerful Brands

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

**Pre-requisites**

Students should have basic previous knowledge of marketing, marketing strategy, or consumer behaviour.

**Module Overview**

The cornerstones of good marketing communications are target audience, message and media, with integration and interactivity being crucial requirements. The context within which these are set is dynamic and all have been exposed to change: consumers live in an information-obsessed, media-saturated world with an incredible choice of brands. The impact of technology has altered the way we see, read and process communication messages. The need to engage audiences with a compelling message is absolutely critical to successful marketing communications.

Therefore, in this module, we look closely at the following key themes:

- The traditional tools of communications: advertising, public relations, direct marketing, personal selling and promotional activities.
- The new emerging developments (such as the rise of consumer-generated content), which have taken marketing communications beyond the traditional mix of tools and media.
- Various contexts, which provide unique challenges to marketing communications.
- The link between marketing communications and consumer behaviour

**Syllabus**

Topics covered will be:

1. The Promotional Mix
2. Advertising and promotion management - the marketing objectives
3. Creative promotion media strategy
4. Advertising research and evaluation
5. Public relations
6. The Promotional Mix and marketing strategy

**Module Leader**

Dr Yansong Hu ([Biography](#))  
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7. Consumer behaviour and promotion
8. The role of qualitative/quantitative research in promotion strategy

### Learning Outcomes and Objectives

On completion of this module, students should be able to:

- Understand better the marketing managers use of the marketing toolkit.
- Define and deploy the ingredients of the promotional mix.
- Develop effective promotional campaigns.
- Produce PR and advertising plans.
- Understand the role of the web in marketing communications.
- Appreciate the value of integrated marketing communications.
- Link buyer behaviour with marketing communications.

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual Assignment 20% Exam 80%
Autumn Term only	Exchange	15	Individual Assignment 20% Individual Assignment 2 80%
Autumn & Spring Terms	Exchange	15	Individual Assignment 20% Individual Assignment 2 80%
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

### Bibliography

- Patrick de Pelsmacker, Maggie Geuens, Joeri van den Bergh (2018). Marketing communications: a European perspective, Pearson, Sixth edition
- Other reading:  
Berman, B., (2016). Planning and implementing effective mobile marketing programs. Business Horizons, 59(4), pp.431-439.
- Krafft, M., Sajtos, L., & Haenlein, M. (2020). Challenges and Opportunities for Marketing Scholars in Times of the Fourth Industrial Revolution. Journal of Interactive Marketing, 51, 1-8.
- Li, F., Larimo, J., & Leonidou, L. C. (2020). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. Journal of the Academy of Marketing Science, 1-20.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

Students should have a basic knowledge of marketing.

#### Module Overview

This module explores and analyses the relevant decisions in the process of firm internationalisation. Particular focus lies on strategic challenges for international marketing together with the specific issues of internationalising the marketing mix. Throughout the module, students will discuss examples of successful international marketing practices as well as explore why some international marketing strategies have worked less well.

#### Syllabus

Topics covered will be:

- The Decision Whether to Internationalize
- Theories of Internationalization and International Competitiveness
- Formal and informal institutions
- Deciding Which Markets to Enter: Market Entry Strategies
- International Product Decisions
- International Pricing Strategy
- International Distribution strategy
- International Promotion & Implementing and Coordinating the Global Marketing Programme
- Exam Preparation and Revision

#### Learning Outcomes and Objectives

On completion of this module students should be able to:

- Understand the major challenges of international marketing environments.
- Understand the adaptations which may be required to the international marketing mix.
- Develop the capacity to apply the concepts for analysing international marketing scenarios.

#### Module Leader

Marco Gregori ([Biography](#))  
Assistant Professor  
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### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual Assignment 20% Exam 80%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	Individual Assignment 20% Individual Assignment 2 80%
Spring Term only	Exchange	15	Individual Assignment 20% Individual Assignment 2 80%
Spring & Summer Terms	Standard	15	Individual Assignment 20% Exam 80%

### Bibliography

- S Hollensen, Global Marketing, Pearson, 6th edition, 2014.
- Steenkamp, J. B. (2017). *Global brand strategy: World-wise marketing in the age of branding*. Springer

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

#### Module Overview

This module, based on an individual student project looks into the field of digital innovation from both academic and applied perspectives. Exploring underlying innovation models and frameworks, these are applied from what is still a largely emerging academic field of study. Much digital innovation and research is commercially rather than academically led. Through guided reading, media and study, students will go deeply into a chosen area of digital innovation which will form part of an individual report as well as a group webinar presentation.

#### Syllabus

- Themes and topics will include:
- Core concepts and models of innovation, and then specifically, models of, and approaches to digital innovation
- Underlying concepts around technological change and innovation such as: paradigm theory, the concept of "disruption", futurist visions of digital innovation and change such as Kurzweil's The Technological Singularity
- Models of, and approaches to Design Thinking applied to Digital Innovation
- The core concept of "disruptive change"
- Approaches to Technology Forecasting and Assessment, applied to the digital world
- The Context and theory of Digital Transformation
- Evolving themes of digital innovation e.g. Artificial Intelligence, Robotics, Big Data, The Internet of Things, Cybersecurity, Horizontal Trust innovation such as Blockchain
- New approaches to digital innovation such as agile prototyping, scrum methods and hackathons
- Organising for Digital Innovation in both large corporations and startups, including new models of organisation design such as: Holacracy and Ethical and sustainability issues in digital innovation

#### Learning Outcomes and Objectives

##### Subject Knowledge - Learning aims

- analyse and critically assess digital innovation processes

##### Subject Skills - Learning Objectives

- Demonstrate design and entrepreneurial skills

#### Module Leader

Sue Newell  
Professor of Information, Systems and Management  
(Information Systems & Management Group)



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- demonstrate practical skills needed to develop a digital innovation concept and prototype
- critically evaluate the use of tools used for designing digital innovations

#### **Cognitive Skills - Learning Aims**

- demonstrate and evaluate innovation and problem-solving skills
- show critical awareness of digital innovation tools and methods

#### **Key Skills - Learning Objective**

- Demonstrate effective teamwork and communication

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work Presentation 20% Peer Assessment Individual Assignment 80%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	Group Work Presentation 20% Peer Assessment Individual Assignment 80%
Spring Term only	Exchange	15	Group Work Presentation 20% Peer Assessment Individual Assignment 80%
Spring & Summer Terms	Standard	15	Group Work Presentation 20% Peer Assessment Individual Assignment 80%

#### Bibliography

*This list will be regularly updated.*

- Anders Hjalmarsson, A., Juell-Skielse, G, and Johannesson, P., 2017, Open Digital Innovation A Contest Driven Approach - Progress in IS, Springer,
- Kim, W.C., and Mauborgne, R. 2015. Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant. Boston, MA: Harvard Business Review Press
- Levy, J.,2015, UX Strategy: How to Devise Innovative Digital Products that People Want, O'Reilly Media
- Levy, P. 2015, Digital Inferno, Clairview Books
- Maximini, D., 2018, The Scrum Culture: Introducing Agile Methods in Organizations (Management for Professionals), Springer
- Nambisan, S, Lyytinen K. Majchrzak A, and Song M., - Mis Quarterly, 2017, Digital innovation management: Reinventing innovation management research in a digital world. - misq.org
- Whittington, D.,2018, Digital Innovation and Entrepreneurship, Cambridge University Press

## IB3M20 Acting Responsibly

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 2 hours per week (9 weeks) workshops
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

Using a theatre based approach, we work in participatory and collaborative ways to help negotiate ambiguity and uncertainty of *business ethics*. Exploratory scene work (scripted and improvised) are used as timeless and timely learning resources with which to identify the conditions that inhibit, enhance or reproduce behaviours in the workplace, and the extent to which ethical behaviour is contextual and judgment therefore situational. There is an expectation and reliance on reflective practice as being central to both understanding and development in this module, which will be supported through the experience of individual deliberation, active exploration, open dialogue, and debate.

### Syllabus

Business ethics is a huge and complex field, which cannot be fully explored or comprehended within the context of a standalone module. Acting Responsibly sets out to do is recognise this complexity, exploring ethics not as something rule or compliance based but as practice. Designed around corporate morality, ethical reasoning and decision making the module is contextualised using high profile scandals, past, present and emergent that help us to challenge existing assumptions about ethical behaviour and what it means to act responsibly. The ethical dilemmas faced by individual and or organisations will be used to question the values we hold, what and who shapes them, how they inform the choices we make and the actions that follow. Acting Responsibly ultimately involves you stepping into the shoes of others to discover new perspectives, viewpoints and ways of seeing and responding to organisational behaviours, whilst reflecting on your own.

### Learning Outcomes and Objectives

By the end of the module, the student should be able:

1. To explore ethics as a process and an embodied practice.
2. To introduce the role of the body in ethical inquiry and behaviour.
3. To grow an understanding of the internal culture of an organisation and the conditions that inhibit and/or enhance ethical behaviour and relationships.
4. To explore the concepts of human agency and socially responsible management in practice.
5. To build individual and collective confidence in managing and responding to uncertainty.

### Module Leader

Rachel Dickinson ([Biography](#))  
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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation 10% Individual Assignment 90%
Autumn Term only	Exchange	15	Participation 10% Individual Assignment 90%
Autumn & Spring Terms	Exchange	15	Participation 10% Individual Assignment 90%
Spring Term	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

- Werhane, P. (1998) Moral Imagination and the Search for Ethical Decision-Making in Management, *Business Ethics Quarterly*, Special Issue: Ruffin series: New Approaches to Business Ethics, 75-98.
- Stolz, S. (2015) Embodied Learning, *Educational Philosophy and Theory*, 47(5):474-487.
- Clegg, Kornberger and Rhodes, (2007) Business Ethics as Practice, *British Journal of Management*, 18: 107-122.
- Werhane, P. (2008) Mental Models, Moral Imagination and System Thinking in the Age of Globalization, *Journal of Business Ethics*, 14th International Symposium on Ethics, Business and Society, 78(2):463-474.
- Hargrave, T. 2009. Moral Imagination, Collective Action, and the Achievement of Moral Outcomes. *Business Ethics Quarterly*, 19(1): 87-104.
- Shotter, J and Tsoukas, H. (2014) In Search of Phronesis: Leadership and the Art of Judgment, *Academy of Management Learning & Education*, 2014, Vol. 13, No. 2, 224-243.
- McGrath, J (2009) Theatre and Democracy, *Cambridge Journals*.
- INSEAD Volkswagen's Emission Scandal: How could it happen?
- Fast Fashion by Chris O'Connell
- Bandura, A. (1982) Self-efficacy mechanism in human agency. *American Psychologist*, 37(2): 122-147.



**Teaching Term(s):**      Spring

**Standard Delivery:**      1 x 2 hour lecture per week (10 weeks) live lectures  
1 x 1 hour seminar per week (9 weeks)

**Module Level:**          6 NQF (Honours)

Pre-requisites

Students should have a basic knowledge of both business analytics and marketing.

#### Module Overview

This module aims to provide students with the knowledge and skills of marketing analysis. The module is designed for students to think critically from the perspective of the marketing manager, who is responsible for making strategic decisions, generating marketing insights, and solving marketing problems with data. Through the module, students will learn about the concepts, tools, models, and techniques for marketing related data analysis.

#### Syllabus

Topics covered will be:

1. Introduction to Marketing Analytics
2. Segmentation and Targeting Analysis
3. Positioning Analysis
4. Customer Satisfaction
5. Customer Lifetime Value
6. Product Decisions
7. New Product Decisions
8. Pricing Decisions
9. Sales Prediction
10. New Methods in Marketing Analytics

#### Learning Outcomes and Objectives

By the end of the module, the student should be able to:

- Understand important data-driven marketing strategies and the process of converting data to marketing decisions.
- Gain competency in utilizing software tools for marketing-related data analysis needs.
- Familiarize with appropriate models and techniques to generate marketing insights or solve marketing problems related to segmentation, targeting, and positioning, customer satisfaction, customer lifetime value, product decisions, pricing decisions, etc.
- Interpret data analysis results to recommend and justify marketing managerial decisions.
- Construct projects and perform data analysis to generate marketing insights with data.

#### Module Leader

Roland Kassemeyer ([Biography](#))  
Assistant Professor  
Marketing Group



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## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group project (20%) Exam (80%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	Group Work 20% Peer Assessment Individual Assignment 80%
Spring Term only	Exchange	15	Group Work 20% Peer Assessment Individual Assignment 80%
Spring & Summer Terms	Standard	15	Group project (20%) Exam (80%)

## Bibliography

### Essential

- Principles of Marketing Engineering and Analysis, 3rd Edition, Gary L. Lilien, Arvind Rangaswamy, and Arnaud De Bruyn (DecisionPro, Inc. 2017), ISBN: 9780985764821

### Recommended

- Database Marketing, Robert C. Blattberg, Byung-Do Kim, and Scott A. Neslin (Springer, 2008), ISBN: 9780387725796
- Essentials of Marketing Analytics, 1st Edition, Joseph Hair, Dana E. Harrison and Haya Ajjan (McGraw Hill, 2022), ISBN: 9781264263608
- Marketing Research: An Applied Orientation, 7th Edition, Naresh K. Malhotra (Pearson, 2019), ISBN: 9780134735047
- Marketing Analytics: Data-Driven Techniques with Microsoft Excel, Wayne L. Winston (Wiley, 2014), ISBN: 978-1-118-41730-0
- Marketing Research, 12th Edition, Carl McDaniel Jr. and Roger Gates (Wiley, 2020), ISBN: 978-1-119-70300-6

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 2 hour lecture per week (10 weeks) live lectures 1 x 1 hour seminar per week (9 weeks)
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

Students should have previous knowledge of Finance/

#### Module Overview

Whether you aspire for a career in investment (traditional or alternatives) or anywhere else in finance or to become a corporate or public sector leader or an academic, you will benefit greatly from learning about (a) the investment strategies run by alternative fund managers who are pioneers in the investment world, and (b) responsible investments. These strategies are relevant to alternative, traditional and active investments (including private equity and hedge fund investing styles).

This course will equip you with a practical and academic foundations of alternative and responsible investments and introduce you to alternatives, different ways of thinking and some unique perspectives that will benefit you in many industries and careers. The skills you will acquire here are transferable and this elective would contribute to informing your career decisions.

#### Syllabus

Topics covered will be:

- Introduction to Alternative Investments
- Investments and Hedge Funds
- Brief Introduction to SRI/ESG
- Global Macro
- Managed Futures
- Relative Value Hedge Funds
- Equity Hedge Funds
- Funds of Hedge Funds
- Due Diligence of Fund Managers
- Smart Beta
- Private Equity incl Venture Capital
- Brief Introduction to Real Assets Commodities, Real Estate, Natural Resources, Land, Infrastructure, Intellectual Property
- Fundamentals of Sustainable and Responsible Investment (SRI, ESG)
- Implementing SRI/ESG SRI/ESG and Alternative Investments

#### Module Leader

Dr Samer Jarkasy ([Biography](#))  
Professor of Practice  
Finance Group



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### Learning Outcomes and Objectives

- Introducing the world of Alternative Investments
- Introducing Responsible Investing with Environmental, Social and Governance (ESG) as the main focus
- Providing practical and academic foundations and skills that are useful and relevant whether for a career with an alternative or traditional investment fund manager, investor, intermediary, or to pursue academic research in traditional (including responsible) or alternative investments and also beneficial for other careers
- Understanding key areas of major alternative investments such as:
  - Main types, investment strategies and risk-return characteristics
  - The role and positioning of alternative investments in the investment world
  - Role and contribution to an investor's traditional asset portfolios
  - Investment legal entity (vehicle) and compensation structures
  - The module's topics will introduce and support understanding related areas such as manager due diligence, selection, allocation, performance evaluation and benchmarks
  - Strategy behaviour in different market/economic environments
- Understanding the importance, role and key areas of responsible investing (ESG focus)
- Linking alternative and responsible investments and their transferable skills to the skills and knowledge of other relevant disciplines and informing students' career or research decisions in or around alternative investments as highlighted earlier

### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Group Work (25%) Peer Assessment Individual Assignment (75%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	Group Work (25%) Peer Assessment Individual Assignment (75%)
Spring Term only	Exchange	15	Group Work (25%) Peer Assessment Individual Assignment (75%)
Spring & Summer Terms	Standard	15	Group Work (25%) Peer Assessment Individual Assignment (75%)

### Bibliography

#### **Main References**

- Chambers, et al., **Alternative Investments CAIA Level I**, Wiley (2020 4th edition or if you have the 2015 3rd edition)

**Optional – Additional alternative investments references**

- Chartered Alternative Investment Analyst (CAIA) Association book: Kazemi, Black and Chambers (2020), **Alternative Investments: An Allocator's Approach**, 4th edition, Wiley
- Chartered Alternative Investment Analyst (CAIA) Association book: Kazemi, Black and Chambers (2016), **Alternative Investments CAIA Level II**, 3rd edition, Wiley
- Phalippou, Ludovic (2017), **Private Equity Laid Bare** (and free resources on <http://pelaidbare.com/>)
- Bookstaber, Richard (2007), **A Demon of Our Own Design: Markets, Hedge Funds, and the Perils of Financial Innovation**, Wiley
- Thaler Richard H. (2020), **The Winner's Curse: Paradoxes and Anomalies of Economic Life**, Free Press
- Zuckerman, Gregory (2019), **The Man Who Solved the Market: How Jim Simons Launched the Quant Revolution**, Portfolio Penguin
- Sinclair, Euan (2013), **Volatility Trading**, 2nd edition, Wiley
- Dunbar, Nicholas (2000), **Inventing Money: The Story of Long-Term Capital Management and the Legends Behind It: Long-term Capital Management and the Search for Risk-free Profits**, Wiley
- Lowenstein, Roger (2002), **When Genius Failed: The Rise and Fall of Long Term Capital Management**
- Taleb, Nassim Nicholas (2010), **The Black Swan: The Impact of the Highly Improbable**,
- Baum, Andrew (2022), **Real Estate Investment: A Strategic Approach**
- Tetlock, Philip and Gardner, Dan (2016), **Superforecasting : The Art and Science of Prediction**

**Optional – Additional general investment and finance references students could refer to (general or to support a specific topic)**

- McKinsey & Company Inc., Koller, Goedhart and Wessels (2020), **Valuation: Measuring and Managing the Value of Companies**, 7th edition, Wiley
- Brealey, Myers and Allen (2020), **Principles of Corporate Finance**, 13th edition, McGraw-Hill
- Bodie, Z., Kane, A., and Marcus, A.J. (2018), **Investments**, 11th International edition, McGraw-Hill
- Elton, E., Gruber, M.J., Brown S.J. and Goetzmann W.N. (2010), **Modern Portfolio Theory and Investment Analysis**, 9th edition, Wiley
- Hull, J.C. (2017), **Options, Futures, and Other Derivatives**, 9th Global Edition, Pearson

**Alternative Investments Industry reports and documents – below are some examples:**

- The Boston Consulting Group (BCG), Global Asset Management Reports, 2022-2322
- The Investment Association (IA) Annual Survey, Asset Management in the UK, 2017-2022
- McKinsey Global Private Markets Reviews, 2018-2022

- Alternative Investment Management Association (AIMA) and Bloomberg, The Hedge Fund Start-Up Guide

**ESG Investing Industry reports and documents – below are some examples:**

- Preqin ESG Resources Page: <https://go.preqin.com/esgresources-warwickaccess>
- MSCI's [www.esg101.com](http://www.esg101.com) takes you to <https://www.msci.com/esg-101-what-is-esg>
- UN-sponsored Principles for Responsible Investment ([unpri.org](http://unpri.org))
- The UK Stewardship Code 2020 ([www.frc.org.uk](http://www.frc.org.uk))
- The Global Sustainable Investment Review 2020, The Global Sustainable Investment Alliance (GSIA)
- The Sustainability Accounting Standards Board (SASB) Framework
- FTSE Russell (2018). FTSE Russell Stewardship, Transition and Engagement Program for: [https://content.ftserussell.com/sites/default/files/research/ftse\\_russell\\_step\\_change\\_2018\\_report.pdf](https://content.ftserussell.com/sites/default/files/research/ftse_russell_step_change_2018_report.pdf)
- The CFA Institute, The Future of Sustainability in Investment Management: <https://www.cfainstitute.org/-/media/documents/survey/future-of-sustainability.pdf>
- CFA & UNPRI 2018, Guidance and Case Studies for ESG Integration: <https://www.cfainstitute.org/-/media/documents/survey/guidance-case-studies-esg-integration.pdf>
- The CFA Institute, Climate Change Analysis in the Investment Process: <https://www.cfainstitute.org/-/media/documents/article/industry-research/climate-change-analysis.pdf>
- The CFA Institute, ESG and Responsible Institutional Investing around the World: <https://www.cfainstitute.org/-/media/documents/book/rf-lit-review/2020/rflr-esg-and-responsible-institutional-investing.pdf>

IB3M80      Accounting for Sustainability, People and Planet

**Teaching Term(s):** Autumn

**Standard Delivery:** 1 x 2 hour lecture per week (10 weeks)  
live lectures  
1 x 1 hour seminar per week (9 weeks)

**Module Level:** 6 NQF (Honours)

**Pre-requisites**

There are no prerequisites required for this module.

**Module Overview**

This module will allow students to develop an understanding of:

- the historical emergence of social, environmental, and sustainability accounting
- current practices of such accounting including attempt at formulating reporting frameworks
- the challenges of establishing ecological accountability in business as well as in government
- ecological, accountability, and legitimacy issues in global value chains, including the role of accounting in colonialism
- the challenges of postcolonialism and its implications for business and government

**Syllabus**

Topics covered will be:

The history of social and environmental accounting

- Origins of social and environmental reporting
- The rise of sustainability discourses and policies
- Social and environmental accounting projects in the accounting profession

Reporting frameworks

- Global Reporting Initiative
- Integrated Reporting, e.g., IIRC and SASB

Accounting for sustainability and the use of natural resources

- Accounting according to the UN's Sustainable Development Goals
- Environmental impact assessment
- Carbon and water accounting

Accountability in global value chains

- Accounting for social and environmental issues along value chains
- Accounting for certification schemes (fair trade and others)

**Module Leader**

Dr Hendrik Vollmer ([Biography](#))  
Reader of Accounting  
Accounting Group



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## Postcolonial accountability

- Accounting's role in the colonial degradation of communities and ecologies
- Accounting and indigenous knowledges
- Accounting's role in contemporary socio-environmental conflicts

## Contemporary challenges of social and ecological accounting

- Limits of current sustainability reporting and management accounting practices
- Criticisms of blended forms of accounting and "green finance"

## Learning Outcomes and Objectives

As a result of attending this module, you will increase your ability to critically engage with current attempts to improve the sustainability of organisations in the private and public sector. You will gather an understanding of accounting's role in the turn towards more sustainable forms of organising as well as the limits of this role.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Standard	15	Individual assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

In addition to academic readings the module will make use of practitioner literature from inter-governmental and nongovernmental organisations (e.g., UN, GRI) and the accounting professions (e.g., ICAEW, ACCA).

## Textbooks

- Bebbington J., Larrinaga C., O'Dwyer B., & Thomson I. (eds.) (2021). *Routledge Handbook of Environmental Accounting*. London: Routledge.
- Bebbington, J., Unerman J., & O'Dwyer B. (eds.) (2014). *Sustainability Accounting and Accountability*. 2nd edition. London: Routledge.

## Journal articles

- Alawattage C., & Fernando S. (2017). Postcoloniality in corporate social and environmental accountability. *Accounting, Organizations and Society*, 60, 1-20.



- Anisette M. (2000). Imperialism and the professions: the education and certification of accountants in Trinidad and Tobago. *Accounting, Organizations and Society*, 25, 631-659.
- Atkins J., Atkins B. C., Thomson I., & Maroun W. (2015). 'Good' news from nowhere: imagining utopian sustainable accounting. *Accounting, Auditing & Accountability Journal*, 28(5), 651-670.
- Ball A. (2004). A sustainability accounting project for the UK local government sector? *Critical Perspectives on Accounting*, 15(8), 1009-1035.
- Brown J., Dillard J., & Hopper T. (2015). Accounting, accountants and accountability regimes in pluralistic societies. *Accounting, Auditing & Accountability Journal*, 28(5), 626-650.
- Cho C. H., Laine M., Roberts R. W., & Rodrigue M. (2015). Organized hypocrisy, organizational façades, and sustainability reporting. *Accounting, Organizations and Society*, 40, 78-94.
- Darnall N., Seol I., & Sarkis J. (2009). Perceived stakeholder influences and organizations' use of environmental audits. *Accounting, Organizations and Society*, 34(2), 170-187.
- Etzion D & Ferraro F. (2010). The Role of Analogy in the Institutionalization of Sustainability Reporting. *Organization Science*, 21(5), 1092-1107.
- Gray R. (2010). Is accounting for sustainability actually accounting for sustainability...and how would we know? An exploration of narratives of organisations and the planet. *Accounting, Organizations and Society*, 35(1), 47-62.
- Herbohn K. (2005). A full cost environmental accounting experiment. *Accounting, Organizations and Society*, 30(6), 519-536.
- Irvine, H., & Moerman, L. (2017). Gambling with the public sphere: Accounting's contribution to debate on social issues. *Critical Perspectives on Accounting*, 48, 35-52.
- Jones M. J., & Solomon J. F. (2013). Problematising accounting for biodiversity. *Accounting, Auditing & Accountability Journal*, 26(5), 668-687.
- Joseph G. (2012). Ambiguous but tethered: An accounting basis for sustainability reporting. *Critical Perspectives on Accounting*, 23(2), 93-106.
- Lohmann L. (2009). Toward a different debate in environmental accounting: The cases of carbon and cost-benefit. *Accounting, Organizations and Society*, 34(3-4), 499-534.
- Michelon G., Pilonato S., & Ricceri F. (2015). CSR reporting practices and the quality of disclosure: An empirical analysis. *Critical Perspectives on Accounting*, 33, 59-78.
- Neu D. (2000). "Presents" for the "Indians": Land, Colonialism and Accounting in Canada. *Accounting, Organizations and Society*, 25, 163-184.
- Nicholls A. (2009). 'We do good things, don't we?': 'Blended Value Accounting' in social entrepreneurship. *Accounting, Organizations and Society*, 34(6-7), 755-769.
- Roberts R. W., & Wallace D. M. (2015). Sustaining diversity in social and environmental accounting research. *Critical Perspectives on Accounting*, 32, 78-87.
- Rowbottom N., & Locke J. (2016). The emergence of IR. *Accounting and Business Research*, 46(1), 83-115.
- Sajay, S., & Manassian A. (2011). The rise and coming fall of international accounting research. *Critical Perspectives on Accounting*, 22(6), 608-627.
- Samiolo R. (2012). Commensuration and styles of reasoning: Venice, cost-benefit, and the defence of place. *Accounting, Organizations and Society*, 37(6), 382-402.
- Spence C. (2007). Social and environmental reporting and hegemonic discourse. *Accounting, Auditing & Accountability Journal*, 20(6), 855-882.

- Thomson I., Grubnic S., & Georgakopoulos G. (2014). Exploring accounting-sustainability hybridisation in the UK public sector. *Accounting, Organizations and Society*, 39(6), 453–476.
- Vinnari E. & Laine M. (2017). The moral mechanism of counter accounts: The case of industrial animal production. *Accounting, Organizations and Society*, 57, 1–17.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures  1 x 1 hour per week (10 weeks) asynchronous independent online learning  1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Overview

This module focuses on providing an understanding of judgment and decision-making in the entrepreneurial process. With an emphasis on learning from practice, the class provides an overview of the main concepts and theories associated with decision-making in the context of business opportunity identification and facilitates comprehension with hands-on exercises. This is achieved by representing the entrepreneurship journey as a journey of the mind, identifying the cognitive mechanisms that support or hinder entrepreneurs' ability to discover or create business opportunities. This module is not intended to be a complete overview of entrepreneurship; it is an immersion experience for identifying and creating opportunities.

#### Syllabus

Topics covered will be:

- Entrepreneurial Motivation
- Entrepreneurial Intentions
- Effectuation Logic
- Entrepreneurial Passion
- Entrepreneurial Intuition
- Heuristics and Cognitive Biases
- Entrepreneurial Alertness
- Creativity
- Entrepreneurial Emotions
- Empathy Accuracy
- Biology of Entrepreneurship

#### Learning Outcomes and Objectives

On successful completion of this module, students are expected to:

- Understand entrepreneurship as a process that requires judgment.
- Gain confidence in using entrepreneurial thinking to identify business opportunities.

#### Module Leader

Ali Ahmed ([Biography](#))  
Assistant Professor  
Entrepreneurship & Innovation



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- Understand the heuristics and cognitive biases that influence opportunity identification.
- Understand the role of emotions in entrepreneurial decision-making.
- Assess their entrepreneurial motivation.
- Differentiate between entrepreneurial and managerial thinking.
- Develop an entrepreneurial mindset.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Standard	15	Individual assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	Individual assignment (90%) Participation (10%)

#### Bibliography

- Baldacchino, L., Ucbasaran, D., Cabantous, L. and Lockett, A. (2015) "Entrepreneurship research on intuition : a critical analysis and research agenda", International Journal of Management Reviews, 17, 2, 212-231
- Baron, R.A. (1998). Cognitive mechanisms in entrepreneurship: Why and when entrepreneurs think differently than other people. Journal of Business Venturing, 13, 275–294.
- Busenitz, L.W. & Barney, J.B. (1997). Differences between entrepreneurs and managers in large organizations: Biases and heuristics in strategic decision-making. Journal of Business Venturing, 12(1), 9–30.
- Cacciotti, G., Hayton, J.C., 2015. Fear and entrepreneurship: a review and research agenda. Int. J. Manag. Rev. 17, 165–190. <http://dx.doi.org/10.1111/ijmr.12052>.
- Cacciotti, G, Hayton, J. Mitchell, J.R., Giazizoglu A., 2016. A reconceptualization of fear of failure. Journal of Business Venturing
- Cardon, M., Foo M., Shepherd, DA, Wiklund J. 2012. Exploring the Heart: Entrepreneurial Emotion Is a Hot Topic Entrepreneurship Theory and Practice 36(1):1-10 DOI 10.1111/j.1540-6520.2011.00501.x
- Cardon, M.S., Wincent, J., Sing, J., Drnovsek, M., 2009. The nature and experience of entrepreneurial passion. Academy of Management Review 34, 511–532.
- Dweck, C. 2007. Mindset: The New Psychology of Success
- Ickes, W. & Tooke, W. (1988). "The observational method: Studying the interactions of minds and bodies". In S. Duck; D.F. Hay; S.E. Hobfoll; W. Ickes & B. Montgomery. Handbook of personal relationships: Theory, research, and interventions. Chichester: Wiley. pp. 79–97.

- Kaufman, S.B., and Gregoire, C. 2015. Wired to create. Unrevealing the mysteries of the creative mind. PERIGEE
- McMullan, J.S. 2015. Entrepreneurial judgment as empathic accuracy: a sequential decision-making approach to entrepreneurial action *Journal of Institutional Economics* / Volume 11 / Issue 03, pp 651 - 681 DOI: 10.1017/S1744137413000386,
- McMullen, J. S. and D. A. Shepherd (2006), 'Entrepreneurial Action and the Role of Uncertainty in the Theory of the Entrepreneur', *Academy of Management Review*, 31(1): 132–152.
- McMullen, J. S., M. Wood, and L. Palich (2014), 'Entrepreneurial Cognition and Social Cognitive Neuroscience', in J. R. Mitchell, B. Randolph-Seng, and R. K. Mitchell (eds.), *Handbook of Entrepreneurial Cognition*, Northampton, MA: Edward Elgar.
- Mitchell, R. K., Busenitz, L. W., Bird, B., Gaglio, C. M., McMullen, J. S., Morse, E. A., & Smith, J. B. 2007. The central question in entrepreneurial cognition research 2007. *Entrepreneurship Theory and Practice*, 31: 1-27.
- Sarasvathy, S. D. 2001. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26: 243-263.
- Shane, S. and Nicolaou, N. (2015) "The biological basis of entrepreneurship", University of Chicago Press, Chicago
- Shepherd, D. A., J. S. McMullen, and P. D. Jennings (2007), 'The Formation of Opportunity Beliefs: Overcoming Ignorance and Reducing Doubt', *Strategic Entrepreneurship Journal*, 1(1–2): 75–95.
- Shepherd, D.A., Williams, T. & Patzelt O. 2015. Thinking About Entrepreneurial Decision Making: Review and Research Agenda. *Journal of Management*, Vol. 41 No. 1, 11–46 DOI: 10.1177/0149206314541153
- Simon, M., Houghton, S.M., & Aquino, K. (2000). Cognitive biases, risk perception, and venture formation: How individuals decide to start companies. *Journal of Business Venturing*, 14(5), 113–134.
- Ucbasaran, D., Shepherd, D.A., Lockett, A., Lyon, J., 2013. Life after business failure: the process and consequences of business failure for entrepreneurs. *J. Manag.* 39, 163–202.

## IB3N30 Auditing and Accountability

<b>Teaching Term(s):</b>	Autumn
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures  1 x 1 hour per week (10 weeks) asynchronous independent online learning  1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

Students should have previous basic knowledge of Finance.

### Module Overview

The aim of the module is to enable you to understand the nature and objectives of the external audit function; the audit process and the principles of audit practice, and evaluate the relevance of external audit for wider processes of accountability and governance.

We consider specific aspects of the audit process, for example the need for auditor independence, the importance of maintaining audit quality, how auditors communicate their findings, and the nature of the evidence which auditors use to support their reports.

Audit failure is a significant issue, and a number of important cases that have resulted in allegations of inadequate auditing will be referred to in both lectures and tutorials.

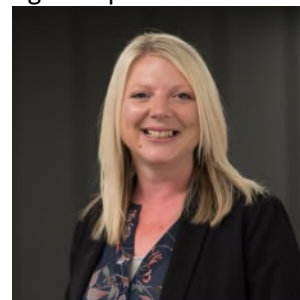
Current issues facing the audit profession will be explored. These topics change year to year, and for this year we are likely to cover the proposed changes to the auditing profession recommended by the UK Government and other proposals for change, which will impact on audit practice around the world.

Teaching in this module emphasises the role of experience in learning, and favours the use of case studies and class discussions.

This module builds on the material covered in introductory modules on accounting, particularly financial reporting. You should be familiar with the preparation of financial statements and how key balances and transactions are accounted for. If you have concerns about your level of knowledge in accounting / financial reporting, please see the module leader as soon as possible.

### Module Leader

Lisa Weaver ([Biography](#))  
Professor  
Accounting Group



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## Syllabus

The syllabus includes the following topics, shown in the order in which we will cover them. Note that we may change the order of topics during the term, to allow some flexibility in the teaching:

1. Regulatory and conceptual frameworks
2. Client acceptance and ethics
3. Professional scepticism and professional judgement
4. Audit planning
5. Obtaining audit evidence
6. Audit completion and reporting
7. Internal audit, fraud, law and regulations
8. Audit quality and audit failure
9. Audit reform
10. Current issues in the profession

## Learning Outcomes and Objectives

By the end of the module students should be able to:

- Understand the need for external audit and the relationship between external auditors and those charged with governance of the audited entity
- Appreciate the need for ethical standards for auditors and apply the principles and requirements to real life audit scenarios
- Understand the main processes of internal and external audit, and assess whether an engagement has been appropriately accepted, planned and performed in compliance with relevant professional standards
- Comment on areas of difficulty in auditing and consider how the profession can or should react to developments in business practice and economic situations

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (30%) Examination (70%)
Autumn Term only	VE	15	Individual assignment (100%)
Autumn & Spring Terms	VE	15	Individual assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

Much of the reading for this module will be focused on the regulations which apply to the external audit process. These are issued by the Financial Reporting Council in the UK.

International Standards on Auditing (ISAs), the Ethical Standard applicable to auditors in the UK and the Corporate Governance Code are all available from the Financial Reporting Council website:

Audit and Assurance [www.frc.org.uk](http://www.frc.org.uk)

There are also some textbooks which provide useful insight to the external audit process and governance issues. The following texts are referred to most frequently:

Millichamp, A. and Taylor, J. (2018), Auditing, 11th Edition, Cengage Learning - **essential text**

Collings, S. (2014), Frequently Asked Questions on International Standards on Auditing, 1st Edition, Wiley. - **recommended text**



<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures  1 x 1 hour per week (10 weeks) asynchronous independent online learning  1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Module Leader

Hassan Nizami ([Biography](#))  
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#### Pre-requisites

#### Module Overview

This module will examine international transactions involving the sale and shipment of goods and payment for such goods. It will focus on international conventions and privately promulgated rules (chiefly INCOTERMS and the Uniform Customs and Practices for Documentary Credits) dealing with these matters. It will also discuss the evolution of the principal international conventions in the area of international trade law and the tensions arising out of the need to secure agreement from countries with varying legal traditions and goals.

#### Syllabus

- Introduction to international sales
- Trade Terms, especially INCOTERMS
- CISG: coverage and interpretation
- CISG: Contract formation
- CISG: Rights and obligations
- CISG: Remedies
- Bills of Lading
- Transport Conventions, especially the Hague-Visby Rules
- Payment, especially Letters of Credit and the UCP

#### Learning Outcomes and Objectives

The principal goal is to enable students to understand and analyse the international conventions and privately promulgated rules as they apply to international sales of good transactions, the differences between national approaches to these issues, and the process by which these international conventions and rules came to exist.

#### Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Participation 10% 2 hour Exam 90%
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Not Available	Not Available	Not Available
Spring Term only	VE	15	Participation 10% 3000 word Individual Assignment 90%
Spring & Summer Terms	VE	15	Participation 10% 2 hour Exam 90%

#### Bibliography

##### Recommended Reading:

Carr, Indira, and Peter Stone. *International Trade Law*. 6th ed. Taylor and Francis, 2017.

## IB3N90 Managing People in a Complex World

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

### Pre-requisites

There are no prerequisites required for this module.

### Module Overview

The purpose of the module is to develop the **leadership and people skills** of final year undergraduate students.

Students will learn various leadership theories, concepts and skills to become **resilient and effective** leaders who can navigate a **fluid and complex world**. Students will be **training leadership mindset** by becoming familiar with cutting-edge research on contemporary management issues that today's leader needs to tackle.

In the seminars, students will practice their **leadership skills** and **complex problem-solving skills**, and engage in intellectually challenging critical discussion and debates. Through practical exercises, you will be **developing the confidence** to use these practical skills.

Students will also deepen their knowledge on areas of interest through writing a reflective essay on their leadership practice.

Overall, students will develop leadership skills needed for future leaders in various fields such as **consultancy, managerial roles in private sector corporations, the public sector, NGOs, international organisations, and becoming commercial or social entrepreneurs**.

As such, the module provides a platform for you to **transition** from undergraduate studies to the **next stages of your lives**.

### Module Leader

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## Syllabus

Topics covered will be:

- Start reflecting: what is my leadership style?
- Conflict management skills
- Negotiation skills
- Leadership and toxic work places
- Influencing skills
- Adaptive leadership
- Leading teams
- Coaching skills
- Collective leadership
- Conclusions - What kind of a leader do I want to become?

## Learning Outcomes and Objectives

On successful completion of this module, students are expected to:

1. Develop the leadership and people skills of final year undergraduate students in practice as the platform to transition from undergraduate studies to the next stages of your lives.
2. Prepare becoming resilient and effective leaders who can navigate a fluid and complex world.
3. Become familiar with theories of leadership skills.
4. Reflect about own leadership skills and future aspirations.
5. Practice complex problem-solving skills and develop the confidence as future leaders.
6. Understand and critically analyse cutting-edge contemporary issues and research.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Standard	15	Individual assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	Individual assignment (90%) Participation (10%)

## Bibliography

- Buchanan, D. A., & Huczynski, A. A. (2019). Organizational behaviour. Pearson UK.
- Dugan, John P. (2017) Leadership theory: cultivating critical perspectives. Jossey-Bass.
- Heifetz, Ronald A., Marty Linsky, and Alexander Grashow. (2009) The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press.
- Ivory, S. B. (2021). Becoming a Critical Thinker: For Your University Studies and Beyond. Oxford University Press. (Available at the library, print book)
- Schein, E. (1990). A General Philosophy of Helping: Process Consultation. Sloan Management Review, 31, 57 (available online).
- Thomson, B. (2020) How to Coach: First Steps and Beyond. London: Sage.

<b>Teaching Term(s):</b>	Spring
<b>Standard Delivery:</b>	1 x 1 hour per week (10 weeks) live lectures 1 x 1 hour per week (10 weeks) asynchronous independent online learning 1 x 1 hour per week (9 weeks) live seminars
<b>Module Level:</b>	6 NQF (Honours)

#### Pre-requisites

There are no prerequisites required for this module.

#### Module Overview

This module explores the real-world applications of concepts in behavioural economics, in particular how governments and firms have applied insights from behavioural economics to promote behaviour change. Lectures will include a brief overview of the behavioural economics concept under consideration and will also feature discussions of the relevant real-world applications, including a deeper dive into select academic papers on the topic. Topics include the applications of behavioural economics to: health; education; firms and the workplace; savings; tax salience and compliance; labour market discrimination; development and scarcity; charitable giving; and cross-country differences. Throughout, we will interweave discussions of methods used to research these topics. We will conclude with an assessment of when insights from behavioural economics are more or less likely to be applied effectively in real-world contexts.

#### Syllabus

Topics covered will be:

1. Health
2. Education
3. Firms and the workplace
4. Savings
5. Tax salience and compliance
6. Labour market discrimination
7. Development and scarcity
8. Charitable giving
9. Cross-country differences
10. When behavioural applications do (and do not) work

#### Module Leader

Mattie Toma ([Biography](#))  
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## Learning Outcomes and Objectives

### 1. Subject Knowledge - Learning Outcomes

- Understand and demonstrate detailed knowledge of the *existing* applications of behavioural economics to policy and firm decision-making.
- Demonstrate an understanding of *how* to translate insights from behavioural economics into testable applications to policy and firms.
- Demonstrate the ability to make flexible use of the methodological techniques relevant to the evaluation of behavioural applications.

### 2. Subject Skills - Learning Outcomes

- Evaluate and interpret empirical estimates typically reported in the behavioural economics literature.
- Understand how to read and interpret literature in applied behavioural economics.

### 3. Cognitive Skills - Learning Outcomes

- Deploy critical thinking, judgement and decision-making skills in complex, uncertain and ambiguous situations
- Appreciate the importance of making ethical and sustainable decisions

### 4. Key Skills - Learning Outcomes

- Participate in discussions about how and why people in business and policy makers have made use of insights from behavioural economics, and offer new and cost-effective solutions to the current practices.

## Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	Individual assignment (90%) Participation (10%)
Autumn Term only	Standard	15	Individual assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	15	Individual assignment (90%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

## Bibliography

### Core reference text:

- Bernheim, D. et al. (editors) (2018).
- “Handbook of Behavioral Economics – Foundations and Applications 1,” 1: 1-724.
- Selection of weekly readings:
  - Allcott, H. (2011). “Social norms and energy conservation,” *Journal of Public Economics*, 95: 1082-1095.
  - Bessone et al. (2021). “The Economic Consequences of Increasing Sleep Among the Urban Poor,” *Quarterly Journal of Economics*, 136(3): 1887–1941.
  - Bursztyn et al. (2019). “Cool to be Smart or Smart to be Cool? Understanding Peer Pressure in Education,” *Review of Economic Studies*, 86(4): 1487-1526.
  - Chetty, R. et al. (2009). “Salience and Taxation: Theory and Evidence,” *American Economic Review*, 99(4): 1145-1177.
  - Cullen, Z. and Perez-Truglia, R. (2022). “How Much Does Your Boss Make?: The Effect of Salary Comparisons,” *Journal of Political Economy*, 130(3): 766-822.
  - DellaVigna, S. and Linos, E. (2022). “RCTs to Scale: Comprehensive Evidence From Two Nudge Units,” *Econometrica*, 90(1): 81-116.
  - Dellavigna, S., et al. (2012). “Testing for Altruism and Social Pressure in Charitable Giving,” *Quarterly Journal of Economics*, 127(1): 1-56.
  - Falk, A. et al. (2018). “Global Evidence on Economic Preferences,” *Quarterly Journal of Economics*, 133(4): 1645-1692.
  - Kremer. (2011). “Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya,” *American Economic Review*, 101(6): 2350-90.
  - Milkman, K. et al. (2021). “A 680,000-Person Megastudy of Nudges to Encourage Vaccination in Pharmacies,” *PNAS*, 119(6).
  - Niederle, M. and Vesterlund, L. (2007). “Do Women Shy Away From Competition? Do Men Compete Too Much?,” *Quarterly Journal of Economics*, 122(3): 1067-1101.
  - Thaler, R. and Benartzi, S. (2004). “Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving,” *Journal of Political Economy*, 112(S1): S164-S187