



Warwick Business School

Undergraduate Exchange Student

Module Handbook: 2022 – 2023



Table of Contents

Contents

Table of Contents.....	2
WBS Undergraduate Exchange Module Handbook.....	5
WBS Core Values	5
WBS Core values	5
Credit Accumulation and Transfer Scheme (CATS)	6
Choosing Your Modules	7
Teaching and Assessment	8
Yourself and your future	8
Don't forget	8
Unusual Options	9
Pre-Requisites	10
Academic Guidance	10
WBS Module Application and Registration System	11
Glossary of Terms	11
WBS Exchange Module Catalogue	14
IB2070 Mathematical Programming 2	14
IB2300 Accounting in Context.....	16
IB2320 Issues in Management Accounting	21
IB2330 Financial Reporting 1	24
IB2340 Financial Reporting 2	27
IB2370 Business Law 2	30
IB2400 Managing Work and Employment	32
IB2470 Improving Process Performance	35
IB2530 Principles of Finance 1	38
IB2540 Principles of Finance 2	41
IB2580 Foundations of Human Sociality and Cooperation	44
IB2630 Design Thinking for Digital Innovation.....	47
IB2690 Consumer Behaviour.....	49
IB2B40 Digital Business in Modern Organisations	52
IB2B50 Marketing Strategy	55
IB2B60 Marketing Research	57
IB2B70 Corporate Entrepreneurship.....	59

IB2C10	Fundamentals of Business Law	61
IB2C40	Managing Human Resources	63
IB2C70	Work in the Digital Era	65
IB2D30	Accounting in Practice.....	68
IB2D40	Programming for Business Application.....	70
IB2D50	Entrepreneurship in Practice	72
IB2D60	Marketing in Practice	74
IB2D70	Management in Practice	76
IB2D80	Behavioural Economics	78
IB2FIP	Finance in Practice	81
IB3200	Simulation	84
IB3370	Business Taxation.....	86
IB3490	Operational Research for Strategic Planning	88
IB3570	Investment Management	90
IB3590	Derivatives and Risk Management	92
IB3610	Equality and Diversity	96
IB3680	International Business Strategy	100
IB3700	Marketing Strategy in the Digital Era.....	102
IB3730	Advanced Management Accounting.....	105
IB3820	Project Management	107
IB3840	Supply Chain Management.....	109
IB3940	International Financial Management.....	111
IB3950	Finance in New Ventures	113
IB3960	Financial Statement Analysis & Security Valuation	116
IB3A70	The Practice of Operational Research.....	119
IB3A90	Design in Business.....	121
IB3D80	Corporate Strategy Part A.....	123
IB3E60	Ethical Issues & Social Responsibility in Contemporary Business.....	126
IB3F20	Company Law	128
IB3G40	Law for Entrepreneurs	130
IB3H50	Images of Creativity	133
IB3H80	Leadership.....	135
IB3H90	Strategic Games: Thinking rationally about business, policy and real life.....	139
IB3J80	Banks & Financial Systems	141
IB3K10	Global Sourcing and Innovation.....	144

IB3K50	Artificial Intelligence in Business.....	146
IB3K70	Financial Markets: Organisations and Technology	148
IB3K80	The Economics of Well-Being.....	150
IB3L10	Customer Experience	153
IB3L30	Innovation Management	156
IB3L40	Building a Venture.....	159
IB3L50	Developing and Communicating Powerful Brands	162
IB3L70	Global Issues in Marketing.....	164
IB3L80	Digital Innovation Project	166
IB3M20	Acting Responsibly	169
IB3M50	Advanced Analysis for Marketing Decisions	171
IB3M80	Accounting for Sustainability, People and Planet.....	173
IB3N20	Decision Making in Entrepreneurship.....	177
IB3N30	Auditing and Accountability.....	180
IB3N40	International Trade Law	182
IB3N90	Leading in a Complex World	184

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:

Email
undergraduate@wbs.ac.uk
Tel
+44(0)24765 24687

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 typically available at 15 CATS in WBS.

Credit Load

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

Autumn Term only:	Minimum 45 CATS (3 x 15 CATS modules)
	Recommended 60 CATS (4 x 15 CATS modules)
	Maximum 75 CATS (5 x 15 CATS modules)
Autumn and Spring Terms:	Minimum 90 CATS (6 x 15 CATS modules)
	Maximum 120 CATS (8 x 15 CATS modules)
Spring only:	Minimum 45 CATS (3 x 15 CATS modules)
	Recommended 60 CATS (4 x 15 CATS modules)
	Maximum 75 CATS (5 x 15 CATS modules)
Spring and Summer Terms:	Minimum 45 CATS (3 x 15 CATS modules)
	Recommended 60 CATS (4 x 15 CATS modules)
	Maximum 75 CATS (5 x 15 CATS modules)
Full Academic Year:	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 2nd 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.**

Student 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 and email confirmation is required from the department running the module.

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):

http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules/

Economics: <https://warwick.ac.uk/fac/soc/economics/current/ug/modules>

PAIS (Politics and International Studies):

<https://warwick.ac.uk/fac/soc/pais/currentstudents/undergraduate/moduleinformation/modules/>

Law: <https://warwick.ac.uk/fac/soc/law/current/undergraduate/materials>

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 2nd 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.

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 2-hour lectures per week
1 x 1-hour seminars per week

Module Level:

[Pre-requisites](#)

IB1040 Mathematical Programming I

[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:

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

Each topic will be covered by at least one synchronous session and one asynchronous session, plus asynchronous exercises accompanied by an asynchronous session of tutorial.

[Learning Outcomes and Objectives](#)

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

- Identify business 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

Bo Chen ([Biography](#))
Professor of Operational Research and
Management Science
Operations Group



Tel: +44(0) 24 765 24755
Email: Bo.Chen@wbs.ac.uk
Room No: 0.212

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (70%) 1500 word Individual Assignment (30%)
Autumn Term only	Visiting	15	Individual Assignment (70%) 1500 word Individual Assignment (30%)
Autumn & Spring Terms	Visiting	15	Individual Assignment (70%) 1500 word Individual Assignment (30%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

Bibliography

- Taylor, Introduction to Management Science. Any recent edition
- Hillier and Lieberman, Introduction to Operations Research. Any recent edition
- Taha, Operations Research: An introduction. Any recent addition

IB2300 Accounting in Context

Teaching Term(s): Spring
Standard Delivery: 1 x 2-hour lectures per week
1 x 1-hour seminars per week

Module Level:

Pre-requisites

IB1160 Foundations of Management Accounting, IB1240 Introduction to Financial Accounting, IB1330 Foundations of Accounting. Equivalent pre-requisites for Exchange students.

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?

Syllabus

This module covers the following topics:

1. Introduction to accounting in context
2. Accountability
3. Judgement and financial reporting
4. IFRS/IASB: legitimacy
5. IFRS/IASB: changes and tensions
6. Financial reporting quality and audit culture
7. Management control and discipline
8. Positive accounting theory and the silence of the auditors
9. Social and environmental accountability

Module Leader

Dr Fiona Anderson-Gough ([Biography](#))
Associate Professor
Accounting Group



Tel: +44(0) 24 765 24341
Email: Fiona.Anderson-Gough@wbs.ac.uk
Room No: 1.103

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	2 hour examination (80%) 1000 word Individual Assignment (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE	15	3000 word Individual Assignment (100%)
Spring Term only	VE	15	3000 word Individual Assignment (100%)
Spring & Summer Terms	Standard	15	2 hour examination (80%) 1000 word Individual Assignment (20%)

Bibliography

The textbook for this module is:

Deegan, C. and J. Unerman (2011), *Financial Accounting Theory*, Edition 2, European Edition, McGraw Hill

The chapters that are relevant for each week are listed in the Lecture Resources section for each week.

The majority of readings for this course - all compulsory seminar readings and most background readings - however, are journal articles. Please refer to the seminar and lectures schedule for details.

The full reading list is provided here. This list and links to the online readings are also accessible via the link to Talis which is below, and that Talis list indicates which are compulsory readings. Please also see the weekly lecture and seminar resources for advice on which to read for the seminar each week, and which references are background for each of the lectures:

- Alexander, D. and Archer, S. (2003) 'On economic reality, representational faithfulness and the "true and fair override"', *Accounting and Business Research*, 33(1), pp. 3-17.
- Anderson-Gough, F., Grey, C. & Robson, K. (2000) "In the Name of the Client: the Service Ethic in Two International Accounting Firms". *Human Relations*, 53, 9, 1151-1174
- Brivot, M. and Gendron, Y. (2011) 'Beyond panopticism: On the ramifications of surveillance in a contemporary professional setting', *Accounting, Organizations and Society*, 36(3), pp. 135-155
- Carmona, S., Ezzamel, M. and Guti rrez, F. (2002) 'The relationship between accounting and spatial practices in the factory', *Accounting, Organizations and Society*, 27(3), pp. 239-274.
- Danjou, P. & Walton, P. (2012) "The legitimacy of the IASB" *Accounting in Europe* 9,1, 1-15
- Deegan, C. and Unerman, J. (2011) *Financial accounting theory*. 2nd European edition. Maidenhead, Berkshire: McGraw Hill Education.
- Dillard, J. and Vinnari, E. (2019) 'Critical dialogical accountability: From accounting-based accountability to accountability-based accounting', *Critical Perspectives on Accounting*, 62, pp. 16-38.
- Ezzamel, M. and K. Hoskin (2002) 'Retheorizing accounting, writing and money with evidence from Mesopotamia and ancient Egypt', *Critical Perspectives on Accounting* 13(3), pp. 333-367.
- Ezzamel, M., Lilley, S. and Willmott, H. (2004) 'Accounting representation and the road to commercial salvation', *Accounting, Organizations and Society*, 29(8), pp. 783-813.
- 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
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- Hines, R. D. (1988) 'Financial accounting: In communicating reality, we construct reality', *Accounting, Organizations and Society*, 13(3), pp. 251-261.
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IB2320 Issues in Management Accounting

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lectures per week 1 x 1 hour seminar/workshop
Module Level:	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 further your 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 covers 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 draws 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 is 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.

Syllabus

Topics covered will be:

- Short and long term decision making
- Organisational Control
- Performance Management
- Management Accounting and the modern business environment

Learning Outcomes and Objectives

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

Module Leader

Darren Sparkes ([Biography](#))
Associate Professor
Accounting Group



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- 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	2 hour examination (90%) Group presentation (10%)
Autumn Term only	VE 15 CATS	15	2000 word Individual Assignment (90%) Group presentation (10%)
Autumn & Spring Terms	VE 15 CATS	15	2000 word Individual Assignment (90%) Group presentation (10%)
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*.

Teaching Term(s):	Autumn
Standard Delivery:	2 x 1 hour lectures per week 1 x 1 hour seminars per week
Module Level:	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

Module Overview

This module aims to provide students with an understanding of some of the major theories of accounting, the regulatory environment for financial reporting, and the techniques underlying current reporting practice. It will also enable students to prepare, read, critically evaluate and interpret published financial statements, assess profit performance and understand the information requirements of investors and a wider stakeholder group.

The module is useful if you are thinking about becoming a professional accountant, or if you are interested in careers in management or finance that demand an understanding of financial reporting, or if you just want to have a greater understanding of the financial and other information provided by large corporations and the operation of international capital markets. The module extends the understanding of the theoretical concepts and practices of financial accounting and reporting introduced in introductory financial accounting modules.

Syllabus

Specific topics covered in the module are:

- The underpinning conceptual framework
The objectives of financial reporting and the qualitative characteristics of financial information

Module Leader

Lisa Weaver ([Biography](#))
Professor of Accounting, Accounting Group



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- 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

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

- Demonstrate an understanding of the regulatory framework of financial reporting, the conceptual framework, the characteristics of high quality financial information and the significance of different measurement models.
- Demonstrate an understanding of the information needs of all stakeholders including issues relating to corporate governance and ethics.
- Demonstrate detailed knowledge of published financial statements formats, disclosure and the regulations, concepts and conventions used in preparing statement of profit or loss entries.
- Demonstrate technical skills related to the preparation and interpretation of published financial statements.
- Understand and apply analytical techniques to evaluate and interpret published earnings measures and the information requirements of the investor and other business stakeholders.

Assessment Methods

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

Spring & Summer Terms	Not Available	Not Available	Not Available
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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:	2 x 1 hour lectures per week 1 x 1 hour seminars per week
Module Level:	5 NQF (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 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.

Syllabus

- Underpinning concepts, the *Conceptual Framework* and fair value
- Accounting for property, plant and equipment and impairment - IASs 16, 23, 36, 40, IFRS 5
- Accounting for property, plant and equipment and impairment - IASs 16, 23, 36, 40, IFRS 5 (cont.)
- Accounting for intangible assets - IAS 38, IFRS 3

Module Leader

Jenny Maynard ([Biography](#))
Senior Teaching Fellow



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- Inventory - IAS 2
- Accounting for events after the reporting period - IAS 10
- Accounting for provisions, contingencies and events after the reporting period - IAS 37
- Consolidated financial statements: underpinning principles and consolidated statement of financial position - IFRSs 3, 10
- Consolidated statement of financial position (cont.), consolidated statements of comprehensive income and statement of changes in equity - IFRSs 3, 10
- Accounting for associates and joint arrangements - IAS 28

Learning Outcomes and Objectives

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

- Demonstrate detailed knowledge of published financial statements formats, disclosure and the regulations and underpinning concepts used in preparing key financial statement entries.
- 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.
- Demonstrate technical skills related to the preparation and interpretation of published group financial statements.
- Assess the nature of accounting information and be able to describe the relationships between different types of financial statements and accounting numbers.
- Understanding of 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%)
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Bibliography

Required text:

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

Other useful texts:

Alexander, D., Britton, A., Jorissen, A., Hoogendoorn, M. and van Mourik, C. (2014), International Financial Reporting and Analysis, 6th edition, Cengage Learning

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Elliott, B. and Elliott, J. (2013), Financial Accounting and Reporting, 16th - edition, FT Prentice Hall
Collins, B. and McKeith, J. (2013), Financial Accounting and Reporting, 2nd - edition, McGraw Hill
Mackenzie, B., Coetsee, D., Njikizana, T., Chamboko, R., Colyvas, B. and Hanekom, B. (2013), Wiley IFRS 2013: Interpretation and Application of International Financial Reporting Standards, John Wiley & Sons

-

Picker, R., Leo, K., Loftus, J., Wise, V., Clark, K. and Alfredson, K., (2012), Applying International Financial Reporting Standards, 3rd edition, John Wiley & Sons

-

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 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

IB2370 Business Law 2

Teaching Term(s):	Spring
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

IB2C10 Fundamentals of Business Law. Full Year students must take IB2C10 in Term 1.

Module Overview

The module aims to develop students' ability to understand the basic concepts and principles of contract law and the importance of contract formation in the business world.

To gain an in depth understanding of: Duress, Misrepresentation and Mistake.

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 gain experience in preparing and presenting legal arguments.

To develop an ability to evaluate and criticise legal principles.

Syllabus

The module includes the following:

Contract Law

- The use and control of exclusion clauses.
- The need for consensus ad idem in contract formation and the affect of mistake, misrepresentation, duress and undue influence.
- The various methods of discharging a contract.
- Contractual remedies, including damages, specific performance and injunctions.

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

Learning Outcomes and Objectives

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

Module Leader

Dr Hassan Nizami ([Biography](#))
Senior Teaching Fellow
Accounting Group



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1. Understand the basic principles and theories underlying the law of contract.
2. Understand the basic theories and principles underlying the law of tort.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (100%)
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	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

IB2400 Managing Work and Employment

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

Work is central to our lives and this module provides an introduction to the field of employment relations. The employment relationship is studied within a broad political, historical, economic and social context, with a focus on the UK and US. Students learn how to analyse the employment relationship and develop familiarity with the academic discussions around the key issues affecting the contested ordering of working life. The module enables understanding of the changing roles played by different participants in the workplace: employers, employees, the state and trade unions. This understanding is framed by the major theories and concepts involved in shaping the employment relationship.

Syllabus

Topics covered will be:

- Introduction to the Employment Relationship: What is the employment relationship and why is it important that we understand it; employment and society, the peculiarity of the employment contract.
- Context, History, Systems: Relevance of national contexts and their histories in understanding contemporary Employment relations; analytical perspectives on the employment relationship; the role of institutions and ideology.
- Conflict and co-operation in the employment relationship: Is conflict an inherent feature? Strike patterns 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 do they differ? Sources of power, legitimacy and constraints (Key theoretical and conceptual positions on the management of industrial relations in both sectors. How does the public differ from the private? Trace the trend from control to commitment perspectives and emergence of human resource management).
- Trade Unions and Employees: Who are employees/workers, how do they define their interests? Introduction to trade unions: characteristics, aims, activities, membership trends and introduction to key interventions in the workplace; reflect on key labour market trends and trends over last 20 years in terms of what it means to be an employee: move away from stereotype of full time, male worker in manufacturing to atypical contracts, flexibility of hours, feminisation of labour market; platform and gig economy issues).

Module Leader

Dr Deborah Dean ([Biography](#))
Associate Professor of IR
Industrial Relations Research Unit,
Organisation & HRM



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- The State: Economic manager and Regulator: What role does government play in the regulation of employment relations, with focus on legislative framework and changes over last 30 years. Pressures of democracy and globalization, ideologies.
- Equality and Inequality: Advantage and disadvantage in the workplace in relation to social groups; equality legislation and policies; ‘managing diversity’.
- Participation and Involvement: Key issues around the extent to which workers have a voice in managerial decision-making.
- Pay: We consider motivations of employers and employees in relation to pay; the purpose and design of pay systems; the explanations offered to account for variation in pay across jobs, organisations, sectors and between individuals.
- Overview and essay skills (Overview of key themes across module and guidance on assignment and expectations of markers.

Learning Outcomes and Objectives

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

- Understand the shifting roles and influence of employers, employees, trade unions and the state in shaping the employment relationship
- Understand the connections between ‘outside’ and ‘inside’ employment
- Evaluate the impact of the changing political, economic and societal context on employment relations developments and the behaviour of employment relations participants

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

P. Blyton and P. Turnbull, (2004) *The Dynamics of Employee Relations*, 3rd Edition Macmillan.
 Colling, T. and Terry, M. (2010) *Industrial Relations: Theory and Practice*. Wiley.
 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 2016: The Dynamics of Managing Diversity: A Critical Approach. Routledge (4th edition).

IB2470 Improving Process Performance

Teaching Term(s): Spring

Standard Delivery: 1 x 2 hour lecture per week

Module Level: 5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

Module aims:

- To provide start-of-art definitions and models to describe the main components of a process
- To provide start-of-art models, concepts and tools to define and measure the performances of a process
- To provide start-of-art models, concepts and tools to prioritize areas of improvements in a process
- To provide start-of-art languages and techniques of process mapping to describe the flow of activities in a process
- To provide start-of-art models, concepts and tools to analyse and diagnose the shortcomings of a process
- To provide start-of-art models, concepts and tools to design process improvement solutions
- To provide start-of-art models, concepts and tools to design process improvement solutions
- To describe and analyse alternative methodologies of (and approaches to) process improvement, e.g. oriented to radical innovation or to incremental changes
- To show and support the application of the models, concepts, tools and languages in practice, e.g. through games, experiments and case studies
- To enable interactive discussions about the use and limitations of the models, concepts, tools and languages in multiple contexts of application, e.g. through comment sections, discussion forums
- To facilitate collaborative discussions and applications of the models, concepts, tools and languages among students, e.g. through group work and discussion forums

Syllabus

Topics covered will be:

- Definition of process, performance and types of improvement (Online Lecture)
- Development of Key Performance Indicators (Seminar)
- Prioritization of Performance Factors (Online Lecture and Seminar)
- Process Mapping (Online Lecture and Seminar)
- Process Analysis and Process Diagnosis (Online Lecture and Seminar)

Module Leader

Dr Giovanni Radaelli ([Biography](#))
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Operations Management Group



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- Review of First Half
- Total Quality Management (Online Lecture and Seminar)
- Business Process Re-Engineering (Online Lecture and Seminar)
- Lean (Online Lecture and Seminar)
- Six Sigma (Online Lecture and Seminar)
- Benchmarking (Online Lecture and Seminar)

Learning Outcomes and Objectives

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

- Define key concepts of process improvement, such as performance, benchmarking, just-in-time
- Understand the use and limitations of key models, tools and languages of process improvement, e.g. the importance-performance matrix
- Apply the models, concepts, tools and languages of process improvement in real-life case scenarios
- Compare and contrast the different models, tools and languages, to understand which are more appropriate in different circumstances
- Select an appropriate approach of process improvement (or combination of), based on their advantages, limitations and costs
- Communicate the rationale of choices in a clear and meaningful way to internal and external stakeholders
- Adapt, adjust, and the models, concepts, tools and languages of process improvement in real-life case scenarios
- Design meaningful solutions to problems in a timely and clear way

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS NF	15	2 hour examination (100%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	3500 word assignment (100%)
Spring Term only	VE 15 CATS	15	3500 word assignment (100%)
Spring & Summer Terms	15 CATS NF	15	2 hour examination (100%)

Bibliography

Core text:

- Slack, N., Brandon-Jones, A., Johnson, R. (2016) Operations Management (eight edition), London, UK: Pearson.

Additional reading:

- Deming, W.E. (2001). Out of the crisis. MIT Press

- Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2013). Fundamentals of business process management . Heidelberg: Springer.
- Garvin, D.A. (1986). "Competing on the Eight Dimensions of Quality". Harvard Business Review, November 1987 Issue
 - Hill, A. & T. Hill (2012) Operations Management (3rd ed.) Basingstoke: Palgrave Macmillan
 - Liker, J. (2004), The Toyota Way: 14 management principles from the world's greatest manufacturer, McGraw-Hill Professional.
 - Slack, N. (1994). "The Importance-Performance Matrix as a Determinant of Improvement Priority". International Journal of Operations & Production Management 14(5), 59-75
 - 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:	2 x 1 hour lectures per week 1 x 1 hour seminar per week
Module Level:	6 NQF (Honours)

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 students to the workings of the equity and bond markets.

Equip students with the skills and understanding to use quantitative tools for pricing stocks and bonds.

Develop in students a critical understanding of the trade-off between risk and return, and of techniques for exploiting that trade-off to maximum effect.

Make students aware of key empirical tests of the Efficient Markets Hypothesis, and the implications of those empirical findings.

Provide students with structured opportunities to practise using the key tools and techniques of Financial Markets theory.

Introduce students to the workings of the derivatives markets.

Equip students with the skills and understanding to use quantitative tools for pricing derivatives.

Prepare students for advanced undergraduate and postgraduate studies in Finance.

Module Leader

Dr Elizabeth Whalley ([Biography](#))
Associate Professor of Finance
Finance Group



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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	2 hour examination (Summer) (90%) Participation (10%)
Autumn Term only	VE	15	2 hour examination (January) (90%) Participation (10%)
Autumn & Spring Terms	VE	15	2 hour examination (January) (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

Teaching Term(s):	Spring
Standard Delivery:	2 x 1 hour lecture per week
	1 x 1 hour seminar per week
Module Level:	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.

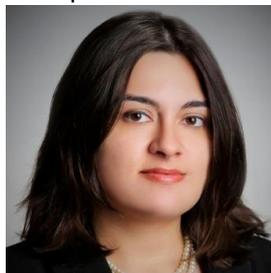
Module Overview

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](#))
Assistant Professor
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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	2 hour examination (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	Visiting	15	3000 word assignment (90%) Participation (10%)
Spring Term only	Visiting	15	3000 word assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	2 hour 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 2 hour lecture per week 1 x 1 hour seminar per week
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? 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

Module Leader

Dr Redzo Mujic ([Biography](#))
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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
Full Year	15 CAT	15	3000 word assignment (90%) Participation (10%)
Autumn Term only	15 CAT	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	15 CAT	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

(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.

IB2630 Design Thinking for Digital Innovation

Teaching Term(s):	Spring
Standard Delivery:	18 x 1 hr lectures 9 x 1 hr 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](#))
Associate Professor, Information
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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:	9 x2 hr lectures 9 x1 hr 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.

my.wbs

The website will be used in this course to post announcements, course material and grades. I will not bring hard copies of the slides to the lecture, but they will be available on my.wbs.

Lecture Recordings

The lectures will be recorded each week and will be available on the lecture recordings tab on the module page. Please note, if there are technical issues that mean the recording is not available, this is beyond the module leaders control. As such, students should treat lecture recordings as a supplementary tool and participate in class and take notes.

Seminars will not be recorded. It is suggested that you consider how best to capture seminar content, perhaps forming small groups and assigning a note taker in your group would be a good way to do this.

Module Leader

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



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Please note, students are not permitted to make individual recordings on personal devices.

Class Participation

Students are all expected to participate in the preparation of seminar materials where indicated, readings and in class discussion. Contributions are not formally assessed however the aim is to create a safe space for discussion to enable lively discussion and critical thinking.

Seminar Preparation

Most weeks there will be some preparation for seminars required. This is usually reading a short article. Please check under the Seminar Resources tab for each week before the seminar to access the preparation materials.

Assessment

All module content i.e. Lecture and Seminar content may be included in the assessments for this module.

Revision

Laura will organise a revision session for the end of term two or start of term three. Please note this is an extra that Laura is providing that is not required of her and the timing will depend on Laura's availability and room availability.

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
Full Year	Standard	15	1.5 hr exam (70%) Group Presentation (30%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	VE 15 CATS	15	2500 word assignment (70%) Group Presentation (30%)
Spring Term only	VE 15 CATS	15	2500 word assignment (70%) Group Presentation (30%)
Spring & Summer Terms	Standard	15	1.5 hr exam (70%) Group Presentation (30%)

Bibliography

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

Teaching Term(s): Autumn
Standard Delivery: 10 x 2 hr lectures
9 x 1 hr seminars
Module Level: 5 NQF (Intermediate)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

Employ a socialtechnical 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

Module Leader

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



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- 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
Full Year	15 CATS	15	2500 word assignment (70%) Class Test (20%) Participation (10%)
Autumn Term only	15 CATS	15	2500 word assignment (70%) Class Test (20%) Participation (10%)
Autumn & Spring Term	15 CATS	15	2500 word assignment (70%) Class Test (20%) Participation (10%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	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.

Porter, M. E., and Heppelmann, J. E. 2015. "How Smart, Connected Products Are Transforming Companies," Harvard Business Review (93: 10), pp. 96-116.

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.

IB2B50 Marketing Strategy

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

Students need to have studied IB117 Principles of Marketing & Strategy, IB1480 Principles of Marketing or IB2FOM Foundations of Marketing. Equivalent pre-requisites for Exchange students including a good understanding of Marketing concepts.

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](#))
Associate Professor of Marketing
Marketing Group



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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	1.5 hour examination (60%) 2500 word assignment (40%)
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:	10 x 2 hr lectures 9 x 1hr 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.
- 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.

Module Leader

Mahrokh Roknifard ([Biography](#))
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- 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	2 hour exam (80%) Group Project (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	VE	15	2500 word assignment (80%) Group Project (20%)
Spring Term only	VE	15	2500 word assignment (80%) Group Project (20%)
Spring & Summer Terms	Standard	15	2 hour exam (80%) Group Project (20%)

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 (2nd 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:	10 x 2 hr lectures 9 x 1hr 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](#))
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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	2500 word assignment (70%) Group Project (30%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Term	Standard	15	2500 word assignment (70%) Group Project (30%)
Spring Term only	Standard	15	2500 word assignment (70%) Group Project (30%)
Spring & Summer Terms	Standard	15	2500 word assignment (70%) Group Project (30%)

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 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

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.

Module Leader

Dr Rob Poole ([Biography](#))
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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	2 hour examination (100%)
Autumn Term only	Visiting	15	3000 word assignment (100%)
Autumn & Spring Terms	Visiting	15	3000 word 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 2 hour lecture per week 1 x 1 hour seminar per week
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](#))
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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2500 word Individual Assignment (80%) 2 X Class Tests (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	2500 word Individual Assignment (80%) 2 X Class Tests (20%)
Spring Term only	Standard	15	2500 word Individual Assignment (80%) 2 X Class Tests (20%)
Spring & Summer Terms	Standard	15	2500 word Individual Assignment (80%) 2 X Class Tests (20%)

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.

IB2C70 Work in the Digital Era

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
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](#))
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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	Standard	15	2500 word assignment (70%) 2 x reflection log (30%)
Autumn Term only	Standard	15	2500 word assignment (70%) 2 x reflection log (30%)
Autumn & Spring Terms	Standard	15	2500 word assignment (70%) 2 x reflection log (30%)
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*

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The module aims to provide you with a broad introduction to financial and management accounting from a managerial or user perspective rather than that of an accounting specialist, focusing on the below:

1. Measuring and reporting financial position: an overview of the main financial statements; classification of assets and liabilities; accounting conventions and concepts; basic construction and meaning of the statement of financial position.
2. Measuring and reporting financial performance: the relationship between the income statement and the statement of financial position; recognising revenue and expenses; layout of income statement; depreciation; cost of sales; basic construction and understanding of an income statement (profit and loss account).
3. Measuring and reporting cash flows: the importance of cash flow; differences between cash and profit; construction and analysis of basic cash flow statements.
4. Analysing and interpreting financial statements: using various ratios to enable a firm's performance to be analysed and compared to its peers or its own performance over time; limitations of ratio analysis.
5. Cost-Volume-profit analysis: classification of costs; break even analysis; using relevant costs to inform short term decision making
6. Full costing in single and multi-product businesses; total absorption costing; introduction to activity-based costing.
7. Budgeting: the relationship between budgeting and strategy; how budgets link to each other; preparation of budgets; introduction to to each other; preparation of budgets; introduction to variance analysis; using budgets as control devices behavioural considerations

Syllabus

Topics covered will be:

- Rational perspectives of organisations
- Open systems and natural systems perspectives of organisations
- The employment relationship and critical perspectives of organisations
- Management, managers and leaders
- Diversity in organisations
- Power and politics in organisations

Module Leader

Sadia Khan ([Biography](#))
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- Management and ethics
- Groups and teams
- Future of organisations

Learning Outcomes and Objectives

- Evaluate 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 Income Statement and Statement of Financial Position, and critically comment on the links between these statements of financial performance and position.
- Effectively use and apply a range of basic accounting tools to assist management decision making, planning, control and performance appraisal in a range of contexts.
- Identify the limitations of accounting information and evaluate the implications of these for the analysis, interpretation and use of that information.
- Analyse and interpret a range of different types of accounting information and effectively communicate results or responses to user groups using appropriate financial language.

Assessment Methods

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

Bibliography

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

IB2D40 Programming for Business Application

Teaching Term(s):	Spring
Standard Delivery:	1 x 1 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

Programming is a key dimension of digital literacy, a core skill in today's digital economy. Besides hiring programmers with software engineering and computer science backgrounds, employers across industries increasingly desire a pool of business graduates that have fundamental knowledge of programming for business application. This particularly stems from an ever-growing interest in business data analytics (given the volume of data organisations must process for better and timely managerial decision making) and business service digitalisation (given the extent to which new services are being offered online, via apps and web portals), and consequently the increasing extent to which future managers will need to work with software developers if not assuming both roles concurrently. This module aims to provide business students with such knowledge.

Syllabus

Topics covered will be:

- Introduction to programming in a business landscape
- Exploring types of programming solutions/languages/tools available - limitations, strengths and example application areas structures, functions,
- Basic programming concepts - data wrangling, data manipulation, control structures, import-export data, data types and
- 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

Students will learn about the critical role of programming in solving business problems and explore the diversity of programming solutions and approaches. They will learn key programming principles and practice creating scripts (code) to solve business problems hands-on using different languages (e.g., Python, R). Further, the module will provide a brief overview of software development management methods (Agile, Waterfall etc.) which will enable business students to collaborate effectively with technical teams in business environments.

Module Leader

Dr Neha Gupta ([Biography](#))
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Learning Outcomes:

1. Understanding the critical role programming plays in a business landscape
2. Developing knowledge of various types of programming solutions/languages/tools available, and their limitations, strengths and example application areas.
3. Understanding key principles of software engineering, including key jargon and methods of managing software design and development projects
4. Learning and applying fundamental programming concepts by getting hands-on coding experience using a contemporary programming language.

Assessment Methods

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

Bibliography

R for Data Science Haley Wickham and Garrett Golemund, O'Reilly, 2016
Python For Everyone, 3rd Edition, Horstmann, C. and Necaise, R.
The Essence of Software Engineering, by Volker Gruhn, Rüdiger Striemer
SpringerLink E-book Collection (2018).
Essentials of software engineering, New mathematics books 2014/2015
Tsui, Frank F.
T. Dyba and T. Dingsoyr, "What Do We Know about Agile Software Development?," in IEEE Software, vol. 26, no. 5, pp. 6-9, Sept.-Oct. 2009, doi: 10.1109/MS.2009.145.
Ruparelia, N.B., 2010. Software development lifecycle models. ACM SIGSOFT Software Engineering Notes, 35(3), pp.8-13.

IB2D50 Entrepreneurship in Practice

Teaching Term(s):	Spring
Standard Delivery:	1 x 1 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This module aims to:

1. Provide you with key principles in entrepreneurship
2. Give a theoretical and practical introduction to the process of developing a business idea
3. Provide you with the tools and encouragement to continue your entrepreneurship journey within the University of Warwick and beyond

Syllabus

Topics covered will be:

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

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

Learning Outcomes and Objectives

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

- Demonstrate an understanding of the key principles of entrepreneurship and their application to the development of a business idea
- Generate a business pitch idea through application of the appropriate processes.

Module Leader

Dr Alexander Montag ([Biography](#))
Assistant Professor
Entrepreneurship & Innovation Group



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- Critically appraise an entrepreneurial opportunity
- Develop and critically appraise a business model
- Critically appraise the resources needed to support their business idea
- Critically appraise the strength of a business idea
- Demonstrate the ability to critically evaluate the stages in the entrepreneurial process
- Develop written skills in
- business presentation and
- communication
- Apply research skills and the ability to effectively search, gather and utilize information and knowledge

Assessment Methods

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

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

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

Syllabus

Topics covered will be:

- Introduction to Marketing
- Marketing Strategy and planning
- The Marketing Environment
- Consumer Behaviour
- Segmentation, targeting and competitive positioning
- Products and Services
- Pricing and Channels
- Integrated Marketing Communications
- Marketing and Sustainability
- The future of Marketing

Learning Outcomes and Objectives

By the end of the module the student 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.
- Justify and recommend managerial responses, activities and actions to marketing problems.

Module Leader

Dr Jenny Lloyd ([Biography](#))
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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	Standard	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	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

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

Teaching Term(s):	Autumn
Standard Delivery:	1 x 1 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This module will draw on interdisciplinary theory and research from the field of management, as well as complementary fields of psychology, sociology and economics, to introduce and consider how individuals and groups affect and are affected by organisations and the role of management in such processes. Its practical relevance lies in you developing the ability to deal effectively with the challenges that arise in changing work environments, as well as understand how management matters.

At the macro level, specific attention will be given to the study of organisations as social systems; the dynamics of change and survival in organisations; and the relationships between organisations and their environments. At the micro level, topics covered will include enhancing personal and organisational effectiveness, improving decision making skills, and resolving conflicts in the workplace.

The module will examine both classic readings and more recent treatments of key topics in management. You will be encouraged to critically engage with the literature and participate in class discussions which will include case analyses and experiential exercises.

Syllabus

Topics covered will be:

- Rational perspectives of organisations
- Open systems and natural 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 Leader

Dr Kathryn Hartwell (Biography)
Assistant Professor
Organisation and Work Group



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Learning Outcomes and Objectives

- Demonstrate a solid command of the major conceptual frameworks relating to organisational analysis as it pertains to management, appreciating both its relationship to external environments, and its internal dynamics.
- 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 concerns.
- Critically assess and contrast a variety of perspectives on management issues in theory and practice. Recognise and critically evaluate the assumptions that underpin the theories covered on the module.
- Present a theoretically informed and conceptually nuanced analysis of timely issues when it comes to management in organisations. Apply theoretical insights to real life management cases to support better performance of related skills.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn Term only	Standard	15	3000 word Individual Assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	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

There is no set textbook for this module. Nevertheless, the following textbooks complement the module well, and together provide ample support on a variety of topics approached in this module:

Bratton, J. (2015) Introduction to work and organizational behaviour . (3 rd ed.) Palgrave Macmillan Education.

Buchanan, D.A. and Huczynski, A.A. (2019) Organizational Behaviour. (10th ed.) Harlow, UK: Pearson Education.

King, D. and Lawley, S., 2016. Organizational Behaviour . Second edition. Oxford: Oxford University Press.

For each lecture, a specific list of additional and more specific readings will be provided.

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

Pre-requisites

There are no pre-requisites 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

The module will provide an in-depth analysis of the foundations, content and applications of behavioural economics, including its practical and social implications, and its implications for human rationality. The module will address a variety of topics, concerning individual decision making, strategic interactions, and issues of fairness and social preferences. There will be nine key topics, which will align with the nine lectures:

- 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.

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 assignment (20%) 3000 word assignment (80%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	1000 word assignment (20%) 3000 word assignment (80%)
Spring Term only	15 CATS	15	1000 word assignment (20%) 3000 word assignment (80%)
Spring & Summer Terms	15 CATS	15	1000 word assignment (20%) 3000 word assignment (80%)

Bibliography

Books

- Wilkinson, N., & Klaes, M. (2017). An introduction to behavioral 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). Behavioral 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.

Teaching Term(s):	Spring
Standard Delivery:	1 x 1 hour lecture per week 1 x 1 hour seminar per week
Module Level:	5 NQF (Intermediate)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This 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 practise 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

Topics covered will be:

- Time value of money, compounding and discounting, future and present values of cash flows.
- Financial arithmetic: Annuities, perpetuities, applications to stock and bond valuation, Gordon Growth Model.
- Fundamentals of stocks and bonds
- Capital budgeting in perfect markets and risk neutrality: Net present value, internal rate of return and incremental cash flows, profitability index, payback rule, advantages and disadvantages, evidence from surveys on the preference of managers for capital budgeting techniques.
- Credit risk and probability of default, promised vs. expected interest rates and default premia, capital budgeting under uncertainty with debt and equity financing assuming risk neutrality.
- Risk aversion, Cost of Capital using the CAPM, capital budgeting in perfect markets under risk aversion, risk premia, empirical evidence on the validity of the CAPM, econometric methods to test the CAPM.
- Weighted average of cost of equity and cost of debt, valuation from comparables.

Module Leader

Dr Olga Klein ([Biography](#))
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- Capital Budgeting in imperfect markets: informationally inefficient markets, taxes, transaction costs, inflation, disagreement, bid/ask spreads.
- Definitions of market efficiency, and evidence from empirical tests
- Capital Structure Irrelevance propositions, taxes, costs of financial distress, agency effects, signalling.
- Company Financing Raising financing, equity vs. debt, pecking-order hypothesis.
- Dividend Policy Irrelevance proposition, taxes, transactions costs, signalling, agency effects, share buybacks as an alternative to dividends, evidence from managerial surveys.
- Financial Derivatives Options basics, valuation of put and call options at expiration, put call parity, risk management and hedging, Black Scholes pricing.

Learning Outcomes and Objectives

- 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 model
- 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.
- Evaluate the relative importance of the key issues in Finance
- Apply 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, and to 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
- Discuss topical issues about the theory and practice of Finance and reflect critically upon their application in practice.
- Interpret and critically evaluate financial market information.
- Solve structured numerical problems and reflect critically upon their implications.
- Construct spreadsheets to value financial instruments and test and evaluate the robustness of those values to changes in key inputs.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available

Autumn & Spring Terms	Standard	15	2 hour examination (90%) Participation (10%)
Spring Term only	Standard	15	2 hour examination (90%) Participation (10%)
Spring & Summer Terms	Standard	15	2 hour examination (90%) Participation (10%)

Bibliography

Main text book: Welch, Ivo: Corporate Finance (4th Edition, 2017)

Additional source: Hillier, Ross, Westerfield, Jaffe & Jordan: Corporate Finance (European ed., McGraw-Hill 2010)

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

Teaching Term(s):	Spring
Standard Delivery:	1 x 2 hour lectures per week 1 class per week from Week 3 until the end of term
Module Level:	6 NQF (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 problems. This module will focus on discrete event simulation. Students will learn the theoretical underpinnings of the methods and the range of applications for which they are useful. You will gain practical experience in problem solving using commercial simulation software.

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.

Learning Outcomes and Objectives

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

Module Leader

Dr Katy Hoad ([Biography](#))
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- Understand the nature and application of discrete-event simulation
- Be able to develop and use a DES simulation for investigating a problem situation
- Be able to articulate DES modelling decisions, as well as the results / recommendations coming from that modelling
- To develop a working knowledge of a DES software package

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (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	Not Available	Not Available	Not Available

Bibliography

Textbooks:

- Simulation, The Practice of Model Development and Use, Stewart Robinson, Palgrave Macmillan, 2014.
- Simulation Modeling and Analysis, Avril M Law, McGraw-Hill, 2007.
- Conceptual Modeling 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/>

These are the preferred texts as the most suitable for this topic (the subject matters changes little over time).

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

The course aims:

- To develop students' knowledge of key principles underlying the design of systems of business taxation.
- To equip students with knowledge of specific aspects of those taxes which impact business operations in the UK.
- To develop the ability of students to critically evaluate tax policy developments in relation to the taxation of business operations.

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.

Learning Outcomes and Objectives

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

- Identify the objectives of taxation in terms of economic, social justice and environmental issues.

Module Leader

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



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- Recognise the range of taxation opportunities open to the government and the relative advantages of different types of tax in meeting the government's objectives.
- Complete UK income tax, corporation tax, VAT, capital gains tax and national insurance contributions on individuals and companies.
- Describe the impact of key socio-political issues on tax practices including issues of ethics around tax avoidance and evasion.
- Advise how aspects of tax policy and practice influence tax planning.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (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 (14th edition) Birmingham; Fiscal Publications.

Websites:

We also use a number of key tax websites which I flag to students as follows:

Her Majesty's Revenue and Customs www.hmrc.gov.uk

Institute for Fiscal Studies www.ifs.org.uk

Chartered Institute of Taxation www.tax.org.uk

Teaching Term(s): Autumn

Standard Delivery: 2 x 1 hour lectures **or**
1 x 2 hours lecture per week
(variable)

Module Level: 6 NQF (Honours)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

To develop an understanding of the range of methods and models available to support the development of effective strategic decisions.

To equip students with the knowledge and skills to identify and apply a selection of methods that are appropriate for supporting the development of effective strategic decisions.

To instil in students an appreciation of how the methods can be incorporated within the planning process.

Syllabus

A conceptual model of the strategic development process is introduced which identifies a set of essential elements for example: vision development, strategy creation, strategy rehearsal and evaluation, performance measurement.

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

- Corporate modelling
- System Dynamics for policy design
- Strategy formulation approaches including SWOT / TOWS analysis
- Gaming
- Scenario planning
- Visioning approaches
- Performance measurement

The module will focus on a selection of methods; this selection may vary from year to year. The teaching style emphasises the practical application of techniques for strategy support through the use of case studies and group exercises. Students undertaking the 15 CATs variant are introduced to some additional material in class and through private reading/research. This additional material is also assessed for these students only with an extra question in their assessment.

Module Leader

Dr Frances O'Brien ([Biography](#))
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Learning Outcomes and Objectives

By the end of the module you should:

1. Understand the range of methods and models available to support the development of effective strategic decision making.
2. Use a selection of the methods covered on the module in practical situations.

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

Core Text:

F A O'Brien and R G Dyson, Supporting Strategy: Frameworks, Methods & Models, Wiley, 2007.

Journal article lists are included with each lecture eg:

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.

Sterman JD, Business Dynamics: systems thinking and modelling for a complex world, London: Irwin/McGraw-Hill, 2000.

Warren K, Competitive Strategy Dynamics, Chichester: Wiley, 2002.

IB3570 Investment Management

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

This module provides an advanced theoretical and practical treatment of modern portfolio theory and portfolio management, mainly from an equity market perspective.

Issues to be considered include security selection, portfolio construction, asset pricing models, market efficiency, performance measurement and limits to arbitrage.

Syllabus

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

Learning Outcomes and Objectives

Students who successfully complete this course will have a deep understanding of the theory and practice of optimally combining securities into portfolios, institutional understanding of security markets, and some of the issues that a fund manager faces in putting theory into practice. They will be familiar with the theoretical and applied literature on modern portfolio management and investment analysis.

Module Leader

Dr Antoniou Constantinos ([Biography](#))
Assistant Professor of Finance & Behavioural
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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (90%) Participation (10%)
Autumn Term only	VE 15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	VE 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

Main textbook:

Bodie, Zvi, Kane A and Marcus AJ, Investments (11th ed.), McGraw-Hill 2018.

Articles

Porta, Rafael La, et al. "Good news for value stocks: Further evidence on market efficiency." The Journal of Finance 52.2 (1997): 859-874.

Lakonishok, Josef, Andrei Shleifer, and Robert W. Vishny. "Contrarian investment, extrapolation, and risk." The Journal of Finance 49.5 (1994): 1541-1578.

K. BRUNNERMEIER, and Stefan Nagel. "Hedge funds and the technology bubble." Journal of Finance 59.5 (2004): 2013-2040.

Shleifer, Andrei, and Robert W. Vishny. "The limits of arbitrage." The Journal of Finance 52.1 (1997): 35-55.

Teaching Term(s):	Spring
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	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 Leader

Alex Stremme ([Biography](#))

Professor
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Module Overview

The module 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

Syllabus

A Introduction to Risk, Value-at-Risk

B Derivatives

B.1 Interest Rates and Bonds

B.2 Forwards and Futures

B.3 Options:

a) Foundations

b) Pricing

c) Advanced Topics

B.4 Interest Rate Derivatives

C Selected Advanced Topics (time permitting)

a) Current Issues

b) Credit Derivatives

c) Exotic Options

d) 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. We begin by analysing the different types of risk that companies and financial institutions are exposed to, and discussing why it may be desirable or even necessary to find ways of managing these risks.

The key question is; *"since we know that there is no return without risk, why should we try to eliminate risk?"* The answer is this: while higher returns are obviously desirable, and taking risk is necessary to generate returns, risk as such is undesirable. In other words, risk should be thought of as a *scarce resource* that we have to allocate in the most efficient way possible to maximize the return we can expect per unit of risk. A firm must take *some* risks to generate returns, but in the process of doing so, the firm often incurs exposure to other (undesirable) risks as an unavoidable "side-effect" of their operations. Risk management is the art of using financial instruments to "shape" the firm's risk profile to eliminate or at least control undesirable risk exposure, while at the same time optimally managing the exposure to those risk factors that are necessary to generate returns.

Recent events (the "credit crunch") have highlighted not only the importance of risk management, but also the potential pitfalls. We will try to put our analysis in the context of these recent developments, and see what lessons can be learned from them.

After having discussed the nature of risk and the motivations for managing it, we focus on getting to know (and to use) the tools available to do so. While the module structure is primarily based on different types of risks and risk management objectives, we must lay down some theoretical foundations before we can discuss applications. We begin by introducing the most fundamental classes of derivatives: futures and options. We discuss how these instruments work, the mechanics of the markets on which they are traded, and how they are priced. As it turns out, the skills we develop in this section are applicable to virtually all other classes of derivatives.

We are now ready to turn to practical applications. There are always two parties involved in any risk management deal. On the one hand, there are "customers" (corporations, asset managers, etc.) who need solutions to manage the risk exposure that comes with the nature of their

business. For example, the operating costs of an airline are directly linked to oil prices (aircraft fuel). To hedge the risk of rising oil prices (and thus increasing operating costs), the company might purchase oil futures or options to cap the maximum price they will have to pay for fuel in the future.

On the other hand, for every buyer there must be a seller. The counter-party that sells the options or futures to the airline (typically an investment bank) can be thought of as an "insurance provider". The deal between the two parties effectively transfers the risk from the airline to the bank (if oil prices rise, the airline still pays no more than the maximum price guaranteed in the futures or option contract, and hence the bank must pick up the difference). In other words, risk management is not about "making risk disappear", but about re-allocating it. *There is a market for trading risk!*

We must therefore look at "both sides of the fence": first, we discuss how to construct optimal risk management solutions for the "customer" (i.e. the airline in our example), but then we must also examine how the "insurance provider" (i.e. the bank in our example) can manage the risk they have taken on in the transaction.

In the final part of the module, we look in more detail at some specific risks (e.g. interest rates, exchange rates, credit risk, etc.), and the products available to manage these risks. Note however that the outline for this part of the module is indicative only, topics will be chosen subject to availability of time, but also driven by current issues.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (70%) Group project (20%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	2500 word assignment (70%) Group project (20%) Participation (10%)
Spring Term only	VE 15 CATS	15	2500 word assignment (70%) Group project (20%) Participation (10%)
Spring & Summer Terms	15 CATS	15	2 hour examination (70%) Group project (20%) Participation (10%)

Bibliography

The core textbook for this module is:

Hull, John C. (2018): "Options, Futures, and Other Derivatives", 10th ed. Pearson

Other

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

IB3610 Equality and Diversity

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour interactive lecture per week
Module Level:	6 NQF (Honours)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

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. Be able to locate these in the different national and cultural contexts of the UK, Europe and North America.
- Apply these understandings to analyse how the understandings of difference are reproduced via both organisational processes and social institutions beyond the workplace

This will allow students from a range of disciplines to gain an understanding of how people's experience of work differs and how managers can ensure the fair treatment of diverse workforces. Where appropriate (e.g. psychology, social studies, economics) students will be able to apply their discipline-specific knowledge in the context of this aspect of management practice.

Syllabus

This module will explore the distinct labour market outcomes and work and career experiences of members of diverse social groups - gender, ethnicity, migrant status, disability, religious belief, sexuality, social class and age.

Various explanations for the distinct labour market outcomes and work and career experiences will be considered. Theoretical ideas of social identity, impression management, doing gender, habitus and discourse will be introduced to facilitate the development of a conceptualised understand of inequalities and explanations for inequalities in the workplace.

Students will be introduced to conceptual ideas of equality, diversity and inclusion focusing on both mainstream and critical perspectives. Popular diversity and inclusion interventions will be critically evaluated with reference to outcomes, process and context.

Module Leader

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Learning Outcomes and Objectives

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

- Understand equality, diversity and inclusion both conceptually and in terms of workplace interventions.
- Critically examine approaches to achieving equality, diversity and inclusion in the workplace
- Understand how people's experience of work and career outcomes differ according to gender, ethnicity, disability, age, religion, migrant status, social class and sexual identity,
- Explore theoretical frameworks that are helpful to understand diverse employees' distinct career outcomes and experiences of work.
- Understand stereotyping, discrimination and social identity and the way they operate inside the workplace
- Understand how these dynamics play out in different national and cultural contexts of the UK, Europe and North America.
- Think critically about management and business approaches which fail to reflect on the significance of the diverse, and changing, make up of organisational members;
- Be aware of the relevant legislative requirements and of equality bodies, their remit, approach, and role.

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

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

Ghumman, 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.

Zanoni, 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: 8 x 2 hour lecture/seminar sessions
Module Level: 6 NQF (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

This module aims:

- To provide an overview of the internationalisation process from the perspective of both MNEs from developed economies and emerging economies.
- To understand the wider context of globalization and geopolitical shifts within which International businesses operate.
- To explore how international firms compete and the importance of innovation/R&D.
- To explore the relationship between strategy and structure as firms internationalise.
- To provide a distinct understanding of the differences between domestic and international business in particular the role of national and organisational culture and risk assessment when crossing borders.
- To understand multinational firms' R&D strategy and structure, and how an industry's geography of innovation affects firms' economy-selection and entry choices.
- To provide a thorough understanding of the strategic challenges that the top managers in multinational firms face and the choices that they make.

Syllabus

This module includes:

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
10. Revision session

Module Leader

Amit Kumar ([Biography](#))

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Strategy and International Business



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Learning Outcomes and Objectives

On successful completion of the module, you 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;
- Effect of state and geopolitics on firms' global operations;
- Ethical and socially responsible behaviour of multinational firms;
- Operating in and competing with firms in emerging economies.

Assessment Methods

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

Bibliography

Jedrzej 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.

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

Pre-requisites

There are no pre-requisites for this module.

Module Overview

Due to digitalization of the economy the role of information technology and information systems in business organisations is changing rapidly. Students will learn to think strategically about information systems and how to avoid the worst pitfalls of organisational information technology and systems. This entails 1) understanding what does strategy and competitive advantage mean, 2) learning to identify the competitive potential of information technologies in different contexts, and 3) recognising key management issues to be addressed in organisational information technology and systems with respect to business strategy. The module explores these three dimensions with respect to several key information technology and systems management topics.

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

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

1. understand what does strategy and competitive advantage mean,
2. analyse the competitive potential of digital information technologies and systems in different contexts, and
3. recognise key management issues to be addressed in organizational IT and IS with respect to business strategy.

Module Leader

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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (70%) Group Assessment (30%)
Autumn Term Only	Visiting 15 CATS	15	2500 word assignment (70%) Group Assessment (30%)
Autumn & Spring Terms	Visiting 15 CATS	15	2500 word 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. Available here

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

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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.

Teaching Term(s):	Spring
Standard Delivery:	1 x 2 hour lectures per week 1 x 1 hour seminars per week
Module Level:	6 NQF (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 organizations in the 21st century. This module builds on second-year module Issues in Management Accounting.

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

Module Leader

Dr Angela Lorenz ([Biography](#))
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Assessment Methods

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

Bibliography

The course is underpinned by chapters from the following text:

1. 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

Teaching Term(s):	Autumn
Standard Delivery:	1 x 1 hour lecture per week 1 x 1 hour seminar per week 1 x 1 hour of case related online tasks per week
Module Level:	6 NQF (Intermediate)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

Students to be able to participate in and/or lead project teams and use a variety of project management tools and frameworks to analyse business problems.

Syllabus

- Introduction to project management
- Project definition
- Project organization
- Stakeholder management
- Time planning
- Financial planning and control
- Risk management
- Project Completion and review

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

Module Leader

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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour Examination (85%) Participation (15%)
Autumn Term only	VE	15	3000 word assignment (85%) Participation (15%)
Autumn & Spring Terms	VE	15	3000 word assignment (85%) Participation (15%)
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

IB3840 Supply Chain Management

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

Pre-requisites

There are no pre-requisites for this module.

Module Overview

The aim of this module is to provide an understanding of the methods, techniques, practices and strategies involved in the integrated management of supply chains and networks across organisations and industries.

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:

- Develop a comprehensive understanding of the strategic supplier relationship management strategies
- Understand the complexities involved in outsourcing, re-shoring, procurement, make/do decisions and the associated risks, benefits and challenges
- Characterise different types of buyer supplier relationships and understand how to manage, measure and differentiate strategic relationships

Module Leader

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- Understand the requirement to adopt a lifecycle approach to sustainable supply chain practices in order to address the risks and vulnerabilities of modern supply chains
- Understand the latest innovations and technologies used in supply chains and their impact on business globally

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full year	15 CATS	15	3500 word Assignment (100%)
Autumn Term only	15 CATS	15	3500 word Assignment (100%)
Autumn & Spring Terms	15 CATS	15	3500 word Assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

Bibliography

Christopher, M. (2016) Logistics and Supply Chain Management: Pearson UK.

Teaching Term(s):	Autumn
Standard Delivery:	2 x 1 hour per week Lecture 1 x 1 hour per week Seminar
Module Level:	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:

- a) cover the fundamental concepts of international finance
- b) understand the operation of the spot and forward foreign exchange markets
- c) derive the main international parity relationships among exchange rates, interest rates, and inflation rates
- d) overview of a number of techniques to forecast exchange rates
- e) review the risk and return relations of international investments with a particular focus on international diversification
- f) introduce various models to calculate the cost of capital in an international context.
- g) strike a balance between the presentation of theoretical models and the implementation of the theory while allowing the students to gain first-hand experience with financial data.

Syllabus

- History and background of the development of the international monetary system
- The market for foreign exchange
- International parity relations and forecasting exchange rates

Module Leader

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- International money, equity and bond markets
- Currency forwards and future markets, swap markets and option markets
- Managing economic, transaction and translation exposure
- International portfolio investment
- Foreign direct investment
- International capital budgeting
- International taxation.

Learning Outcomes and Objectives

- An understanding of appropriate techniques sufficient to allow detailed investigation into international markets.
- Conceptual understanding that enables the student to evaluate the rigour and validity of published research in international finance and assess its relevance to different country situations.
- Ability to acquire and analyse data and information, to evaluate their relevance in an international setting.
- Gaining familiarity with FX data, research sources and appropriate methodologies.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full year	Standard	15	2 hour examination (90%) Participation (10%)
Autumn Term only	VE 15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	VE 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

Bekaert, G. and R.J. Hodrick (BH, 2017). International Financial Management, Third Edition. Pearson Prentice Hall.

Eun, C.S and B.G. Resnick (ER, 2014), International Finance (Global Edition). McGraw-Hill.

Eun, C.S., Resnick, B.G., and S. Sabherwal (ERS, 2012). International Finance (Global Edition). McGraw-Hill.

IB3950 Finance in New Ventures

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
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, equip students with skills necessary for both raising finance for and evaluating investment opportunities in new ventures and provide students with a deep analytical understanding of new venture finance theory and practice.

Syllabus

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

1. Introduction providing an overview of key issues including: the principal causes of financial constraints for new ventures; the role of financial intermediaries; the role of government support (British Business Bank); sources of entrepreneurial finance; the pecking order of entrepreneurial finances.
2. The entrepreneurial context for new venture finance: What is an entrepreneur? What makes an entrepreneur?
3. Evaluating new ventures for finance: venture capitalist and banker perspectives.
4. Theory and evidence of credit rationing in new venture debt markets: Are entrepreneurs financially constrained?
5. Developments in lending technologies for new ventures: Has the introduction of credit scoring for small business loans improved access to finance among new ventures? The role of asset finance and asset-based lending (invoice finance) in helping overcome financial constraints.
6. 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 (e.g., the Enterprise Finance Guarantee).
7. Is there ethnic and/or gender discrimination in entrepreneurial finance markets?
8. Developments in crowdfunding and peer-to-peer lending. Have these developments helped democratise entrepreneurial finance?

Module Leader

Dr Stuart Fraser ([Biography](#))
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9. 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?
10. Harvesting equity investments.

Learning Outcomes and Objectives

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

- (1) Demonstrate a deep analytical understanding of how new-venture financial markets operate and causes of market failure.
- (2) Identify and critically evaluate the different sources of debt, equity, and alternative finance available to new ventures.
- (3) Understand the role and impact of access to finance on the creation and performance of new ventures.
- (4) Apply the analysis covered on the module to a number of real case studies.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	1.5 hour examination (70%) Class test (20%) Participation (10%)
Autumn Term only	15 CATS	15	1.5 hour examination (70%) Class test (20%) Participation (10%)
Autumn & Spring Terms	15 CATS	15	1.5 hour examination (70%) Class test (20%) Participation (10%)
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 referred to include:

Amit, R., J. Brander, and C. Zott (1998). Why do venture capital firms exist? Theory and Canadian evidence. *Journal of Business Venturing*, vol. 13, issue 6, 441–466.

Bhide, A. (2000). *The origin and evolution of new businesses*. Oxford: Oxford University Press.

Barnes, S. (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).

Fraser, S. (2019). Entrepreneurial Borrowing: Do Entrepreneurs Seek and Receive Enough Credit?, *Foundations and Trends® in Entrepreneurship*, vol. 15, No. 5-6, 431-663.

Fraser, S., Bhaumik, S.K. and Wright, M., (2015). What do we know about entrepreneurial finance and its relationship with growth? *International Small Business Journal*, vol. 33, issue 1, 70-88.

Sahlman, W.A., (1997). How to write a great business plan. *Harvard Business Review*, vol. 75, issue 4, 98-109.

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

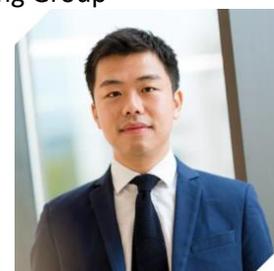
Pre-requisites

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

- 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

Xing Huan ([Biography](#))
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Module Overview

The main objective of the module is to provide students 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 students 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

- Accounting and cash flow valuation models
- Financial analysts' use of financial statements: practice and evidence
- Reformulation of financial statements and value-based ratio analysis

- Implementation of accounting valuation models
- Accounting quality and the value relevance of accounting information

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	2 hour Examination (80%) 1500 word assignment (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	VE 15 CATS	15	3000 word assignment (80%) 1500 word assignment (20%)
Spring Term only	VE 15 CATS	15	3000 word assignment (80%) 1500 word assignment (20%)
Spring & Summer Terms	Standard	15	2 hour Examination (80%) 1500 word assignment (20%)

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.; Osmar, 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 Studies*6: 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., Osmar, 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

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.

Teaching Term(s): Spring

Standard Delivery: 10 x 1 hour lectures
 8 x 1 hour tutorials

Module Level: 6 UG Level (Honours)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

The module equips students with the skills to conduct analytical / OR projects in organisations, with an emphasis on practical aspects. Alongside some 'technical', numbers-based content, the module explores the 'soft' tools needed to make analytical projects succeed by aligning analysis with business aims. In this context, students develop basic skills in problem structuring methods (PSMs) such as rich picturing and causal mapping to allow them to assume an holistic perspective. Students are asked to critically evaluate the impact of real-world analytical projects and to develop their critical thinking and logical reasoning skills to this end. Students are expected to work collaboratively and the group work elements includes a video presentation on a simulated consulting project that runs alongside the module.

Syllabus

- What is Operational Research?
- Systems Thinking
- Problem Structuring Methods
- Causal Mapping
- Managing An OR Project
- Spreadsheet Modelling
- Simulation Modelling
- Soft Systems Methodology (SSM)
- Multi-Criteria Decision Analysis (MCDA)

Learning Outcomes and Objectives

Understand how to design, execute and evaluate real-world analytical / OR projects
Develop practical skills in 4-5 soft / hard OR / analytical techniques

Module Leader

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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour exam (80%) Group presentation (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting	15	2500 words Individual Assignment (80%) Group presentation (20%)
Spring Term only	Visiting	15	2500 words Individual Assignment (80%) Group presentation (20%)
Spring & Summer Terms	Standard	15	2 hour exam (80%) Group presentation (20%)

Bibliography

- 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.
- Jackson, M (2019) Critical Systems Thinking And The Management Of Complexity, 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, 268 (3)
- Pidd, M. (2003) Tools for Thinking: modelling in Management Science (2nd ed.), Chichester: Wiley.
- Daellenbach, H.G. and McNickle D.C. (2005). Management Science: decision making through systems thinking, Basingstoke: Palgrave MacMillan.
- Bryson, J., Ackermann, F., Eden, C. and Finn, C. (2004) Visible Thinking: unlocking causal mapping for practical business results, Chichester: Wiley.

IB3A90 Design in Business

Teaching Term(s):	Spring
Standard Delivery:	10 x 2 hour lectures 9 x 1 hour seminars
Module Level:	6 UG Level (Honours)

Pre-requisites

There are no pre-requisites for this module.

Module Overview

Several companies such as Apple, BMW, Alessi, IKEA and Amazon have been able to differentiate their products, services and business models thanks to superior design.

In this module we consider design as an essential way to innovate the aesthetics, functionality, ease of use and meaning of products and services. As such, design is not an attribute of luxury goods and elite products alone, but rather a way to solve problems and innovate.

Throughout the module we will explain how design and 'design thinking' differ from traditional approach to management and innovation. In particular, we will emphasize the importance of adopting an explorative approach that is iterative and human-centred, and we will see how this approach has led some organizations to completely reinvent product and service categories.

Syllabus

- Overview: What is design? Why is it important?
- Design as a process
- Collaboration across functions in innovation processes
- Different approaches to design and innovation: User-centred innovation, technology push and design-driven innovation
- New Product Development
- New Service Design and Development
- Design thinking
- Design and technology
- The impact of design on business performance

Learning Outcomes and Objectives

- Provide students with an appreciation of the roles of design within a business context
- develop in students a good understanding of the contribution design can make to innovation and organisational success

Module Leader

Daniella Badu
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- critically examine various innovation and design approaches and processes, and the scope and content of design in both product and service contexts
- discuss the emergence of 'design thinking' and its importance to business
- explore the issues related to the management of cross-functional teams
- critique the role of technological innovations from a human-centred point of view
- examine the impact that design can make on organizational performance.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2500 word assignment (60%) Group presentation (30%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	2500 word assignment (60%) Group presentation (30%) Participation (10%)
Spring Term only	Standard	15	2500 word assignment (60%) Group presentation (30%) Participation (10%)
Spring & Summer Terms	Standard	15	2500 word assignment (60%) Group presentation (30%) Participation (10%)

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.

IB3D80 Corporate Strategy Part A

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	6 UG Level (Honours)

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The module provides students with a sound basis for understanding corporate strategy. The managerial perspective may be of use for students intending 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.

The module aims to:

- Develop an understanding of the nature of the changing business environment
- Build awareness of strategy choices within various business situations.
- Establish the foundations for strategic decisions based upon the concept of strategic advantage
- Develop skills in structuring and analysing strategic management situations.

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

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

1. 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.

Module Leader

Stefano Li Pira ([Biography](#))
Assistant Professor
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2. 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.
3. Develop the ability to identify strategic issues as they occur in complex organizations and 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.
4. 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.

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

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

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

Module Leader	
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Pre-requisites

There are no pre-requisites for this module.

Module Overview

This module aims to:

1. Introduce students to basic theories of ethics.
2. Engage students with a range of ethical challenges faced by contemporary business and other organisations in the practices of their activities and operations
3. Enable students to apply theories of ethics to contemporary issues faced by business and other organisations
4. Enable students to engage with and critically reflect upon ethical choices and dilemmas by engaging in a team based project work which requires them to deal practically with ethical concerns

Syllabus

- Introduction to business ethics and contemporary ethical dilemmas
- How narratives, habits and non-reflectiveness affect ethics in organizations
- Utilitarian ethics and organizations
- Kantian ethics and organizations
- Virtue ethics and organizations
- Freedom and rights: liberalism and egalitarianism
- Marx, commodity fetishism and inhumane working conditions
- Feminist Ethics
- Ethics and Emotions in Organisations
- The future of work; affective labour

Learning Outcomes and Objectives

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

- Demonstrate knowledge of core theories of ethics.
- Apply ethical theories to analyse ethical issues in contemporary organizations.
- Understand the ethical issues contemporary organizations are facing.
- Understand current organizational responses to ethical issues
- Utilise critical thinking in analysing ethical issues.

Assessment Methods

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

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.

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

Pre-requisites

There are no pre-requisites for this module.

Module Overview

The aim of this module is

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

Syllabus

Among the topics covered are:

- Formation and constitution of business organisations – Agency law
- Formation and constitution of business organisations - partnerships
- Formation and constitution of business organisations – Corporations and legal personality
- Formation and constitution of business organisations – formation and constitution of a company
- Capital and the financing of companies – share capital, loan capital and capital maintenance/dividend law
- Management, administration and regulation of companies – directors, other officers
- Management, administration and regulation of companies – meetings and resolutions
- Insolvency law – insolvency and administration
- Corporate fraudulent and criminal behaviour

Learning Outcomes and Objectives

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

Module Leader

Dr Hassan Nizami ([Biography](#))
Senior Teaching Fellow

Accounting Group



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

Students taking the 15 CATS version of the module will be required to demonstrate a deeper understanding of module content which will be evaluated by inclusion of a supplementary question to the assessed essay question.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (100%)
Autumn Term only	VE 15 CATS	15	3500 word assignment (100%)
Autumn & Spring Terms	VE 15 CATS	15	3500 word assignment (100%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	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

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The module aims are to:

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

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 protection from unfair trading and Consumer Protection (Distance Selling) Regulations. The Data Protection Act 1998, Privacy and Electronic Communications Regulations 2003 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.

Module Leader

Rob Poole ([Biography](#))
Senior Teaching Fellow
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Learning Outcomes and Objectives

By the end of the module students should be able:

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

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (75%) Group presentation (15%) Group Project Presentation Individual Contribution (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Visiting	15	2500 word assignment (75%) Group presentation (15%) Group Project Presentation Individual Contribution (10%)
Spring Term only	Visiting	15	2500 word assignment (75%) Group presentation (15%) Group Project Presentation Individual Contribution (10%)
Spring & Summer Terms	15 CATS	15	2 hour examination (75%) Group presentation (15%) Group Project Presentation Individual Contribution (10%)

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

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The module aims to:

- 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.

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

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.

Module Leader

Rachel Dickinson ([Biography](#))
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- 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	3000 word Individual Assignment (100%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	3000 word Individual Assignment (100%)
Spring Term only	15 CATS	15	3000 word Individual Assignment (100%)
Spring & Summer Terms	15 CATS	15	3000 word Individual Assignment (100%)

Bibliography

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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 Hämmäläinen, M. (2018) The Art of Co-Creation, A Guidebook for Practitioners, London, Palgrave Macmillan.

IB3H80 Leadership

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The principal module aims are:

1. To developing students' 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 organizations, leader-follower relationships, and leadership tactics.
3. To encourage students to take the theoretical aspects of leadership and relate 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 analyze 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

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Learning Outcomes and Objectives

By the end of the module students should be able 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	3000 word assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	3000 word assignment (90%) Participation (10%)
Spring Term only	Standard	15	3000 word assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	3000 word assignment (90%) Participation (10%)

Bibliography

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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.

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

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

[Pre-requisites](#)

There are no prerequisites required for this module.

[Module Overview](#)

At the end of this module students will:

- Understand the concept of strategic thinking from a game theoretic perspective.
- Understand key equilibrium concepts and solve a wide range of strategic games
- Recognise situations of asymmetric information and know how to respond to them
- Recognise and analyse social and personal "prisoners dilemmas" and understand the tools available to respond to them
- Analyse and understand situations involving allocation, including bargaining and negotiation, auctions, and matching markets
- Recognise the wide range of settings to which strategic thinking can apply

[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
- The prisoner's dilemma and the tragedy of the commons
- Asymmetric information and unravelling
- Screening and Signalling
- Matching games and the deferred acceptance algorithm
- Bargaining and negotiation
- Evolutionary games
- Auction theory and the winners curse
- Intrapersonal games

Module Leader

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Learning Outcomes and Objectives

At the end of this module students will:

- Understand the concept of strategic thinking from a game theoretic perspective.
- Understand key equilibrium concepts and solve a wide range of strategic games
- Recognise situations of asymmetric information and know how to respond to them
- Recognise and analyse social and personal "prisoners dilemmas" and understand the tools available to respond to them
- Analyse and understand situations involving allocation, including bargaining and negotiation, auctions, and matching markets
- Recognise the wide range of settings to which strategic thinking can apply

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (75%) Group project (25%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	2500 word assignment (75%) Group project (25%)
Spring Term only	Exchange	15	2500 word assignment (75%) Group project (25%)
Spring & Summer Terms	Standard	15	2 hour examination (75%) Group project (25%)

Bibliography

Some useful resources:

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

Schelling, T. (1976). Micromotives and Macrobehaviour. Norton.

Binmore, K. (2007). Game theory: A very short introduction. Oxford University Press.

Roth, A. E. (2015). Who Gets What—and Why: The New Economics of Matchmaking and Market Design. Houghton Mifflin Harcourt.

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lectures per week 1 x 1 hour seminar per week
Module Level:	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 aims to provide an overview of financial systems, to discuss their functions, risks and regulations. The aim of the module is twofold. First, 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. Second, 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.

Syllabus

This module covers the following topics:

- An introduction to financial systems, emphasizing their functions of financing and risk-sharing. An overview of market-oriented and bank-oriented financial systems, historical development and cross-country comparisons.
- Comparing Intermediated financing (such as bank loans) to direct market financing (such as corporate bonds). Discussing banks' advantage as inside creditors as well as the dark side of bank financing.

Module Leader

Dr Kebin Ma ([Biography](#))
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- Illustrating banks' role in corporate liquidity provision and market making, bank runs, and deposit insurance.
- Discussing the financial system's function of risk sharing, with examples of deposit contract in providing liquidity insurance and pension funds in intertemporal risk sharing. Illustrating banks' role in asset and liability transformation (from risky to risk-free assets, and from monitored to unmonitored liabilities).
- An introduction to the contemporary trend of banking: securitization, shadow banking, and the transition from retail to wholesale banking.
- Understanding bank risks, particularly the risk of bank runs. Illustrate bank risk-taking incentives: how it relates to leverage and financial safety net. Providing an overview of systemic crises, credit cycles, and the interplay between banking crisis and sovereign bond crisis.
- An introduction to bank capital regulation, with a discussion on the evolution of Basel Accord. Also discussing macro-prudential regulations that aim to mitigate systemic risks.

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	2 hour examination (90%) Participation (10%)
Autumn Term only	VE 15 CATS	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	VE 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
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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* 2nd ed. MIT Press, 2008
- Selected papers

IB3K10 Global Sourcing and Innovation

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This course focuses on outsourcing, offshoring and insourcing of professional services including examples from business process outsourcing (BPO), IT outsourcing (ITO), and Knowledge Process Outsourcing (KPO). The course covers two broad areas: (1) global sourcing models including outsourcing, offshoring, captive centers, and crowdsourcing; and (2) innovation through such sourcing models. It draws on economics and management theories as well as real-world examples from managerial practice. The goal is to help identify the challenges of global sourcing as well as the costs, risks, rewards, and strategies involved in sourcing decisions.

Syllabus

This course focuses on outsourcing, offshoring and insourcing of professional services including examples from business process outsourcing (BPO), IT outsourcing (ITO), and Knowledge Process Outsourcing (KPO). The course covers two broad areas: (1) global sourcing models including outsourcing, offshoring, captive centers, and crowdsourcing; and (2) innovation through such sourcing models including open innovation. It draws on economics and management theories as well as real-world examples from managerial practice. The goal is to help identify the challenges of global sourcing as well as the costs, risks, rewards, and strategies involved in sourcing decisions.

Learning Outcomes and Objectives

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

- Discuss historical and economic perspectives on outsourcing and offshoring.
- Identify the trade-offs among global sourcing models (Domestic Outsourcing, Offshore outsourcing, Domestic In-sourcing Captive Models).
- Explore the process of developing a global sourcing strategy
- Examine the benefits and challenges of sourcing in different geographies
- Understand the vendor landscape (local/multinational, niche players/generalists)
- Define the critical success factors in managing outsourcing relationships and distributed teams
- Explore the process of achieving innovation through sourcing strategies

Module Leader

TBC

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Assessment Methods

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

Bibliography

“The Handbook of Global Outsourcing and Offshoring” by Oshri, Kotlarsky, and Willcocks, 3rd edition, 2015 (highly recommended)

General Reading about Globalization: “The World Is Flat: A Brief History of the Twenty-first Century” by Thomas Friedman, 2005.

Offshoring Stories and Best Practices: “Globalization Wisdom” by Vashistha, 2009

A hands-on guide on how to set up an outsourcing and vendor strategy and decide what is in and what is out “Multisourcing: Moving Beyond Outsourcing to Achieve Growth And Agility”, Cohen and Young, 2006

One of the few books on captives: “Offshoring Strategies: Evolving Captive Center Models,” Oshri, 2011.

On open innovation “Open Innovation: The New Imperative for Creating and Profiting from Technology,” Henry Chesbrough, 2003

On crowdsourcing, “The Open Innovation Marketplace,” by Dwayne Spradlin, 2011

IB3K50 Artificial Intelligence in Business

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

By providing understanding/insight for decision-making via access to structured data & knowledge assets across the enterprise as well as unstructured data throughout the internet and sensory technologies, data analytics enables an organisation to sense & respond to the demands of its operating environment.

Syllabus

Topics covered will be:

- 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

Learning Outcomes and Objectives

This course equips students with fundamental knowledge in approaches for reaping strategic value from data/knowledge assets and building data-driven decision making capacity in organisations. Principles for adopting effective enterprise data management systems and interfaces, and for mounting key business intelligence practices (e.g. customer relationship management, knowledge management, business performance management, data analytics, data mining, dashboards, etc) are critically reviewed, in order to obtain a sound appreciation of salient success factors affecting the use of enterprise data/knowledge and external data sources for decision-making and achieving competitive advantage.

Module Leader

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Assessment Methods

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

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

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

[Pre-requisites](#)

There are no prerequisites required for this module.

[Module Overview](#)

To understand financial markets today it is not enough to learn about Economic models. It is also important to understand social behaviour and ties, how assets are created and how to measure different forms of value. In this module, we will explore how different financial institutions work in practice. We will incorporate lessons and insight from research with a review of financial technology and new types of financial products, such as contracts based on social impact. The teaching approach blends finance and accounting knowledge with insights from management, psychology, economics and sociology.

I aim for this module to expand students' knowledge and understanding of 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](#)

Topics covered will be:

- Introduction: do markets really follow economic theory?
- Ties that matter: Social connections in financial markets
- Analysing the analysts: How financial analysts and financial managers operate
- Investors, Brokers and Exchanges: Different interests in financial markets
- Making things tradable: Organisational aspects of securitisation
- How to measure value-generation
- Measuring social impact
- Impact investment
- Designing Social Impact contracts

Module Leader

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Learning Outcomes and Objectives

On completing the module, you will be able to:

- Discuss and explain a cross-disciplinary approach to the analysis of financial institutions and processes of valuation, an approach that incorporates views about the social, technological and political dimensions of markets.
- Demonstrate how this approach can be applied effectively to analyse financial institutions' structure and behaviour.
- Employ qualitative methods for the analysis of financial institutions, solving methodological exercises using documentary content analysis and historical analysis and elements from social network analysis.
- Predict the possible outcomes of real-life economic case studies.

Assessment Methods

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

Bibliography

The reading pieces required for the module come primarily from the Relevant practitioner literature (for example, analysts' reports, technical trading, impact investment).

We will, in addition, read a few selected pieces from the academic literature, which we will use to develop our analysis of practices in markets.

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

Pre-requisites

There are no pre-requisites for this module. Some prior knowledge in economics, statistics, and/or psychology would be useful to have, but not required. An open and analytical mind, as well as the willingness to learn and participate in class, are all that required from students taking this module.

Module Leader

Naomi Muggleton ([Biography](#))
Behavioural Science Group



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Module Overview

This module aims to provide an overview of the main theories and empirical studies of well-being (or happiness) economics, including its practical implications in the workplace, in cost-benefit analysis, and in policy design. Students will learn about the importance of well-being as an economic outcome and as a policy target, as well as ways of measuring well-being and its determinants. Topics include: choice versus subjective experience; different measurements of well-being; well-being and economic growth; the micro- and macro-economic determinants of well-being; job satisfaction and its determinants; how to use well-being in cost-benefit analysis; hedonic adaptation; social comparisons across different domains of life; well-being over the life-course; affective forecasting; well-being as predictors of future behaviours; well-being and public policy. 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

Learning Outcomes and Objectives

Students will develop their understanding of current research in the economics and science of well-being. In particular, they will learn how traditional economic theories are often not sufficient at predicting people's behaviours and their actual experiences in the real world, and how the recent emergence in behavioural economics has called for new measurements of success at all levels (e.g., individual, corporate, and society) to be developed. Through a range of empirical studies, students will learn to identify the main determinants of people's life satisfaction, emotional well-being, and feelings of meaningfulness. They will learn to navigate the empirical findings of whether income matters to people's well-being; whether economic growth is good for the society in the long-run; whether unemployed individuals can have a very dissatisfied life but nevertheless have a good day at the same time; whether economic factors in the first few years of a person's life is predictive of their well-being in adulthood, for example. They will also learn about the external validity of each subjective measure, as well as their strengths and weaknesses when applied in government and in business.

Students will also 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. They will also further develop their understanding of what makes a satisfying job; the role of boss competence and relative pay in an organization on an average worker's well-being; the relative importance between pay, job security, and promotional opportunity on workers' job satisfaction. Students will also have the opportunity to learn how well-being data can be used in public policy (e.g., through its applications in cost-benefit analysis) and debate whether it is practical and ethical for government and business to consider well-being as one of the main target outcomes.

There will be a variety of teaching and learning methods in seminars, including student-led discussions and debates, mini-lectures on real world applications of well-being economics, and a class on data analysis and how to interpret the empirical results. The essay for this course will encourage an in depth understanding of one or two theories and empirical findings that will be guided through lecture and suggested readings, but will also require initiative to explore the relevant literature. Through a combination of essay and seminar discussions, students will learn to acquire written and verbal communication skills, analytical and research skills, as well as critical thinking skills.

Assessment Methods

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

Spring Term only	VE 15 CATS	15	3000 word assignment (80%) Group Presentation (20%)
Spring & Summer Terms	Standard	15	3000 word assignment (80%) Group Presentation (20%)

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

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	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 studied the fundamentals of Marketing **and** Consumer Behaviour or Services Marketing then you are welcome to join this module.

Module Leader

Dr Laura Chamberlain ([Biography](#))
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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:

- Creating service value propositions: how service contributes to customer experience and value creation
- The international market and its implications on customer expectation
- Customer Journey Mapping
- Customer Insight
- Creating a culture for customers and a customer focused organisation
- Customer Relationship Management
- Service Innovation
- User 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.
- 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	Examination (70%) Group presentation (30%)
Autumn Term only	Exchange	15	2500 word assignment (70%) Group presentation (30%)
Autumn & Spring Terms	Exchange	15	2500 word assignment (70%) Group presentation (30%)
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

IB3L30 Innovation Management

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This module aims to give students a comprehensive understanding of innovation, including types of innovation, drivers of innovation, how to manage and lead the innovation process at multiple levels, and how to capture the value, both formal and informal, that result from innovation. The specific aims include:

- Introducing students to the ways in which innovation can be defined
- Introducing key conceptual frameworks that have shaped research and practice in innovation
- Introducing the ways in which the innovation process is initiated, led and managed
- Cultivating an understanding and appreciation for the role that innovation plays in organisations and broader institutions
- Providing an opportunity to discuss relevant examples and cases of innovation alongside the academic research

Syllabus

Topics covered will be:

1. Introduction to innovation management (e.g., key definitions, frameworks and concepts such as S-curve, 4Ps, architectural innovation)
2. What innovative organisations look like (e.g., culture, structure)
3. Drivers of innovation (e.g., market, open innovation, regulations and policy, technology, etc)
4. Innovation and strategy (e.g., types of strategies, growth horizons, portfolio approaches)
5. How individuals develop innovations (e.g. creative cognition, characteristics of creative individuals, how to select and keep them in the org)
6. How teams develop innovations (e.g., managing team processes that support or hinder creativity)
7. Managing the innovation process (e.g., key stage gate models, processes for new product development)
8. Leading for innovation (e.g., leadership behaviours that support innovation at team and organisational level, TMT support for innovation)
9. Innovation across industries (e.g., public sector innovation, services innovation, social innovation)
10. Reviewing formal and informal outcomes of innovation and how to measure them (e.g., innovation and organisational performance, capturing knowledge, responding to failure)

Module Leader

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11. Appropriation of innovation value (e.g., Intellectual property, managing assets related to the innovation, such as sales and distribution)
12. Diffusion of innovation (e.g., across organisational units and external to the organisation)

Learning Outcomes and Objectives

Upon completion of the module, students will have learned:

- How to understand what may drive or hinder innovation, examining this from the individual, team, organisational and external perspectives
- How to apply theories and frameworks to understand existing innovations
- How to create conditions and systems within organisations that will foster and support innovation efforts
- Key steps for managing the innovation process
- Ways to ensure value is captured from the innovation process regardless of the outcome

Assessment Methods

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

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 Building a Venture

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

The process of developing a new business venture involves testing the feasibility of a business idea, developing the business model, defining the value proposition, identifying and targeting the market, protecting intellectual property, and finally assembling the necessary resources.

This module is designed to provide real world, practical learning on how to actually start a new business venture, with a special focus on the lean startup methodology. The lean startup approach favours experimentation over elaborate planning, customer feedback over intuition, and iterative design over big design 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 actually start their own business. They will have to “get their hands dirty” by talking to customers, partners and competitors. They will become familiar with the Lean Startup Principles and Business Model Canvas.

The course simulates the experiences that entrepreneurs undergo in conceiving, launching, and operating a new business.

Syllabus

Topics covered will be:

Block 1: Introduction to Lean Start-up Principles

These sessions will teach students about the initial steps towards building a startup; including problem-solution fit, establishing a product vision and conducting experiments.

Block 2: Value Proposition

This unit will help students develop their value proposition and build their Minimum Viable Product (MVP).

Block 3: Customer Segments, Relationships and Channels.

Block 4: Startup financials (Cost structure and Revenue Streams)

Block 5: Legal issues, IP and Partners

This unit will give students a better understanding of legal foundations and issues, intellectual property/patent strategy as well as key partnerships and talent searching.

Module Leader

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Learning Outcomes and Objectives

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

- To successfully identify real life business opportunities and evaluate their commercial potential.
- To fully comprehend the Lean Start up principles and build a compelling value proposition.
- To create a business strategy using the Business Model Canvas.
- To comprehend key financial and startup metrics to measure growth and traction.
- To obtain the resources necessary to pursue an entrepreneurial opportunity and create an entrepreneurial organization.
- To show an appreciation of issues relating to the legal needs of a startup and its IP strategy.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	3000 word assignment (90%) Participation (10%)
Autumn Term only	Standard	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	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

Baron, R. (2006) Opportunity Recognition as Pattern Recognition: How Entrepreneurs "Connect the Dots" to Identify New Business Opportunities' *Academy of Management Perspectives*, 20, pp. 104-19

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

Bridge, S., O'Neill, K. and Cromie, S., *Understanding Enterprise, Entrepreneurship and Small Business*, Macmillan, 1998

Burns, P. (2001), *Entrepreneurship and Small Business*, Basingstoke: Palgrave

Gartner, W.B. (1989) 'Who is an Entrepreneur? Is The Wrong Question' *Entrepreneurship Theory and Practice*, 12, 2, pp. 47-68.

Kawasaki, G. (2015) *The Art of the Start 2.0*, UK: Penguin, Random House

McGrath, R.G. and MacMillan, I.C. (2000) *The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty* Boston: Harvard Business School Press

Mullins, J. and Komisar, R. (2010) 'A Business Plan? Or a Journey to Plan B?' *MIT Sloan Management Review*, March, pp. 1-6

Mycoskie, B. (2016) 'How I Did It...The Founder of TOMS on Reimagining the Company's Mission' *Harvard Business Review*, Jan-Feb, pp. 41-44

Pinson, L. (2005) *Anatomy of a Business Plan: a step by step guide to building a business and securing your company's future*. 6th edition. Chicago, IL : Dearborn Trade Publishing

Rauch, A. and Frese, M. (2007) 'Born to be an Entrepreneur? Revisiting the Personality Approach to Entrepreneurship' in Baum,

R.J.; Frese, M. and Baron, R. (eds) *The Psychology of Entrepreneurship* London: Lawrence Erlbaum Associates

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.

Shane, S. (2008) *Entrepreneurship: a process perspective*, Mason, OH: Thomson/South-Western.

Storey, D.J. and Greene, F.J. *Entrepreneurship and Small Business*, Pearsons.

IB3L50 Developing and Communicating
Powerful Brands

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

Pre-requisites

Students must have taken either IB117 Principles of Marketing and Strategy, IB148 Principles of Marketing or IB2C5 Foundations of Marketing. Equivalent pre-requisites for Exchange students including a good understanding of Marketing concepts.

Module Overview

This course aims to define the Promotional Mix - advertising, sales promotion, PR, sponsorship, personal selling and direct mail - and to explain its role in marketing strategy. The emphasis is on advertising, PR and consumer behaviour in the context of communications, stressing the application of theory in practice, and the agency's role.

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
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.

Module Leader

Dr Yansong Hu ([Biography](#))
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Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2000 word assignment (40%) 1.5 hour examination (60%)
Autumn Term only	Exchange	15	2500 word assignment (60%) 2000 word assignment (40%)
Autumn & Spring Terms	Exchange	15	2500 word assignment (60%) 2000 word assignment (40%)
Spring Term only	Not Available	Not Available	Not Available
Spring & Summer Terms	Not Available	Not Available	Not Available

Bibliography

Core text:

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.

IB3L70 Global Issues in Marketing

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

Pre-requisites

IB148 Principles of Marketing or IB2C5 Foundations of Marketing are pre-requisites. Equivalent pre-requisites for Exchange students including a good understanding of Marketing concepts.

Module Leader

TBC

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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
- Deciding, Which Markets to Enter
- Market Entry Strategies
- International Product Decisions
- International Pricing and Distribution
- 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.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (80%) 1500 word assignment (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	3000 word assignment (80%) 1500 word assignment (20%)
Spring Term only	Exchange	15	3000 word assignment (80%) 1500 word assignment (20%)
Spring & Summer Terms	Standard	15	2 hour examination (80%) 1500 word assignment (20%)

Bibliography

S Hollensen, Global Marketing, Pearson, 6th edition, 2014.

P Ghauri and P. R. Cateora, International Marketing, McGraw-Hill, 4th edition, 2014.

Banerjee, S., Prabhu, J. C., and R. K. Chandy (2015). Indirect Learning: How Emerging-Market Firms Grow in Developed Markets. *Journal of Marketing*, 79(1), 10-28.

Baughn, C., Bodie, N. L., Buchanan, M. A., and M. B. Bixby (2010). Bribery in International Business Transactions. *Journal of Business Ethics*, 92, 15-32.

Corstjens, M. and R. Lal (2012). Retail Doesn't Cross Borders: Here's Why and What to Do About it. *Harvard Business Review*, April.

IB3L80 Digital Innovation Project

Teaching Term(s): Spring

Standard Delivery: 1 x 1 hour lecture per week
1 x 2 hour seminar per week

Module Level:

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This is a practical, interactive and hands-on module that focuses on the academic theories and concepts, skills and practices in the field of Digital Innovation.

The module is based around an individual assignment that will look in depth at specific styles of digital innovation - new product and services that are at the leading edge of technological change.

The assignment will include a formal report, presentation and individual reflective essay. It is a chance to take an in-depth look at a chosen digital innovation.

Investigating different sectors and industries, regions and countries, the module will look at examples and case studies of digital innovation, tracking their development and future potential.

The module will help you to develop your critical thinking skills when forecasting, assessing, developing and deploying digital innovation, drawing on key theories and models.

The module is interactive and will draw on the expertise of guest speakers, influencers and practitioners.

Debate and discussion will augment research and inquiry.

Topics will include: digital implementation theory, models of digital innovation design, assessment and measurement, disruptive and open innovation approaches and methods of fast innovation such as scrum and hackathons.

Emerging themes for digital innovation will include: Robotics and Artificial Intelligence, 5G and the Internet of things, Big Data, Blockchain and Ledger Innovation, Cybersecurity and the ethics of digital innovation.

The module will also examine models of digital leadership and decision-making approaches. The module schedule will be partly flexible to allow new guest speakers and case studies to emerge.

Module Leader

Paul Levy (Biography)
TBC



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Syllabus

- Core concepts and models of innovation and digital transformation, 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
- Ethical and sustainability issues in digital innovation

Learning Outcomes and Objectives

Intended learning outcomes:

To enable students to harvest knowledge already gained on the previous two years of their course and apply this in a practical context of a digital innovation project

To ground students in the concepts, theories, practical cases and examples and a project challenge of applying digital innovation in practice

To practice digital innovation skills, preparing students for a world increasingly defined and influenced by the digital world; this will be achieved by encouraging reflect on both theory and practice, application of theory in a practical way, developing and using critical perspectives, working collaborative yet also learning how to operate individually ingroup contexts

The main aim of the module is to learn how to use collaborate, creative, design digital technology, and entrepreneurial skills to develop a new digital innovation concept with business potential.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	3000 word Individual Project (60%) 750 word Individual Assignment (20%) Individual Presentation (20%)
Autumn Term only	Not Available	Not Available	Not Available

Autumn & Spring Terms	15 CATS	15	3000 word Individual Project (60%) 750 word Individual Assignment (20%) Individual Presentation (20%)
Spring Term only	15 CATS	15	3000 word Individual Project (60%) 750 word Individual Assignment (20%) Individual Presentation (20%)
Spring & Summer Terms	15 CATS	15	3000 word Individual Project (60%) 750 word Individual Assignment (20%) Individual Presentation (20%)

Bibliography

Anders Hjalmarsson, A., Juell-Skielse, G, and Johannesson, P., 2017, Open Digital Innovation A Contest Driven Approach - Progress in IS, Springer

Bessant J, Scheiner C, Baccarella C, Voigt K (2016). Organizational and Individual Unlearning in Identification and Evaluation of Technologies. International Journal of Innovation Management, 20(2). DOI.

Bessant J, Öberg C, Trifilova A (2014). Framing problems in radical innovation.

Industrial Marketing Management, 43(8), 1284-1292. Abstract. DOI. Article has altmetric score of 3

Bessant J, Tidd, J (2013). Managing innovation: Integrating technological, market and organizational change, 5th edition. Chichester, John Wiley.

Kane, G, Nguyen Phillips A, Copulsky, J, and Andrus, G The Technology Fallacy (2019), How People Are the Real Key to Digital Transformation (Management on the Cutting Edge), The MIT Press

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

Mergel, I, Edelmana, N, Haug N, Defining digital transformation: Results from expert interviews, Government Information Quarterly Volume 36, Issue 4, October 2019, 101385

Nambisan, S, Lyyti nen K, Majchrzak A, and Song M., - Mis Quarterly, 2017, Digital innovation management: Reinventing innovation management research in a digital world. - misq.org

Teaching Term(s): Spring

Standard Delivery: 1 x 1 hour lecture per week
1 x 2 hour seminar per week

Module Level:

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.

Learning to manage and lead others today involves self-reflection and an understanding of self in relationship to other; what we model and how we behave. To help develop self-knowledge the module turns towards the theatre, holding a mirror up to nature and engaging us in stories that question what it means to be human. Theatre is a shared experience, whereby human dilemmas are embodied and played out before us. By observing and or playing the behaviour of others we become more keenly aware of the motivations and dilemmas faced by others, the impact of choices made and more critically both the moral ambiguity and complexity of the human condition, something difficult to connect with through theory alone.

Syllabus

Acting Responsibly is rooted in social, collaborative and participatory practice, which this year presents me with a raft of creative challenges. Whilst things will be different, particularly if we are not able to work in an open space and will need to remain in our seats when together, I'm fully committed to ensuring that the values and principles underpinning this module continue to be made visible in the teaching methods and approaches used. Together we can make something rich and unique in the curriculum and a learning experience that will I hope will remain memorable for some time to come.

Learning Outcomes and Objectives

Intended learning outcomes:

1. Apply module related methodologies to real-world contexts;

Module Leader

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2. Recognise the role and value of emotional intelligence and empathy in organisational contexts;
3. Enhanced self-awareness and agency;
4. Ability to think critically, including the analysis, synthesis and evaluation of materials and information;
5. Confidence to self-manage; which includes being, reflective, flexible and accountable;
6. Understand ethics as a practice of choice.

Objectives

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.

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	Not Available	Not Available	Not Available
Autumn & Spring Terms	15 CATS	15	3000 word assignment (90%) Participation (10%)
Spring Term only	15 CATS	15	3000 word assignment (90%) Participation (10%)
Spring & Summer Terms	15 CATS	15	3000 word assignment (90%) Participation (10%)

Bibliography

- INSEAD 'Volkswagen's Emissions Scandal How Could It Happen?' designed to support class discussion and support exploration of NOx by Duncan Fewins. This play, commissioned especially for the module draws on verbatim accounts found in the public domain, together with a series of fictionalised scenes that attempt to problematise, not answer, how events around the VW defeat device transpired and how it found its way onto the production line.

Preparatory readings are indicated under the module resources section have been designed to inform the taught experience. All readings are available on-line via Talis. Guidance will be given in advance on which readings are essential, which you should prioritise and what will make valuable extended reading to support assessed work and personal interests.

IB3M50 Advanced Analysis for Marketing Decisions

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

Pre-requisites

IB122 Business Analytics is a pre-requisite for this module. Students also need to have taken IB117 Principles of Marketing and Strategy or IB148 Principles of Marketing or IB2C5 Foundations of Marketing. Equivalent pre-requisites for Exchange students including a foundation level module in Statistics.

Module Overview

The module aims to provide students with the knowledge and skills of marketing analytics. Students will learn the tools, models, and techniques to generate marketing insights or solve marketing problems with data.

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.

Module Leader

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- Construct projects and perform data analysis to generate marketing insights with data.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	2 hour examination (80%) Group project (20%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Exchange	15	2500 word assignment (80%) Group project (20%)
Spring Term only	Exchange	15	2500 word assignment (80%) Group project (20%)
Spring & Summer Terms	Standard	15	2 hour examination (80%) Group project (20%)

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

IB3M80 Accounting for Sustainability, People and Planet

Teaching Term(s):	Autumn
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
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

Module Leader

Dr Hendrik Vollmer ([Biography](#))
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- Accounting for certification schemes (fair trade and others)

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, students will increase their ability to critically engage with current attempts to improve the ecological accountability of organisations in the private and public sector. They will gather an understanding of accounting's historical role in shaping such accountability as well as its limits.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	Standard	15	3000 word assignment (90%) Participation (10%)
Autumn Term only	Standard	15	3000 word assignment (90%) Participation (10%)
Autumn & Spring Terms	Standard	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

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

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Bebbington, J., Unerman J., & O'Dwyer B. (eds.) (2014). *Sustainability Accounting and Accountability*. 2nd edition. London: Routledge.

Journal articles

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- 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.
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- 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). Problematizing accounting for biodiversity. *Accounting, Auditing & Accountability Journal*, 26(5), 668-687.
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- Roberts R. W., & Wallace D. M. (2015). Sustaining diversity in social and environmental accounting research. *Critical Perspectives on Accounting*, 32, 78-87.

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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.

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Vinnari E. & Laine M. (2017). The moral mechanism of counter accounts: The case of industrial animal production. *Accounting, Organizations and Society*, 57, 1–17.

Teaching Term(s):	Spring
Standard Delivery:	1 x 2 hour lecture per week 1 x 1 hour seminar per week
Module Level:	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.
- Understand the heuristics and cognitive biases that influence opportunity identification.
- Understand the role of emotions in entrepreneurial decision-making.
- Assess their entrepreneurial motivation.

Module Leader

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- 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	3000 word assignment (90%) Participation (10%)
Autumn Term only	Not Available	Not Available	Not Available
Autumn & Spring Terms	Standard	15	3000 word assignment (90%) Participation (10%)
Spring Term only	Standard	15	3000 word assignment (90%) Participation (10%)
Spring & Summer Terms	Standard	15	3000 word assignment (90%) Participation (10%)

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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

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IB3N30 Auditing and Accountability

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

Pre-requisites

Students must have studied IB233 Financial Reporting 1 and IB234 Financial Reporting 2 or equivalent for any exchange students. Students are required to have an intermediate level understanding of financial accounting such as publishing of financial statements, an understanding of the theories of accounting, the regulatory environment for financial reporting, and the structure of group financial statements.

Module Overview

This module provides an insight into the role of external audit and explores the importance of external audit for the stakeholders of an organisation. The module is quite practical and based on real-life audit situations. Successful completion of the module allows students to gain appreciation of the regulatory framework in which auditors operate, apply this knowledge to case study situations and evaluate the procedures used by auditors.

As well as considering the process of external audit, the module also explores the profession of auditing, looking at how the professional firms operate, and profession-wide issues such as audit quality, ethical behaviour and political pressures.

The aim of the module is to enable students to understand: the social and economic importance of audit, the nature and objectives of the audit process and the current issues facing the auditing profession.

Syllabus

The module covers the following:

- The context for auditing activity, including the regulatory framework in which the audit profession operates, and the societal and economic impacts of the profession.
- Themes which underpin audit quality, including the application of professional ethics.
- The audit process including planning an external audit, risk assessment, obtaining audit evidence and reporting audit findings, addressing a range of practical and theoretical issues.
- The relationship between external and internal functions and the role of audit in corporate governance.
- Auditor behaviour and attributes, including the use of professional scepticism and professional judgement.

Module Leader

Lisa Weaver ([Biography](#))
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- The audit profession, the role of the 'Big 4' and pressure for change in how the profession operates.
- Current issues in audit, for example auditor liability and the expectation gap.

Learning Outcomes and Objectives

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

- Discuss societal need for external audit and the benefits of external audit to a wide range of stakeholders
- Apply ethical standards and other regulations to real life audit scenarios
- Recommend the actions to be taken by an auditor in a given situation, and assess whether an audit engagement has been appropriately accepted, planned and performed in compliance with relevant professional standards
- Consider and 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	1500 word assignment (30%) Examination (70%)
Autumn Term only	VE	15	3500 word assignment (100%)
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

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

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

IB3N40

International Trade Law

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

Pre-requisites

IB2C10 Fundamentals of Business Law. Full Year students must take IB2C10 in Term 1.

Module Overview

This module focuses on international transactions involving the sale and shipment of goods and payment for such goods.

It will provide students with a detailed understanding of the significance of international conventions and privately promulgated rules in

addressing the issues encountered by the parties to an international sales contract. While this module is not primarily concerned with national law, it does aim to provide students with a comparative and contextual understanding of International Sales Law. Therefore, where reference to national law is required, this module will principally examine English, Germany and United States law. This module will address the core aspects of the international law on the sale of goods from the perspectives of the most prominent international sales law regimes namely the INCOTERMS, The UN Convention on Contracts for the International Sale of Goods 1980 (CISG), Uniform Customs and Practices for Documentary Credits (UCP 600) and the Hague-Visby Rules.

Syllabus

Among the topics covered are:

- Introduction to international sales: Trade Terms, INCOTERMS
- CISG: Coverage and Interpretation
- CISG: Contract formation
- CISG: Rights and obligations
- CISG: Remedies
- CISG: Overview
- Bills of Lading
- Transport Conventions, especially the Hague-Visby Rules
- Payment, especially Letters of Credit and the UCP

Learning Outcomes and Objectives

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

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- Understand the significance of standard trade terms in international business transactions and the ability to identify the optimal trade term for a transaction in light of its specific circumstances
- Articulate and analyse the strategic and tactical issues that are likely to arise in the international sales of goods.
- The ability to identify the optimal set of substantive rules for an international transaction for the International Sale of Goods in light of its specific circumstances.
- Understand the different methods of how international sale contracts are financed.
- Critically engage with and apply the substantive law on the contracts of international sale of goods to solve problem questions reflecting real-world commercial situations.

Assessment Methods

Period of Study	Method Name	CATS (Credit)	Assessment Description
Full Year	15 CATS	15	2 hour examination (90%) Participation (10%)
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	Not Available	Not Available	Not Available

Bibliography

Required reading:

- Carr, International Trade Law (Routledge 6th ed. 2017).

Further reading:

- Chuah, Law of International Trade (Sweet & Maxwell 6th ed. 2019).
- Gillette & Walt, The UN Convention on Contracts for the International Sale of Goods (CUP 2d ed. 2016).
- Schmitthoff, The Law & Practice of International Trade (Sweet & Maxwell 12th ed. 2014).
- Goode, Kronke & McKendrick, Transnational Commercial Law (2d ed. 2015)

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

Pre-requisites

There are no prerequisites required for this module.

Module Overview

This module aims to develop the leadership skills of final year undergraduate students. Students will learn theories of managing teams, conflict management, coaching skills, and influencing skills to become resilient and effective leaders who can navigate a fluid and complex world. Also, students will train their leadership mindset by becoming familiar with cutting-edge research on contemporary management issues, including grand societal challenges and wicked problems such as equality, diversity, ethics, sustainability, entrepreneurship, future of work and digital business. In the seminars, students will engage in high-level, intellectually challenging critical discussion and debates, and practice their leadership skills, and complex problem-solving skills.

Syllabus

Among the topics covered are:

- Introduction – what is my leadership style?
- Complex problem-solving skills 1
- Managing teams
- Conflict management
- Complex problem-solving skills 2
- Negotiation skills
- Influencing skills
- Coaching skills
- Complex problem-solving skills 3
- Conclusions & reflections

Learning Outcomes and Objectives

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

- Understand and critically analyse cutting-edge contemporary issues and research.
- Become familiar with theories of leadership skills.
- Engage in critical discussion about contemporary management issues.

Module Leader

Dr Innan Sasaki ([Biography](#))
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- Select, synthesise, and critically elaborate a set of relevant theories and concepts, research facts, insights, and considerations that form the basis for writing a compelling reflective essay.
- Write a compelling narrative that reflects the multiple facets of contemporary management problems.
- Critically reflect how to impact society through leading others in a complex world.
- Demonstrate critical thinking skills.
- Voice different perspectives creatively.
- Build a tolerance for ambiguity and incompleteness.
- Develop creative and original thinking.
- Complex problem-solving.
- Develop leadership skills.

Assessment Methods

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

Bibliography

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- Thomson, B. (2020) How to Coach: First Steps and Beyond. London: Sage.