Mission Statement

We inspire brilliant minds to be the world’s future leaders of business and society. We drive global business and social transformation through the fusion of business, technology and an entrepreneurial mindset.

Imperial means
Intelligent Business
Welcome Messages

Welcome from Professor Nelson Philips
Dean of Imperial College Business School

I am delighted to welcome you to Imperial College Business School. We receive a very large number of applicants for all of our programmes, so you have won your place in competition with many well qualified applicants. Congratulations and thank you for choosing us.

You are embarking upon a rewarding, academically challenging and transformative year. I encourage you to grasp every opportunity which studying at Imperial College offers. You are now a member of a world class university. We pride ourselves on the quality of our students, our faculty – international experts in their fields – and our teaching.

This year, you will gain unique insights from world class faculty and industry experts with direct experience of major corporates, consultancies, investment banks and city firms, venture capitalism and the public sector. Together, we will be able to bridge the divide between theory and practice, creating the platform from which you can launch – and further develop – your career. I hope that your time here will give you the knowledge and inspiration to build a successful career when you leave us.

I look forward to meeting you and hope that you have a very special time with the Business School.
Welcome from Edgar Meyer
Associate Dean of Undergraduate Studies

I am delighted to welcome you to Imperial College Business School and to BPES. We are fortunate to have the opportunity of contributing to your development of managerial skill sets, which are vital in today’s environment, irrespective of one’s own professional background. You are embarking on an exciting and challenging suite of modules where we will introduce you to a range of ideas, concepts and models relevant to working successfully in organisations. The faculty have designed modules that will stimulate your thinking and demonstrate to you how theory and practice interact. By working hard and engaging with the materials and the faculty, you will develop knowledge and skills that will stand you in good stead in your future endeavours.

The Hub is the Business School’s bespoke on-line learning platform. Each module will have an online Hub, which contains all the module resources as well as provides a space for all module communication (so students will just need to check the Hub rather than receive numerous emails). This approach to communication also facilitates the use of rich media, for example, videos from the Programme Director rather than a piece of text. Students are also encouraged to comment on these with any questions they might have.

The handbook contains key information about the programme. You should make sure you read this!

You are extremely fortunate in having a very experienced and enthusiastic programme team that will ensure the smooth running of your chosen BPES module(s). The team is available to deal with any queries that may arise. If you have any particular issues that you would like to raise with me, the Programme Director, please do not hesitate to email me.

I wish you all a successful and enjoyable term.
Undergraduate Programme Team Contact Details

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E: bpes.registration@imperial.ac.uk

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Programme Director
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Amanda Benson
Programme Coordinator
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Level 1, Business School
# Teaching Staff Contact Details

<table>
<thead>
<tr>
<th>Autumn Modules</th>
<th>Spring Modules</th>
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<tbody>
<tr>
<td><strong>Entrepreneurship Business Plan Competition</strong></td>
<td><strong>Project Management</strong></td>
</tr>
<tr>
<td>Patrick Romano</td>
<td>Jiahua Wu</td>
</tr>
<tr>
<td>Room TBC</td>
<td>Room 382, Tanaka Building</td>
</tr>
<tr>
<td>T: TBC</td>
<td>T: 0207 594 9851</td>
</tr>
<tr>
<td>E: <a href="mailto:p.romano@imperial.ac.uk">p.romano@imperial.ac.uk</a></td>
<td>E: <a href="mailto:j.wu@imperial.ac.uk">j.wu@imperial.ac.uk</a></td>
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<tr>
<td><strong>Entrepreneurship Online</strong></td>
<td><strong>Finance and Financial Management</strong></td>
</tr>
<tr>
<td>Bart Clarysse</td>
<td>Savitar Sundaresan</td>
</tr>
<tr>
<td>Room 389, Tanaka Building</td>
<td>Room TBC</td>
</tr>
<tr>
<td>T: 0207 594 9850</td>
<td>T: TBC</td>
</tr>
<tr>
<td>E: <a href="mailto:b.clarysse@imperial.ac.uk">b.clarysse@imperial.ac.uk</a></td>
<td>E: <a href="mailto:s.sundaresan@imperial.ac.uk">s.sundaresan@imperial.ac.uk</a></td>
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<tr>
<td><strong>Business Economics</strong></td>
<td><strong>Corporate Finance Online</strong></td>
</tr>
<tr>
<td>Esther Boler</td>
<td>James Sefton</td>
</tr>
<tr>
<td>Room 290, Tanaka Building</td>
<td>Room 3.08, 53 Prince's Gate</td>
</tr>
<tr>
<td>T: 0207 594 2636</td>
<td>T: 0207 594 9128</td>
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<td>E: <a href="mailto:j.sefton@imperial.ac.uk">j.sefton@imperial.ac.uk</a></td>
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<tr>
<td><strong>Managerial Economics Online</strong></td>
<td><strong>Strategic Management</strong></td>
</tr>
<tr>
<td>Richard Green</td>
<td>Anu Wadhwa</td>
</tr>
<tr>
<td>Room 288, Tanaka Building</td>
<td>Room 386D, Tanaka Building</td>
</tr>
<tr>
<td>T: 0207 594 2611</td>
<td>T: 0207 594 1876</td>
</tr>
<tr>
<td>E: <a href="mailto:r.green@imperial.ac.uk">r.green@imperial.ac.uk</a></td>
<td>E: <a href="mailto:a.wadhwa@imperial.ac.uk">a.wadhwa@imperial.ac.uk</a></td>
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<tr>
<td><strong>Managing Innovation</strong></td>
<td><strong>Managing Organisations</strong></td>
</tr>
<tr>
<td>Anu Wadhwa</td>
<td>Edgar Meyer</td>
</tr>
<tr>
<td>Room 386D, Tanaka Building</td>
<td>Room 176, Tanaka Building</td>
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<tr>
<td>T: 0207 594 1876</td>
<td>T: 0207 7594 7160</td>
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<tr>
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<td>E: <a href="mailto:e.meyer@imperial.ac.uk">e.meyer@imperial.ac.uk</a></td>
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<tr>
<td><strong>Accounting</strong></td>
<td><strong>Managing Organisations</strong></td>
</tr>
<tr>
<td>Jolande Bot-Vos</td>
<td></td>
</tr>
<tr>
<td>Room 4.03A, 53PG, 53 Prince's Gate</td>
<td></td>
</tr>
<tr>
<td>T: 020 7594 3041</td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:j.vos@imperial.ac.uk">j.vos@imperial.ac.uk</a></td>
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</tbody>
</table>
# Programme Timetable 2016-17

## AUTUMN TERM

<table>
<thead>
<tr>
<th>CODE</th>
<th>MODULE</th>
<th>LECTURER</th>
<th>DAY</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>BS0806</td>
<td>Entrepreneurship Business Plan Competition</td>
<td>Patrick Romano</td>
<td>Tuesday</td>
<td>12.00 - 14.00</td>
</tr>
<tr>
<td>BS0852</td>
<td>Entrepreneurship Online</td>
<td>Bart Clarysse</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BS0815</td>
<td>Business Economics</td>
<td>Esther Boler</td>
<td>Thursday</td>
<td>12.00 - 14.00</td>
</tr>
<tr>
<td>BS0850</td>
<td>Managerial Economics Online</td>
<td>Richard Green</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BS0820</td>
<td>Managing Innovation</td>
<td>Anu Wadhwa</td>
<td>Tuesday</td>
<td>16.00-18.00</td>
</tr>
<tr>
<td>BS0844</td>
<td>Accounting</td>
<td>Jolande Bot-Vos</td>
<td>Friday</td>
<td>10:00 - 12:00</td>
</tr>
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## SPRING TERM

<table>
<thead>
<tr>
<th>CODE</th>
<th>MODULE</th>
<th>LECTURER</th>
<th>DAY</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>BS0821</td>
<td>Project Management</td>
<td>Jiahua Wu</td>
<td>Monday</td>
<td>12:00 - 14:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tuesday (Chem Eng only)</td>
<td>11.00 - 13.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Friday</td>
<td>10.00 - 12.00</td>
</tr>
<tr>
<td>BS0808</td>
<td>Finance &amp; Financial Management</td>
<td>Savitar Sandaresan</td>
<td>Tuesday</td>
<td>12.00 - 14.00</td>
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<tr>
<td></td>
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<td></td>
<td>Friday</td>
<td>12.00 - 14.00</td>
</tr>
<tr>
<td>BS0851</td>
<td>Corporate Finance Online</td>
<td>James Sefton</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BS0845</td>
<td>Strategic Management</td>
<td>Anu Wadhwa</td>
<td>Thursday</td>
<td>12.00 - 14.00</td>
</tr>
<tr>
<td>BS0847</td>
<td>Managing Organisations</td>
<td>Edgar Meyer</td>
<td>Friday</td>
<td>14.00 - 16.00</td>
</tr>
</tbody>
</table>
Programme Information

Term Dates

Autumn term:
BPES modules run from Week 2 to Week 11, 10 October to 16 December 2016

Spring term:
BPES modules run from Week 16 to Week 25, 16 January to 24 March 2017

Communication

Throughout the Programme, the Programme Team and the lecturers will communicate with students mainly via the Hub and email.

The Outlook calendar will be populated with your timetable, lecture times and venues.

Please note you should refresh regularly and monitor the Hub for any last minute changes. Students can contact the Programme Director for academic issues and they should contact the Programme Team for all other issues.

Please ensure you check your College e-mail regularly as this is how any important notices or last minute details will be communicated to you. All important notices will also be put up on the module area on The Hub.

The Hub

All module materials will be available through the Hub. This will include lecture slides, readings and anything else your lecturer believes is important for your module.

Examination Information

Each module is assessed on the basis of coursework and/or a final examination.

Module Leaders will provide you with specimen exam questions and outline answers, or illustrative examples of how you might address the questions. Specimen questions might be from a previous exam paper(s), or mock questions representative of the type of questions that would come up on an exam (in the case of a new module for example). Past examination papers or specimen questions are provided to guide students on content only. The format is subject to change and the Module Leader will provide full information during the module.
Information on re-sitting examinations, resubmitting coursework, examination feedback and reasonable adjustments can be found in the Academic Regulations and Policies document on the Hub.
Examination dates

Autumn Term Examinations week commencing Monday 9 January 2017**:
- Entrepreneurship Business Plan Competition
- Entrepreneurship Online
- Managing Innovation
- Accounting

Autumn Term Examinations week commencing Monday 16 January 2017**:
- Business Economics
- Managerial Economics Online

Spring Term Examinations week commencing Monday 24 April 2017**:
- Project Management
- Finance & Financial Management
- Corporate Finance Online
- Strategic Management
- Managing Organisations

** Subject to change. Exams may be moved to accommodate Home Department exam timetables

Exam timetables, with exact dates and times, will be provided closer to the examination periods.

Board of Examiners

The Board of Examiners is made up of all members of the School's academic staff who teach on the Programme (called 'internal examiners') plus a number of external examiners drawn from other universities. The external examiners are appointed for no more than four consecutive years. They are, or have in the past been, drawn from LBS, Manchester, Cranfield, Lancaster, City, Open University and LSE. Each external is allocated a number of subjects in their area of expertise. The Board Chairman is the Programme Director.

This year, the external examiners for BPES are as follows:

<table>
<thead>
<tr>
<th>Professor Name</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Nick Lee</td>
<td>University of Warwick</td>
</tr>
<tr>
<td>Dr Andrew Urquhart</td>
<td>University of Southampton</td>
</tr>
<tr>
<td>Dr Elena Novelli</td>
<td>City University London</td>
</tr>
<tr>
<td>Dr Jonathan Atkins</td>
<td>University of Hull</td>
</tr>
<tr>
<td>Dr Petros Vourvachis</td>
<td>Loughborough University</td>
</tr>
</tbody>
</table>

The details provided above are for information only. Please note that it is not appropriate for students to contact the externals directly regarding their studies.
Any issues that you have in relation to your assessment should be raised internally with your Programme Team in the first instance or with the College Registry if necessary. Issues can only be raised with College Registry once the External Examiners’ meeting has taken place and results have been released by Registry.

All examination scripts will be marked in detail by the Module Leader with a second marker undertaking sample check marking to ensure that the mark awarded by the Module Leader is appropriate.

A sample of scripts is then sent to an External Examiner from another institution to ensure that the standard of marking at Imperial College Business School is commensurate with elsewhere in the UK. External Examiners also approve draft examination questions prior to the examination being set.

Rules and Degree Classification

Attendance at examinations is compulsory. Any student who fails to present him/herself for examination will be deemed to have failed the entire year and will be required to re-present themselves for all elements of the programme in the following session. Deferral of examinations can only be agreed on medical grounds and applications must be made to the Examinations & Assessment Officer prior to the date of your first examination.

Summary of grades, marks and their interpretations for undergraduate degree classification:

Undergraduate Criteria for Classes of Assessment

The undergraduate work submitted by students is marked to the following

First 70 – 100%

Outstanding work, wide knowledge of the material, accurate, arguments concisely and clearly presented, clear evidence of critical thought and enquiry, evidence of originality, insight and superior critical and reflective abilities.

Upper Second 60 – 69%

Work well organized, good knowledge of the material, logical, sufficiently detailed and clearly presented, evidence of an enhanced capacity to develop and apply their own grounded and informed perspectives to their work, evidence of problem solving competence, ability to explore alternative solutions, to demonstrate critical evaluation and integrate theory and practice.

Lower Second 50 – 59%

Work displays a satisfactory knowledge of the material, substantial recall of relevant facts but little evidence of enquiry beyond lecture notes or prescribed texts, manipulations and/or calculations competently performed to a reasonable but not necessarily entirely correct solution.
Third 40 – 49%

Work displays a limited knowledge of the material, essential elements of solution correct, sufficient factual recall, ability to perform routine calculations, arguments developed but incompletely.

Fail (with significant shortcomings) 35 – 39%

Work with serious inadequacies, very limited knowledge of material, poor presentation, minimal ability to formulate arguments and results presented in incomplete form and/or with errors.

Fail (with major shortcomings) 0 – 35%

Solution basically incorrect, defective recall of basic facts, little or no understanding of relevant principles, failure to develop from starting point to result, obvious failures and/or mistakes in manipulation, or work not submitted.

Coursework Information

Submitting Assignments via The Hub

Please note:

1. Electronic submission for an assignment will close at the cut-off deadline. Late submissions will receive a mark of zero. This is the default penalty for late submissions of assessed work and will be deviated from only in exceptional circumstances at the discretion of the Programme Director.

2. Assignment submissions must be accompanied by a completed plagiarism form.

3. If a student requires an extension for an assignment, they should complete the extension approval request form, which is available on the Hub, and submit this to their Programme Team in advance of the submission date (a minimum of 24 hours prior to the submission deadline). Please note that individual lecturers cannot grant this extension.

4. The form will be returned to the student by the Programme Coordinator. It is then the student’s responsibility to upload the approved extension form to the Hub by the original submission deadline; otherwise the School’s penalties for late submission will apply.
5. It is at the discretion of the Programme Director as to whether to extend the deadline, to apply a reduced penalty, or to excuse the candidate from the assessment.

6. Students experiencing technical trouble when they are due to submit their coursework should take a screenshot of the error message, which must include the date and time, and attach this to an email with their submission and send it to the Programme Coordinator. The authenticity of the message or technical problem will be verified by the School’s Learning Technologists.

Procedure for submitting assignments

From the Hub homepage, choose the module for which you need to submit your assignment. From the menu at the top of the page, click on the Assessment tab.

Here you can see a list of the assessments relevant to the module. Click Submit to open the submission page.

Individual Submission – 4 Steps
Step 1 – Academic Integrity

You **MUST** tick the boxes confirming you have read and understood the plagiarism declaration.

You **MUST** also confirm that you are the author of the work you are submitting.

Please note: you will **NOT** be able to submit without confirming both statements.
Step 2 – Late Submission

If you are submitting late, you need to tick the optional box, and attach your late submission request form and any supporting document to your submission.

*Please note:* This box should only be ticked if your Programme Director has granted you an extension.

Step 3 – Document/Text Submission

The **Comment** section should be used for any information you would like to convey to the marker. For example: when submitting a video assignment, you can paste the link to your Vimeo or YouTube video here.

Documents

The next section, Documents, is where you can upload your actual assignment. See below for guidelines on format. You can submit more than one document by choosing Add another document.

*Should your attachment be larger than 30MB, you may be able to share a Dropbox link in the Comments section above. Do contact your Programme Team to check this is acceptable.*

Step 4 – Complete Submission

When you are satisfied your documents have been uploaded, complete your submission by pressing **Submit Assignment**.

A message will appear on screen to confirm the submission has been completed. You will also receive a confirmation email. We advise you keep this for reference. If you have any doubts about any part of your submission, or would like to amend the documents you submitted, you may re-submit as many times as you like until the deadline. Any former submission will be overwritten.
Forming Groups on The Hub

You will need to form your own groups for any group coursework as per advice from the module leader but usually no later than by the end of second week of teaching. There should typically be a maximum of 6 students per group but more information will be provided on the Hub closer to the time.

If you make a mistake with the group you have chosen, please contact the Programme Coordinator to make changes. If you have not joined a group by the stated date, the Programme Coordinator will allocate you into a group and no changes will be permitted after this date.

Detailed instructions regarding group formation will be posted on the Hub during the first week of teaching.

Peer Assessment

If you are having trouble with the group dynamics during the term, please do not hesitate to contact either your lecturer or the Programme Coordinator and they will try to sort out any issues before the coursework is completed.

The School operates a system of peer assessment when grading group work. This is to address the issue of ‘free-riders’ (students who do not make a reasonable contribution to the final piece of work). The peer assessment system is not meant to be used as a way of penalising someone who you feel is weaker in some way, for example whose English or subject knowledge is not as strong as other group members.

The peer assessment systems works in the following way –

A grade will be awarded for a piece of group coursework overall. A student’s individual mark, however, will depend on the effort their team members think they have put in. Your Programme Team will go through the details of the peer assessment process when your first piece of group work is due.

All forms with a mark lower than 2 for any student will be reviewed and a decision made by the module leader and Programme Team as to whether their coursework mark should be adjusted.
Plagiarism and Cheating

Plagiarism is the presentation of another person’s words, ideas, judgement or data as though they were your own. For example:

- not referencing the source of your ideas or arguments when they are derived from your reading,
- taking verbatim the words of someone else’s work and putting it into your work without quotation marks and referencing,
- taking whole sections out of books, articles, lecture notes, other reports or students' work, and including them in your report uncited.

When submitting your assessed coursework, via the Hub or in hardcopy, you will be required to confirm that you have read and understood the definition of plagiarism. Submitting the assignment will certify that the work presented is entirely your own, except where indicated. This includes your final project or essay as well as all other assessed work.

In relation to group work, you should be aware that you have a collective responsibility for the integrity of the piece of group work submitted for assessment. This means that if part of the work is plagiarised, all group members will be held accountable unless proof can be provided by each member of their contribution. You should, therefore, retain an audit trail of your contribution for this purpose.

There are a number of different penalties for plagiarism, dependent on the severity of the case and the weighting of the piece of work. Full information on plagiarism and cheating can be found in the Academic Regulations and Policies document on the Hub.

We strongly advise that you read the Harvard Referencing Guide, which can be found at http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/

Mitigating Circumstances

If students experience serious illness or other major problems which they consider to have affected their academic performance, they should provide notice to the programme team and their home department with details in writing, along with any other relevant evidence. For Imperial College policy relating to mitigating circumstances, and other undergraduate guidelines, please see the College website.
SOLE – Student Online Evaluation

SOLE is the College’s central Student Online Evaluation tool. At the end of each term you will receive a survey by e-mailed link, asking you to provide feedback on the module content and lecturer for all of your modules.

The SOLE feedback is taken very seriously and is used to identify examples of good practice and highlight areas that could be improved. The School really appreciates your support in completing the survey. If only a small number of students respond, the feedback will not truly reflect the general thoughts of the cohort and therefore be less valid. SOLE results for Business School modules are passed onto the lecturers, Programme Directors, Programme Managers, Department Heads, the Dean and the Associate Dean. Your feedback is completely anonymous and is not given to Faculty until they have completed and submitted their marking, so you can be assured that the feedback you provide will have no influence on the grades you receive.
Autumn Module Outlines
BS0806: Entrepreneurship Business Plan Competition

Patrick Romano
Room TBC
T: TBC
E: p.romano@imperial.ac.uk

MODULE AIMS

Entrepreneurship is the process of identifying, developing and exploiting a new commercial or social opportunity. Indeed this course welcomes those interested in both commercial and social enterprise. An entrepreneur organises, manages, and assumes the risks of an enterprise. In order to do this, an entrepreneur must understand and predict a market and the complex interaction of its constituents over time, estimate demand for their goods or services, and assess risks and returns. A business plan summarises this understanding. It is the crucial document that allows an entrepreneur to articulate the opportunity and marshal the resources they will need to secure a successful outcome for their new venture.

But to turn a vision into a plan of action that delivers results, an entrepreneur needs to be versatile, resilient, driven and committed. IQ and EQ play equal roles in the path to success, and the business plan competition will allow students to experience the entrepreneurial journey by gaining a deep insight into the technical elements of a business plan, whilst working effectively as teams to simulate the collaborative imperative of value creation.

Working in teams, you will be guided through the challenging entrepreneurial journey from idea creation, to concept development and validation, climaxing in the creation of a business plan which will aim to compel and capture an audience of experienced entrepreneurs. Students will attend guest lectures from sector experts and receive feedback on their ideas from industry leaders. Although grounded in theory, the focus of the module is highly practical and class participation is actively encouraged. No prior knowledge of the subject is required but students should be interested in the creation of wealth and the commercialisation of technology.

MODULE STRUCTURE

1. Module Introduction and Identifying and Validating Opportunities for Enterprise
3. Marketing Strategy I: Product and Value Proposition
4. Soft Launch Workshop
5. Prototyping and Protection
6. Marketing Strategy II: Price, Place, People and Promotion
7. Operations & Financial Planning
8. Valuation, Sources of Capital and Ownership Structures
9. Bringing the plan together & communicating with impact
10. Pitch & Plan Review Workshop
11. Business Challenge / Presentations (to be scheduled in early Feb)

The module comprises ten two-hour sessions. Each session may consist of a lecture followed by a class discussion of a related case study, a practical exercise, or a presentation by a visiting speaker. The essence of the workshops on specific dates is on applying tested theory to practical business situations and preparing the business plan.

The combination of practical and academic classes enables students to rapidly develop entrepreneurship skills – the ability to recognize, pursue and exploit opportunities regardless of the resources which they currently control. Working with peers allows you to proceed quickly but carefully with ideas, build self-confidence and tap into fellow students’ diverse skillsets.

It is important that you come to class and be prepared to participate.

READINGS


The above will be complemented by various theme-specific readings. A detailed breakdown of the readings for each session will be provided on the Hub.

ASSESSMENT

Students will be assembled into groups. Each student’s final grade will be determined as follows:

70% - Group Assessment:

50% - Business plan (5,000 word limit). Assessment will be based on three criteria: Structure & clarity; analytical rigour; and effort & execution. It is important that all group members work together to develop the business plan.

20% - Presentation: 10 minute ‘pitch’ (date to be advised). See details in the section below.

30% - Individual assessment:

One-hour examination on all aspects of the module (MCQ – date to be advised)
BS0852: Entrepreneurship Online

Bart Clarysse
Room 389, Tanaka Building
T: 0207 594 9850
E: b.clarysse@imperial.ac.uk

This module has been developed by Professor Bart Clarysse and will be delivered online.

Professor Bart Clarysse and a Teaching Assistant (to be confirmed) will be your contacts for this module.

MODULE AIMS

The entrepreneurship module offers you a unique opportunity to build your knowledge, skills and experience in starting up an innovative business, in looking for critical funding and in structuring a deal to make your business viable. You will embark on a practical experience through negotiating a term sheet for an entrepreneurial venture.

The module is geared towards students who want to develop an entrepreneurial mindset, want to undertake innovative business cases or have a general interest in entrepreneurial start-ups.

MODULE OBJECTIVES

The primary objectives of the module are:

- The process of preparing a start-up
- The concept of a commercial feasibility study
- Entrepreneurial market research
- How to develop a business model for your entrepreneurial idea
- How to get your idea financed
- How to deal with investors

LEARNING OUTCOMES

You will develop:

- Communication skills in a multi-disciplinary team under time pressure
- The strategic thinking required to effectively address the challenges of introducing new products to market
- The skills necessary to build a strong client-consultant relationship and deliver value through the project to the client

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

- Adopt a structured approach to market research and industry analysis
- Evaluate the commercial potential of an idea
- Prepare a start-up
- Negotiate a shareholders agreement
MODULE OUTLINE

1. Types of Opportunities
2. Linking Technologies with Markets
3. Emotions and Cognitions for Entrepreneurs
4. Protecting yourself from imitation as an entrepreneur
5. Value chains and value networks
6. Commercial strategies for startups
7. Market size and pricing
8. Pitching your Business Plan
9. Different forms of finance
10. Online simulation game: NEWCO

RECOMMENDED READING


The above will be complemented by various theme-specific readings.

The module is self-contained, in that all of the chosen topics are covered within its range of online resources (including links to external readings).

TEACHING METHODS

This module is made up of 10 self-guided sessions as well as live lectures and online tutorials. It will be equivalent to a face to face module.

THE HUB

Our bespoke, state-of-the-art online learning platform, The Hub, is revolutionising the online learning experience. It is simple to use and provides you with convenient access to all module materials and connects you with your peers and tutors. You’ll have access to a variety of interactive learning activities such as video content, live sessions, discussions, polls, and case studies, all of which are designed to enhance your overall learning experience.

ASSESSMENT

The module will be assessed by:

- 70% - Group Assessment.
- 30% - Individual assessment. (One-hour examination on all aspects of the module (MCQ – date to be advised))
BS0815: Business Economics

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MODULE AIMS

Economics provides us with tools for analysing the world and aiding decision-making by businesses and governments. This module aims to give students an overview of many of these tools and of the insights that can be obtained with them, concentrating on those most relevant to businesses. This means that most of the lectures are on microeconomic topics, looking at the actions of firms and of individuals, but the module concludes with some coverage of macroeconomic problems and policies, looking at the economy as a whole. Students who complete this module should be able to use economic analysis to assess current economic issues and to support strategic thinking in a business context.

MODULE OBJECTIVES

Knowledge Objectives
On successful completion of this module, the student will have an understanding of:
- Consumers and demand
- Firms and their costs
- Markets working through supply and demand
- Models of firms in perfect competition and monopoly
- Oligopolistic decision making
- Game theory
- Macroeconomics, and aggregate supply and demand
- Money, banks and the financial system
- Macroeconomic policies
- International trade and exchange rates

Skills Objectives
The module will facilitate the students’ development of:
- Conceptual skills in an economic context
- Quantitative skills in an economic context
- Critical reasoning skills

LEARNING OUTCOMES

By the end of the module the students will be able to:
- Think in the terms concepts of a professional economist
• Apply economic analysis tools to analyse issues that arise in a business or political context
• Answer stylised quantitative questions in a business context

TEACHING METHODS

The module will consist of ten two-hour lectures, delivered over ten weeks. These are used to introduce the main topics – students are not expected to be passive note-takers, but will be questioned during the lectures. Some online resources to help in the analysis of economic models are also available and will be referred to during the module.

ASSESSMENTS

A piece of group coursework (30%):
• This will require students to apply concepts covered in the first half of the module to a particular company or industry of their choice

A two-hour Final Exam (70%) after the end of the module:
• The exam will consist of 20 multiple choice questions (no choice of questions, 50% of the marks for the exam), two short-answer questions (out of five, 25% of the marks for the exam) and one short essay question (out of three, 25% of the marks for the exam).

MODULE STRUCTURE

1. Introduction to thinking like an economist
   What is economics? We start by looking at how economists think about the world. We introduce the key concepts of incentives, equilibrium and opportunity cost, and describe the different kinds of economic data. We also discuss the demand for goods and services – what determines the amount of a product that consumers would like to buy?

2. Firms and their costs
   The next topic is firms and their costs of doing business. We introduce the concepts of marginal cost, supply curve – the amount that firms would like to be able to sell, and elasticity – how responsive one variable is to a change in another.

3. Markets in action: supply and demand
   We bring together the demand curve and the supply curve to show how markets determine prices. We introduce the concept of economic welfare, and show how taxes affect decisions.

4. Perfect Competition and Pure Monopoly
   We discuss two polar cases of market structure. In perfect competition, there are many firms in an industry, each of which tries to maximise its profits while taking the market price as given. In the opposite case of monopoly, there is just one firm,
and it is able to choose its price. We will discuss the costs and benefits of such a market structure.

5. **Oligopoly and Game Theory**
   We show how we can analyse firms’ decisions when there are just a few firms in an industry. Because each firm’s actions will affect its competitors, it has to anticipate their reactions when deciding on its strategy. We introduce concepts from game theory, which provides a set of tools for studying cooperation and conflicts between agents.

6. **Governing Business**
   Governments intervene in the economy in many ways, and we will look at a few of the main areas of microeconomic intervention. Externalities exist when an agent does not bear the full consequences of their actions, such as pollution, but policies such as environmental taxes or tradable emissions permits can correct for them. Competition policy is used to ensure that firms compete fairly against each other.

7. **Macroeconomics**
   We turn to discussing the economy as a whole. How do we measure the level of economic activity, and what determines it? How are inflation and unemployment related to each other?

8. **Money, the Financial System and Aggregate Demand**
   What is the role of banks in the economy? What determines the overall amount that people want to spend?

9. **Macroeconomic Policy**
   How can governments try to affect the levels of output and of inflation? How can they attempt to raise the rate of economic growth in the longer run?

10. **The Global Economy**
    The final topic covers the interaction between an economy and the rest of the world – how international trade tends to follow the principle of comparative advantage, what the balance of payments is, and how exchange rates are determined.

**KEY TEXTS**


The content and organisation of the 4th edition is very similar, though the examples and mini case studies are different. There are many other introductory textbooks in economics, and I recommend that if you want a second book, or dislike the style of Begg and Ward, you browse in the library or a good academic bookshop to find one that suits you.

Other material will be posted online.
BS0850: Managerial Economics Online

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This module has been developed by Professor Jonathan Haskel, Professor Tommaso Valletti and Professor David Miles and will be delivered online. Professor Richard Green and a Teaching Assistant (to be confirmed) will be your contacts for this module.

MODULE AIMS

The purpose of this module is to:
- introduce economic concepts encountered in business contexts;
- provide a framework for modelling the interaction between consumers and producers;
- study alternative market structures, ranging from monopoly to perfect competition;
- identify and analyse strategic interaction between market participants.

Central to this module is an exploration of both micro- and macro-economics. In relation to microeconomics, the aim is to give you a better understanding of how markets operate with a particular application to business decision-making. The module also aims to analyse the macroeconomic backdrop against which businesses and government operate. Our aim is to create an understanding of central issues in monetary policy as well as analyse how the decisions of firms and consumers interact to generate the aggregate outcomes that macroeconomists focus on: total output (GDP), employment, inflation, and the balance of payments.

MODULE OUTLINE

The module comprises 10 self-guided sessions, which will cover the following subjects:

1. Principles of Supply & Demand
2. Allocation by Supply & Demand
3. Demand and Costs
4. Pricing with Market Power
5. Strategic interaction: Game Theory
6. Entry and Exit
7. The Language of Macroeconomics
8. Labour Market and Trade
9. Consumption and Investment
10. Money and Prices
LEARNING OUTCOMES

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

• define key concepts from economic theory, as applied in business contexts;
• explain how supply and demand interact to determine market prices;
• apply game theory to examples of firm behaviour in various market structures;
• identify the forces determining the level of macroeconomic activity;
• understand the role of monetary policy in influencing the economy.

RECOMMENDED READING

The module is self-contained, in that all of the chosen topics are covered within its range of online resources (including links to external readings).

Students who wish to read in greater depth are recommended to follow:

• Miles, David et al. (2012) Macroeconomics: Understanding the Global Economy. 3rd edition. (This is relevant to sessions 7-10)
• Begg, David and Damian Ward (2012) Economics for Business. 4th edition. (This is relevant to all sessions)
• Begg, David et al. (2014) Economics. 11th edition. (This is relevant to all sessions)

TEACHING METHODS

This module is made up of 10 self-guided sessions as well as 2 live lectures and 3 online tutorials. A teaching assistant will also be available on request.

THE HUB

Our bespoke, state-of-the-art online learning platform, The Hub, is revolutionising the online learning experience. It is simple to use and provides you with convenient access to all module materials and connects you with your peers and tutors. You’ll have access to a variety of interactive learning activities such as video content, live sessions, discussions, polls, and case studies, all of which are designed to enhance your overall learning experience.

ASSESSMENT

The module will be assessed by:

• 3 pieces of coursework (each will be worth 10% of your final overall grade). The coursework will consist of a mixture of group and individual work.
• A Final Exam (70%) after the end of the module, during the January examination period.
BS0820: Managing Innovation

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MODULE AIMS

Innovation management is one of the most challenging and exciting areas of managerial practice. In many industries, the ability to innovate is critical to building and sustaining competitive advantage. Innovation management is thus a critical aspect of almost all businesses, whether they be manufacturers or service providers, technology leaders or followers, or in mature or emerging industries.

Innovation is about more than generating ideas; it is also about implementing these ideas and capturing value from them. Although innovation is inherently complex and uncertain, there are a range of tools and practices that can help organisations be more successful at the developing of new products, processes and services. This course analyses the innovation management function, including research, development, and provision of new products. It examines the organisational aspects of both how firms develop innovations and react to them.

Accordingly, the course aims to equip students with the skills to organise and shape the innovation process in firms. Students will develop an understanding of how innovations emerge and gain adoption in the marketplace and how firms can transform themselves into effective innovators. They will be expected to understand, interpret, and evaluate managerial strategies and structures associated with different types of innovation. They will also learn different ways in which organisations seek to profit from their innovations. Therefore, the course is particularly applicable for students interested in working for, or learning about technology-oriented companies.

MODULE OBJECTIVES

Knowledge Objectives:

- understand the definitions and concepts of invention, research, technological development and innovation
- explore the main models of innovation
- use and apply tools of innovation management
- appreciate the main mechanisms to capture value from innovations

Skill Objectives:

- diagnostic and analytical skills
- to think creatively about how best to manage complex and uncertain efforts
• enhance verbal skills via class and group discussions
• build up judgemental and interpretation skills
• learn how to evaluate different strategic options
• assess and resolve managerial challenges

LEARNING OUTCOMES

At the end of this module students will be able to:
• assess and interpret the innovation process
• develop and formulate managerial strategies to shape innovative performance
• utilise tools of innovation management to map and measure innovative activities
• diagnose different innovation challenges and make effective recommendations for resolving them
• employ different ethically and socially sound mechanisms to profit from innovative efforts

TEACHING METHODS

The course will be taught primarily through discussions of cases and readings supplemented with lectures, videos and class discussion. In order to benefit from and contribute to class exercises, it is critical that you prepare for each session and read the case studies and other learning material assigned for the session in advance.

The teaching philosophy is based on "active learning" whereby students are active participants in the learning process and create their own experiences through independent and interactive inquiry and analysis. Active and thoughtful class participation will be critical to your learning and the learning of your classmates. Students may be "cold called" throughout any discussion. Students may be expected to give presentations on a regular basis and are expected to participate in any in-class exercises during the course. There may be one or two guest speakers from outside the university.

ASSESSMENT

The course will be assessed by:
• Final Exam 70%
• Group Project 25%
• Participation 5%

READING LIST

• Additional articles and readings
• Cases
• Lecture slides
BS0844: Accounting

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MODULE AIMS

The aim of this module is to develop certain accounting related skills, by explaining the techniques of financial accounting and management accounting, and examining their relevance to the broader issues of financial decision-making and management control in organisations. The module gives students a basic insight into the way that business performance is measured, and how business decisions can be structured and analysed.

MODULE OBJECTIVES

Knowledge Objectives
This is an introductory module. Students are expected to develop a basic, but not detailed knowledge of:

- Balance sheets and profit & loss accounts
- The valuation of assets and liabilities
- Financial ratios and how these can be used to analyse performance of the company as a whole
- Cash flow statements
- Cost concepts and costing systems
- Analytical techniques available for economic decisions in business enterprises and other informational requirements
- Budgeting and performance measurement at the operational level

Skills Objectives
The module will facilitate the student development of:

- Interpretative skills in relation to accounting information including a critical attitude to its value and limitations
- Computational and analytical skills in relation to the use of accounting data to facilitate decisions concerning the operation of, and investment in, production systems, and the design and production of products or services

LEARNING OUTCOMES

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

- Identify the major issues raised by financial and costing accounting data
- Take an effective involvement in business operations
TEACHING METHODS

The module will consist 20 hours of face to face lectures delivered over 10 weeks. The lectures are interactive and rely on student participation.

ASSESSMENTS

The module will be assessed by:

- **Individual paper test (30%)** - Covering the first five week of the lectures
- **Exam (70%)** - Mix of MCQ and short and long questions

CORE TEXT

Jones, M., 2013, Accounting, Wiley, third edition*

* Please, note that the third edition is substantially different from the previous editions, in particular because it includes international accounting standards, which are relevant to this module.

MODULE OUTLINE

The module is structured in two parts (each five weeks):
Part A: Financial Accounting and Part B: Management Accounting

**Part A - Financial Accounting**
- The nature and roles of financial accounting
- The Balance sheet
- Valuation of assets and liabilities
- Profit determination
- The Income Statement
- The statement of cash flows
- Types of ratios
- Ratio and annual report analysis

**Part B - Management Accounting**
- The nature and roles of management accounting
- Basic cost concepts
- Cost accounting systems
- Short-run decision making
- Investment decisions
- Budgetary control
- Performance evaluation
Spring Module Outlines
BS0821: Project Management

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MODULE AIMS

The module provides students with an understanding of project management and its central role in the modern business organisation. It presents methods that are used to:

- define project environments, such as organisational strategy and major stakeholders
- design project processes via time planning, cost and benefits planning, as well as risk management
- execute projects, by considering elements of organisational theory, management and leadership, as well as project control
- improve project performance via organisational learning

The module challenges some of the assumptions underlying traditional project management, such as the focus on time, cost and quality (the “triple constraints”) and the “one-size-fits-all” approach. While traditional project management tools and techniques are essential, students will be introduced to new concepts, frameworks and models which show that projects are increasingly important to the growth and innovation objectives of the modern organisation.

MODULE OBJECTIVES

Knowledge Objectives
Students will learn about the key concepts, frameworks and models of project management and types of project organisations. Using practical examples, the module will demonstrate how these approaches can be successfully applied in the management of major projects and project-based organisations.

Skill Objectives
Students should develop an appreciation of the skills required of all project managers:
- leadership and strategic skills
- organisational and team-based skills
- basic skills in time planning, cost and benefits planning and risk management
- integrative skills from both a project and a business perspective
LEARNING OUTCOMES

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

• plan for project success beyond the triple constraints of time, cost and quality
• analyse, interpret and provide solutions to strategic, organisational and operative challenges arising in the management of projects
• use and apply basic tools of project management likely to be encountered in practice

STRUCTURE

The module consists of one lecture a week for ten weeks. Classroom sessions will be interactive and include a combination of lectures, classroom discussions and in-class exercises of topics in project management.

TEACHING METHODS

The module is based on self-study, lectures, module notes, group work and in-class exercises. The lectures are illustrated with examples of major projects and the practice experiences of international firms. The use of exercises will illustrate the challenges of managing projects and project-based organisations in real-world settings.

Students are provided with module notes that are based on the book listed below. Students are expected to engage in class discussions and exercises related to the topic of each week’s session.

MODULE ASSESSMENT

Assignment

• multiple-choice test (50%)
• group project essay (50%)

The group work assignment examines the management of a particular project. The exercise is designed to illustrate the practical challenges involved in managing a project and its risks and benefits. It should also assess the strategic importance of the project to the firm or group of firms involved. In the report, please clearly identify the project in terms of the evaluation, planning, developing, controlling, and learning processes. Provide as much detail as you could obtain. The exercise should reveal an interesting, challenging or unique situation about the project event. Describe what your team would do in this situation if you were responsible. Support your decision with proper reference to any material from the class or literature. The assessment of this exercise is based on the production of a written report.

READING LIST

The module is based on the following book:

BS0808: Finance and Financial Management

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MODULE AIMS

The aim of this module is to develop certain accounting related skills, by explaining the techniques of financial accounting and management accounting, and examining their relevance to the broader issues of financial decision-making and management control in organisations. The module gives students a basic insight into the way that business performance is measured, and how business decisions can be structured and analysed.

MODULE OBJECTIVES

This module will provide students with a foundation in the theoretical tools to analyse modern financial markets and the decisions of corporate firms. This theory of finance will enable students to understand why companies and financial markets (investors) behave the way they do. Throughout the module, the emphasis is both on the presentation of theory underlying each topic and on the problems and issues that arise when applying these theories in practice.

Key Concepts:

- Time value of money
- Risk and return in financial markets
- Optimal portfolio selection
- The Capital Asset Pricing Model (CAPM)
- Arbitrage
- Valuation of stocks and bonds
- Financial options
- Risk management

Key Skills:

- Analytical skills within a financial context
- Quantitative skill within a financial context
- Critical reasoning

LEARNING OUTCOMES

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

- Think in terms of a professional financial manager.
- Understand the interplay between value and risk for the most common financial instruments.
- Understand financial issues discussed in The Financial Times, The Economist etc.
ASSESSMENT

The module will be assessed by:

• Group assignment (30%)
• Exam (70%)

FEEDBACK

We encourage students to provide feedback on the module: lectures, tutorials and content. We would like to continuously improve this module and so participants’ feedback is essential in guiding this effort.

MODULE TEXTS

The lecture notes are self-contained but we still encourage students to reference the following texts below.

Core Textbook:
• Lecture Notes provided prior to class

Close Substitutes:

MODULE STRUCTURE

There are nine lecture blocks:

1. Institutional Background
2. Time Value of Money
3. Portfolio Selection
4. The Capital Asset Pricing Model (CAPM)
5. Arbitrage
6. Stock Valuation
7. Bond Valuation and Interest Rates
8. Introduction to Options
9. Valuation of Options
10. Review Session
BS0851: Corporate Finance Online

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This module will be delivered online.

MODULE OUTLINE

The module is comprised of 10 self-guided sessions, which will cover the below subjects:

1. Introduction to Finance
2. Bond and Money Markets
3. Equity Markets
4. Valuation of the Firm
5. History of Equity Markets
6. Portfolio Allocation
7. The Cost of Capital
8. Capital Structure
9. Risk Management I
10. Risk Management II

MODULE AIMS

Financial markets

• Give an overview of the two key financial instruments: Stocks and Bonds
• Introduce the key derivatives markets: Futures and Options

The risk-return trade-off and the pricing of market risk

• Introduce the concepts of risk and return in financial markets and how diversification influences risk and return
• Show how return is related to risk through the Capital Asset Pricing Model

Corporate finance

• Extend understanding on company valuation and investment appraisal
• Introduce the concept of the cost of capital and how it can be calculated.
• Show how companies are financed and how to decide between different sources of finance.
• Why and how companies should manage financial risk.

Finance in practise

• Most sessions will include a discussion/case study to illustrate how the lecture material is relevant to current financial trends and issues
LEARNING OUTCOMES

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

- Understand the role of markets in transferring capital and risk between participants.
- Understand how the principle securities traded in the market are priced.
- Understand investors' risk-reward trade off.
- Understand how firms can source capital as cheaply as possible in the financial markets.
- Apply these ideas to new financial problems.

READING LIST

Core:


Background Reading

- The Money Machine, Phillip Coggan

For Interest Only

- Capital Ideas Evolving, Peter Bernstein
- When Genius Failed: The Rise and Fall of Long Term Capital Management Roger, Lowenstein
- Liar’s Poker, Michael Lewis

THE HUB

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ASSESSMENT

- 70% Exam
- 30% Coursework
MODULE AIMS

The goal of this course is to learn the fundamentals of how to manage organisations strategically. Strategic management of organisations is a complex undertaking that starts with the central question: why do some companies succeed while others fail? The course will provide you with the concepts, principles, frameworks and methodologies necessary to analyse and understand how to formulate and implement the appropriate policies and strategies for a firm. In order to do so, you will be taking a general management perspective in this course and thus will need to think of how each action, decision or event will affect the firm as a whole. By the end of this course, you should be able to actively and critically use course concepts to diagnose, manage, design, change and generally make sense of the various firms in which you will participate through the course of your lives.

The class sessions will be highly interactive and will include a combination of lectures, discussions of readings, case analyses, group presentations and in-class exercises. We will explore different aspects of strategic management in each class and examine how it can be used to anticipate, understand and resolve different problems that arise for managers. Class discussions will be used to link strategic management concepts with real world issues and problems. Case analysis and discussion are integral parts of the course and are designed to test and sharpen students’ ability to identify course concepts in actual business settings and apply these concepts in decision-making.

MODULE OBJECTIVES

Knowledge Objectives
- Understand the central concepts in strategic management
- Understand which frameworks and tools to utilise for internal or external analysis
- Understand the relationships and assumptions underlying the different strategic management concepts

Skill Objectives
- Apply concepts and frameworks to business cases and real-life firms
- Conduct an industry analysis
- Analyse a firm’s resources and capabilities
- Determine what business strategy might be appropriate for the firm, given its internal and external context
- Enhance skills in written and verbal communication, teamwork, analytical thinking, decision-making, project planning and general management
LEARNING OUTCOMES

By the end of this course, students will be equipped with tools, frameworks and concepts required to analyse firms and their strategies. Students should be able to apply these course concepts to:

- Interpret, analyse and evaluate the external and internal environments of various types of firms
- Conduct a comprehensive analysis of the current strategic position of firms and diagnose the key strategic challenges they face
- Formulate and recommend appropriate future strategies for firms to overcome their challenges with specific attention to the implementation of such strategies

TEACHING METHODS & STRUCTURE

The module consists of 10 2-hour in-class sessions. The course will be taught primarily through discussions of cases and readings supplemented with lectures. In order to benefit from and contribute to class exercises, it is critical that you prepare for each session and read the case studies and other learning material assigned for the session in advance. Students will have to complete pre-class quizzes related to the case studies.

Active and thoughtful class participation will be critical to your learning and the learning of your classmates. Students may be “cold called” throughout any discussion. Students are expected to give presentations on a regular basis and are expected to participate in any in-class exercises during the course. Students are encouraged to ask questions and contribute to class discussions.

Students will also work in teams outside of class hours on the project and are expected to present the outcome of their project in the last 2 sessions of the module.

ASSESSMENTS

The course will be assessed by:

- Final Exam 70%
- Group Coursework 25%
- Participation 5%

READING LIST

- Textbook (selected chapters): “Contemporary Strategy Analysis” (8th edition, Wiley-Blackwell Publishing) by Robert Grant. Please, see the “Course Schedule” section for the indication of what chapters are required.
- Additional articles and readings
- Cases
- Lecture slides
BS0847: Managing Organisations

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MODULE AIMS

This module will help you develop an understanding of modern organisations and equip you with the tools you will need to contribute effectively in them.

This module is an introduction to the field of Organisation Behaviour and Theory which focuses on how people and organisations can be managed effectively.

The module focuses on two aspects of managing organisations:
- First, the challenges faced in managing internal dynamic processes are explored including negotiation, leading and managing teams, and other human resource management processes
- Second, the importance (for performance, effectiveness and survival) of aligning an organisation’s structure, culture, and people with each other, while also considering co-ordination and the ability of the organisation to adapt

TEACHING METHODS

The module will consist 14-16 hours of face to face lectures and 4-6 hours of on line self-study material delivered over 10 weeks.

MODULE SYLLABUS

Knowledge Objectives:

Students will be able to draw on concepts from Organisation Behaviour and Theory to explore the nature of organisations today and to understand and diagnose personnel and organisational needs and problems.

More specifically, students will develop an understanding of the following:
- How organisations can be designed and structured to function effectively
- Recognizing the importance and challenges of managing internal organisational dynamics emerging from culture, decision making, inter-group and intra-group conflict, power and politics
Skills Objectives:

The module will enhance students’ ability to:

- Apply theoretical concepts to real life organisational scenarios through the use of case studies and simulations in class
- Develop analytical skills in identifying, diagnosing and evaluating key personnel and organisational issues

ASSESSMENT

The module will be assessed by:

- Coursework (30%)
- Exam (70%)

READING LIST

- BAUER, T and ERDOGAN, B (2010) Organizational Behavior, version 1.1