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INTRODUCTION

Truly successful careers are fuelled by a profound sense of social responsibility, coupled with creative innovation and undivided focus on long term business sustainability. These principles permeate the Imperial Business School’s research and the Executive MBA syllabus. You are expected to contribute to develop them as part of your learning experience. This is our formula for boosting your career to the highest level in any sector.

The Executive MBA is a 23 month programme starting in February. The programme starts with a block week and then in-class attendance is from 09.00 to 18.15 on Friday and Saturday once per month with online preparation required leading up to the in class sessions.

In the first year, there are 24 attendance days between February and August and 19 attendance days between September and January which includes two residencies. In the second year, students take their electives, the New York residency and work on their final projects. Attendance patterns vary, depending on which electives are chosen. There are a total of 16 attendance days during the electives – less depending on which electives you chose, and 6 days for the residency.

The programme leads to the award of the degree ‘Master of Business Administration’ (MBA) and the Diploma of Imperial College (DIC). Both qualifications are awarded to successful candidates.
AIMS, LEARNING OUTCOMES AND OBJECTIVES

The programme aims to provide a conceptual framework for management thinking which draws insights from academic research into management and business practice which provides a practical overview of the problems and practices in modern management.

Students who complete the programme successfully will:

- Have a thorough grounding in the core management disciplines;
- Be able to apply analytical techniques to decision-making processes in business and to present their analyses clearly and persuasively;
- Be equipped to apply innovative thinking and leadership to the management of industry, services and enterprise on an international basis;
- Have developed their personal skill set to enhance their effectiveness as leaders and as managers.

Learning Outcomes

On successful completion of the Programme you will be able to:

1. demonstrate the highest ethical approach to business decisions
2. identify opportunities and ways of leveraging them, as well as problems and effective solutions
3. enhance your effectiveness as an inspiring and highly responsible leader
4. demonstrate a thorough grounding in the core management disciplines
5. insightfully apply analytical techniques to decision-making processes in business and to present their analyses clearly and persuasively
6. apply innovative thinking and leadership to the management of industry, services and enterprise on an international basis

Knowledge and skill objectives

The learning outcomes are achieved through:

a) Knowledge Objectives:

- The importance of sustainability of business and social responsibility for long term success
- The core conceptual frameworks and concepts of business economics, accounting, finance, organisational behaviour, marketing and strategy
- The processes and management of innovation fostering organisations and entrepreneurship
- The opportunity to develop knowledge in greater depth in selected areas of elective specialisation
- Better insights of your own potential and aspirations.

b) Skill Objectives:

- Insights in business scenarios
• Application of theoretical knowledge to the solution of practical and strategic management problems
• Communication skills: written and verbal
• Analytical and critical skills
• Business Plan preparation
• Time management, multitasking and project management

EMBA PROGRAMME STRUCTURE

The first year lays the basis of advanced management through the core modules.

Your normal Executive MBA day is from 09.00 to 18.15. Each day is divided into four 2-hour sessions, with a 15-30 minute break between each session.

The Induction days, from Wednesday 8 to Thursday 9 February, is given to registration, introducing you to Imperial College and Business School facilities, support for returning to academic study, networking and team building, and some elements of the core modules.

The core modules are taught over Block 1 and 2 and combine blended online preparation in the first year. There will also be two residencies in the first year. In the second year you will deepen your knowledge and enhance your skills in your chosen subjects by selecting elective modules, your final residency and carry out your Final Project. The Executive Leadership Journey will take place throughout the first and second year.
DETAILED STRUCTURE

(a) Examined Elements
The three compulsory elements are:

1. Eight Core Modules, the Executive Leadership Journey and the three global residencies (weighted 65%);
2. Four Electives, (equally weighted; worth 20%);
3. Final Project (weighted 15%)

These three elements will be complemented by a range of optional activities that give you a wide exposure to the corporate world.

(b) Professional Skills
An important theme on the Imperial MBA is not just about knowing but enhancing your insight to spot opportunities and propose convincing implementable ways of leveraging them or identify and solve problems. Here at the Imperial College Business School, you have the opportunity to develop a wide range of professional skills through a variety of different mediums, which include interacting with students and faculty of the engineering departments and the medical school. These skills will not only aid your personal development but also make you more competitive within the marketplace. Importantly, this involves more than just workshops. It involves a blend of learning through both curricular and extra-curricular activities.

You will be encouraged to apply your newly acquired knowledge to your daily job. You will also be encouraged to carry out projects that involve the company you work for. You will be expected to contribute to the class activities, enhancing everyone’s knowledge by sharing your experience, opinions and suggestions. Students are expected to bring people with valuable experience in contact with the programme.

In order to rationalise the approach to developing these skills we have created a matrix outlining the different categories and the methods in which you will learn them. An additional table summarising the personal skills you will develop on individual modules can be found below.

We split professional skills into three main categories. This provides you with the chance to identify the structure of skills learning and how useful they can be in the workplace.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development</strong></td>
<td>Inspirational leadership. This includes the dynamics of working individually or as a member of a team, developing insights.</td>
<td>Working in teams, time management, presenting to various audiences.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Verbal, non-verbal and written skills</td>
<td>Negotiating, assessing situations and people, presenting to various internal and external audiences</td>
</tr>
<tr>
<td><strong>Technical &amp; Analytical</strong></td>
<td>Essential workplace tools and techniques beyond curriculum teaching</td>
<td>Financial modelling</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Induction</td>
<td>Core</td>
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<tr>
<td>Personal Development</td>
<td>We place an important emphasis on this throughout the programme, starting from week one. You will spend time developing an understanding of your approach to studying as an individual, syndicate and cohort member.</td>
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<tr>
<td></td>
<td>The core modules are an intense opener to many personal development skills. You will realise fast that you need to fine tune your personal management skills whilst working effectively in teams, inspire people and be imaginative as a truly visionary leader. Networking with people who have made an impact in business and society will be facilitated.</td>
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<tr>
<td></td>
<td>The Imperial MBA Elective Portfolio will provide a number of experiences beyond academic theory. In addition to the emphasis on team work, some modules such as Strategic Consulting will require practical skills. Networking with people who have made an impact in business and society will be facilitated.</td>
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<tr>
<td></td>
<td>The MBA Project provides an excellent opportunity to put many previous and taught skills into action. Project management, interpersonal and cultural awareness skills will at least be exercised here.</td>
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<tr>
<td></td>
<td>The Executive Leadership Journey element that spans the entire programme will assist in the development of these skills.</td>
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</tr>
<tr>
<td>Communication</td>
<td>Throughout the core modules you will be required to complete presentations, write up reports, debate effectively and negotiate your way around various priorities imagining and proposing credible solutions and inspiring people.</td>
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<tr>
<td></td>
<td>Electives on the MBA will help develop communication skills. It will include elements such as persuasion and presentation in the classroom to syndicate negotiation and sharing tasks.</td>
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<tr>
<td></td>
<td>During the MBA Project you will spend time writing surveys, reports, presenting to clients and negotiating business problems in a highly effective professional manner.</td>
<td></td>
</tr>
<tr>
<td>Technical and Analytical</td>
<td>Beyond subject matter, there will be many technical and analytical skills to develop. It will involve learning skills i.e. analysing case studies and IT skills as well as the effective use of spreadsheets.</td>
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<tr>
<td></td>
<td>The MBA Electives will provide students with a number of technical skills related to the subject matter of the module. These can range from specific IT skills to mathematic formulae.</td>
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<tr>
<td></td>
<td>The MBA Project will require the use of more technical and analytical skills. Data collection and analysis will require many IT and numerical skills.</td>
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</table>
## Personal Skills Development for Individual Modules

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Written</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Analytical &amp; Critical Reasoning</th>
<th>Verbal</th>
<th>Teamwork</th>
<th>Personal Skills</th>
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<td>Accounting and Corporate Report Analysis</td>
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<td>Managerial Economics</td>
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<td>Executive Leadership Journey</td>
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<td>Brand Management</td>
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<td>Breakout Strategy</td>
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<td>Leadership</td>
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<td>Advanced Company Valuation</td>
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<td>Leading and Executing Strategic Change</td>
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<td>Managing Negotiations</td>
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<td>Mergers &amp; Acquisitions</td>
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<td>Pricing Strategy</td>
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<td>Private Equity</td>
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<td>Teamwork</td>
<td>Personal Skills</td>
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<td>Sustainability and Competitive Advantage: Rethinking Value Creation</td>
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<td>Clean Technology Investment</td>
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<td>Climate Change, Business and Finance</td>
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<td>Management Challenges in Healthcare</td>
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<td>Asset Management</td>
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<td>Strategic Networks</td>
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<td>Entrepreneurial Journey</td>
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<tr>
<td>Final Project</td>
<td>✓</td>
<td>Depends on topic</td>
<td>Depends on topic</td>
<td></td>
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</tr>
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</table>
(c) Student Activities and Events
Throughout the year there is a variety of events held for students, hosted by the Business School itself, the Staff-Student Committee, or by a variety of high-profile outside bodies. These events range from a formal summer ball to weekly socials. Student-led clubs and other industry interest groups provide additional opportunities for students to develop skills and networks in their areas of interest.

Enterprising students
Imperial College offers a range of opportunities and support for you to develop your entrepreneurial and innovative skills and ideas. Whether you are interested in starting your own business, consulting on innovation or leading the innovation agenda in an established organisation, the enterprise lab is your portal for the latest enterprising students’ advice, news, events and activities.
https://www.imperial.ac.uk/students/enterprising-students/

Imperial Enterprise Lab, located in the Sherfield Building, is a brand new facility for enterprising students at Imperial College London consisting of hangout and workout studio spaces, with interactive screens and whiteboard walls, for you to use with your teams to work on your projects and start-ups.
http://www.imperial.ac.uk/enterprise/enterprise-lab/

Imperial Create is an innovation community and pre-accelerator at Imperial that helps Imperial students to learn real innovation skills, connect with cross-department teams, test ideas, build amazing projects and provides the framework to take a business plan forward to a commercial venture as a viable career path. Create runs weekly Idea Surgeries and the SW7 180 events at which you can meet people from the areas, pitch your ideas or your skills.
http://imperialcreateland.com/

The Althea Imperial Programme is a personal and professional development programme aimed at women (men can also participate by joining a team!). It consists of a series of workshops designed to help you develop your enterprising idea. The programme will include high-profile speakers and tailored one-to-one mentoring. Once the programme is complete, all participants can opt to submit their ideas to the Althea-Imperial Prize.
https://www.imperial.ac.uk/students/enterprising-students/althea-imperial-programme/

Advanced Hackspace has dedicated facilities to help bring your ideas to life through prototyping. The team also runs hackathons, competitions, classes and other events throughout the year and runs a forum on which members can share knowledge and work together on projects. Imperial College students can join for free to gain access to the network of facilities and participate in the community events.
https://www.imperial.ac.uk/advanced-hackspace/

A.C.T Now! Social Enterprise
ACT Now! is a flagship development programme for student social entrepreneurs, run by Imperial College Students’ Union. The 6 step programme will guide you through from idea creation to a final showcase in Spring Term and includes ‘Hack-it, Crack-it’ sessions, which bring together students from all faculties to identify problems and generate entrepreneurial solutions.
https://www.imperialcollegeunion.org/social-action/social-enterprise/act-now
(d) Speakers Series
Opinion leaders who are prominent in their commercial or academic field are invited to speak at Imperial College Business School throughout the year. At each event there is a forum for asking questions and the opportunity for networking within and beyond the business school community.

(e) I&E START! Challenge (Business Plan Competition)
Following the completion of the Entrepreneurship Journey, all student teams are invited to continue their entrepreneurial journey by entering the I&E START! Challenge. Teams submit and present their ideas along with their executive summaries to a judging panel made up of investors, intellectual property experts, industry innovation managers and entrepreneurs.

Based on the Entrepreneurship Hub’s (now the Enterprise Lab) 8 years’ experience coordinating student business plan competitions and Imperial College’s record of technological innovation, past students have been successful in competitions in the UK, US, Europe and Asia, while a number have subsequently launched their own successful businesses.

First prize: £10,000 in cash toward seed start-up.
TEACHING METHODS

No single method is used exclusively throughout the programme. A pragmatic blend of case studies, seminar discussion, problem exercises, projects, online learning and lectures are all used. The Executive MBA Programme takes a leading approach to learning by integrating the latest research on pedagogical best practice and teaching and learning technology. Pivotal to your learning experience is that everyone contributes to it in the classroom and between classes.

Class Participation (10% /... /30%):

For both quantity and quality of in-class comments, and level of preparation. In addition to preparing the cases, students should volunteer in class company examples of the lecture and textbook concepts. Instructors will track participation on a per session basis, for each of the four sessions and assign a score from 0 to 10. Instructors will then total the scores for the module.

0 = absent from class (even with permission as you should make up missed sessions with participation in other sessions)

4 = present but did not speak (minus points for disruptive behaviour including lateness or checking phones or laptops for non-class-related activities)

6 = one or more positive contributions to the discussion

7 to 9 = increasingly significant contributions in quality or quantity (minus points if hogging airtime)

To get a satisfactory score of 6 for the module, you need to total 21 points from the four sessions, i.e., you do not need to speak in every session.

This rubric will apply to all core modules unless the instructor has explicitly stated a different grading system in the module syllabus.
DETAILED STRUCTURE OF EXAMINED ELEMENTS

1. CORE MODULES, RESIDENCIES and EXECUTIVE LEADERSHIP JOURNEY

a. Core Modules
The core modules provide a foundation of advanced management and its applications. They comprise three sub-groups of modules.

(Block I – February to July; Block II – September to January of Year 2)

<table>
<thead>
<tr>
<th>1</th>
<th>Basic disciplines</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td></td>
<td>Accounting and Corporate Report Analysis</td>
<td>22</td>
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<tr>
<td></td>
<td>Managerial Economics</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Organisational Behaviour</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corporate Finance</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Marketing Management</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Corporate Innovation and Entrepreneurship</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Responsible Leadership and Corporate Success</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Executive Leadership Journey</td>
<td>20</td>
</tr>
</tbody>
</table>

Total contact hours for the core modules are approximately 200 hours.

In addition, you will work on assignments and projects, between the lectures, and in syndicate teams for approximately 200 hours in total. Most such syndicate activities culminate in reports or presentations. Team membership is designed in a way that maximises your opportunity to leverage diversity of points of view.

b. The Global Residencies
There will be three global residencies which have been developed with top business schools. Students will undertake classes at local business schools combined with corporate visits to gain a deeper understanding of doing business in each location.

The Hong Kong Residency will be in collaboration with the Chinese University of Hong Kong and will run 23-29 July 2017.

The Berlin Residency will be in collaboration with the European School of Management and Technology and will run 5-7 February 2018.

The New York Residency will be in collaboration with Samuel Curtis Johnson Graduate School of Management at Cornell College of Business, Manhattan campus and will run 14-20 October 2018.

Accommodation at the residencies will be covered by the College. More information about the assessment and the itineraries of these trips will be provided later.
c. The Executive Leadership Journey
The Executive Leadership Journey (ELJ) is a series of conferences and workshops aiming to equip you with the tools you need to meet the leadership challenges that you will face in your post-MBA endeavours. In essence, our aim is for you to: “Be yourself, more, with skill” (Goffee and Jones, “Why Should Anyone Be Led By You?” Harvard Business Review, 2000).

The aim of this module is to enable you to identify your own individual strengths and areas of development in terms of your leadership capability and professional effectiveness. It reflects back and develops concepts discussed in Organisational Behaviour and the Corporate Leadership. Starting by taking stock of your current strengths and weaknesses, you will improve your abilities through a range of professional development activities including workshops, Leadership Labs and one to one development meetings. We support you in formulating your post-MBA goals including your short term and long term objectives, whether that be on an individual, a team or a career basis.
2. ELECTIVES

The electives allow you to build your own special interest portfolio. If you wish, you can specialise by selecting all or most of your electives from a particular area such as finance or consulting, or you can select your electives from a range of different fields in order to fill a number of knowledge gaps.

There is a total of 16 contact hours for each elective and they are taught in the Spring, Summer and Autumn terms of Year 2. You will have the choice of over 25 electives including over 14 online electives. You are required to take a total of 4 electives to fulfil your academic requirements (2 if you chose the Entrepreneurship Journey as an elective in the first year).

You will receive further information about the process of choosing your electives, and details of each module offered, in a separate document towards mid October 2017.

A minimum number of students are required to run an elective.

The list below gives an indication of the electives that have been offered in previous years:

- Advanced Corporate Finance
- Brand Management
- Breakout Strategy
- Business Strategy, Corporate Responsibility & Sustainability
- Entrepreneurship Journey (worth 2 credits)
- Managing Negotiations
- International Business
- Globalisation Challenges & Opportunities
- Advanced Company Valuation
- Mergers & Acquisitions
- Managing & Valuing Intellectual Property
- Leadership
- Managing Organisational Change
- Private Equity
- Pricing Strategy
- Strategic Consulting Skills
- Venture Capital Finance

In addition to the Electives portfolio offered at the Business School, there is the option to study three of the four Electives abroad, at the following institutions:

ESSEC Business School – study in Cergy-Pontoise, France

ESSEC Asia Pacific - study in Singapore

HHL Leipzig Graduate School of Management – study in Leipzig, Germany, Prague and the Czech Republic

University of St Gallen – study in Switzerland

Bocconi University Graduate School --study in Singapore, Tokyo, Chicago or Los Angeles
SDA Bocconi School of Management

HEC Business School

School of Management, Fudan University

ESADE Business and Law School – study in Madrid or Barcelona

Warsaw School of Economics – study in Warsaw

Universidad ESAN – study in Lima

University of Economics Prague, Czech Republic

McCombs School of Business, The University of Texas at Austin – study in Austin

Further details and updated information will be provided later in the programme.
3. **FINAL PROJECT**

The final project provides you with the opportunity to develop a special interest by undertaking research on a topic of your choice. Your project provides you with the chance to apply what you have learned from your MBA to a real issue of some substance.

Projects may be a consultancy assignments, an academic piece of research or a ‘white paper’, as illustrated below:

<table>
<thead>
<tr>
<th>Target audience</th>
<th>Objective</th>
<th>Approach</th>
<th>Output</th>
<th>Result For you</th>
<th>Impact On your career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td>Addition to the extant body of literature</td>
<td>Academic research</td>
<td>Dissertation</td>
<td>Consolidation of knowledge Skill development Learning by doing Exposure to employers, clients, partners Networking Profile raising</td>
<td>Career boost</td>
</tr>
<tr>
<td>A company</td>
<td>Strategic advice</td>
<td>Strategic consultancy</td>
<td>Consultancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Wider community of investors, entrepreneurs, advisors or companies

System interpretation and predictions

Sector / industry analysis

White paper

The final project has word limit of 15,000 words. The final project has the non-negotiable submission date in December 2018 (exact date to be confirmed).
SYNDICATES

The Executive MBA learning experience is about creating knowledge together in the lecture theatre, in teams on campus and online and with externals. You will contribute to this by taking timely and effective decisions in your teams. Syndicates are responsible for joint work (including assessed work) in the form, for example, of case study preparation and reports, essays, problems, and class presentations.

You should be aware that you have a collective responsibility for the integrity 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.

The syndicates of which you will be a member in your first year will be formed during the first week of term. In the second year, the syndicates will re-form according to the area of Electives chosen, either by the student members themselves or by the Electives Coordinator.

PEER ASSESSMENT

The School uses team assessment fairly extensively within each of its programmes. This is to reflect the ‘real-world’ experience where you often have to work with other people in order to produce a final product or to reach a consensus. You don’t have to be friends with all of the members in your team. In the workplace, you will often be placed in a cross functional or multi-disciplinary team with people you may not know or even get on with. Issues often arise with team working, giving you the opportunity to enhance your ability to help people to give the best of themselves in a team in any situation. It is an important learning objective of the syndicate system that members endeavour to work together harmoniously, efficiently and in mutual support. Where issues arise we would expect you to work as a group to try to resolve them. Part of the discipline of group work is to establish professional relationships. Of course, your Programme Team is there to support you if resolving the issue becomes too difficult.

The key to successful team work is to elicit and leverage the strengths of each team member. Cultural background, work experience, subject knowledge and skills, etc. will not be the same for each person in your team so we suggest that you use this to your advantage and allocate roles and tasks accordingly.

The most substantial element of each module is normally assessed individually – usually a formal examination in year 1 worth 70%. So you are given ample opportunity to demonstrate your individual knowledge and skills. Even modules that are assessed by coursework alone, in year 2, usually have an individual component comprising at least 50% of the final mark for that module. The weighting of team / individual assessed work is a School standard and will not normally be adjusted within the academic year that you are studying.

The School operates a system of peer assessment when grading syndicate work. Peer Assessment is available for all students to provide scores and comments on the contributions of their fellow team members to the coursework. The system is designed to flag up students who are not contributing effectively, and also to highlight those team members who have made an outstanding contribution to a piece of coursework.
Students can access the peer assessment system in two different ways:

- The student who submits the coursework assignment on behalf of their team will be given the option to flag up to the Programme team that their team would like to complete peer assessment. All team members will then be sent the relevant link.
- Once the coursework assignment has been successfully submitted, each team member will be sent an email to confirm the submission. If an individual would like to complete the peer assessment without the knowledge of their other team members, they will be given an option to do so at this point. In this case, their fellow team members will not be specifically invited to complete peer assessment, although all team members can choose to complete it as individuals if they want to.

Further information about the peer assessment system can be found at the following link:
http://imperialbusiness.school/peer-assessment/

PROGRAMME ASSESSMENT

Your performance is assessed with respect to three elements of the programme:

1. Core Subjects (65%): Core Modules, Global Residencies & Study Tour, and Executive Leadership Journey
2. Electives (20%)
3. Final Project (15%)

1. CORE SUBJECTS (76.96%), GLOBAL RESIDENCIES (23.04%), EXECUTIVE LEADERSHIP JOURNEY (pass/fail)

a) Core Modules

The core modules are assessed by a combination of formal examination and coursework and in some cases coursework only. Some of this coursework will be the responsibility of the student individually and some the responsibility of the student as a member of a ‘syndicate’ (referred to as group coursework).

The weighting given to coursework in conjunction with a formally examined subject varies between 30 / 70% and 40 / 60%

The formal examinations are of two hours’ duration and are timetabled in mid-July and end-January. These are as follows:

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Assessments/Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Management</td>
<td>2 hours</td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>2 hours</td>
</tr>
<tr>
<td>Accounting and Corporate Report</td>
<td>2 hours</td>
</tr>
<tr>
<td>Organisational Behaviour</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 2</th>
<th>Assessments/Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Leadership and Corporate Success</td>
<td>Coursework only</td>
</tr>
<tr>
<td>Corporate Innovation and Entrepreneurship</td>
<td>Coursework only</td>
</tr>
<tr>
<td>Strategy</td>
<td>2 hours</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
b) The Global Residencies and Study Tour

There will be two global residencies and one study tour which have been developed with top business schools. Students will undertake classes at local business schools combined with corporate visits to gain a deeper understanding of doing business in each location.

Each of the below elements is worth 7.68% of the Core Module component

The Hong Kong Residency will be in collaboration with the Chinese University of Hong Kong and will run 23-29 July 2017.

The Berlin Study Tour will be in collaboration with the European School of Management and Technology and will run 5-7 February 2018.

The New York Residency will be in collaboration with Samuel Curtis Johnson Graduate School of Management at Cornell College of Business, Manhattan campus, and will run 14-20 October 2018.

Each of these three international modules will be graded through a group project plus visit participation. In each case, self-selected groups of 5 to 6 students will write a report on the lessons they have learned from the visit that they can apply either to some of their own companies (not necessarily every company represented in the group) or to selected types of companies, e.g., financial institutions or energy companies of specific nationalities, e.g., UK or European or Indian.

Each Group Report has a word limit of 3,000, excluding limited appendices, and carries 90% weight.

The Visit Participation carries 10% weight and has the default grade of the School average of 65. This grade may be adjusted upwards for exceptional contributions or downwards for negative contributions such as lateness that holds up the group, missing sessions, or other inappropriate behaviour. You will not be graded for asking questions of the lecturers or speakers.

Both the reports and the visit participation will be graded by the accompanying Imperial faculty member.

c) Executive Leadership Journey

The Executive Leadership journey will accompany your studies throughout the two years. You will be exposed to different tools, conferences and experiential learning situations which all contribute towards getting to know yourself better, gaining in confidence and ultimately changing behaviour to make the step from manager to leader. The assessment of this module is a pass or fail based on participation and presence.

2. ELECTIVES (20%)

The assessments vary for different electives and may be in the form of group or individual coursework or presentations, tests or a combination of these assessments. An individual element of assessment will always be included and weighted at 50% or more. You are
required to complete four electives (only two are required if you complete the Entrepreneurship Journey).

3. **FINAL PROJECT (15%)**

The assessment is based on the final written project report. For a project to pass, a mark of at least 50% must be achieved for the project report itself.

Candidates must satisfy the Examiners by their performance in each of the three elements separately i.e. an unsatisfactory performance in one element cannot be offset by performance in the other two elements however excellent.

Candidates failing to satisfy the examiners in any or all of the elements have an opportunity to re-enter, normally in the following year, those elements in which their performance was unsatisfactory. The Examiners may require re-entry in only some of the nine examination papers. Candidates may re-enter examinations only once in each element.
SCHOOL MARKING SCHEME

All postgraduate work is marked to the following Scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>85+</td>
<td>Marks represent an exceptional distinction performance</td>
</tr>
<tr>
<td>70 – 84%</td>
<td>Marks represent a distinction performance</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Marks represent a pass performance demonstrating a clear grasp of the relevant concepts and facts</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Marks represent a pass performance demonstrating an adequate grasp of most of the relevant concepts and facts</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Marks represent a fail performance</td>
</tr>
<tr>
<td>30 – 39%</td>
<td>Marks represent a fail performance (with significant shortcomings)</td>
</tr>
<tr>
<td>0 – 29%</td>
<td>Marks represent a fail performance (with major shortcomings)</td>
</tr>
</tbody>
</table>

In addition, the following guidance is provided to staff in relation to projects:

70% + A mark of this level corresponds to a distinction

The report indicates exceptional success in tackling the Project. All the Project’s objectives have been met as fully as could be reasonably expected. The student has shown initiative and been rigorous in the collection and use of data. Where appropriate, the relevant literature has been critically evaluated. The standard of the Report presentation is very high.

A mark of this level should be reserved for Reports of exceptional merit which has something extra and which surprises. The supervisor will be required to justify why a distinction has been awarded in the section provided.

60 – 69% The student has tackled the problem conscientiously and logically and has produced sound conclusions. Presentation is of good standard.

50 – 59% The student’s work has been no more than moderate overall or would have deserved a higher grade but for areas of significant weakness.

< 50% The student’s work has failed to reach a satisfactory standard. A mark below 50% should be used to indicate a “fail” in the Project.

The College Registry will issue a transcript showing the percentage for each core module, elective and your project after the final Examiners’ meeting in February.
GUIDANCE FOR JUDGING EXAMINATION PERFORMANCE

Pass

Core Subjects (65% weighting).
Core modules weighted at 6.25% each, the study tour / residency modules weighted at 16.6%

- An average of 50% or above in the combined mark with respect to the sum of examinations (where applicable) and coursework marks.
- At least 40% in each of the examinations
- At least 50% in coursework-only modules.
- A pass mark for the Executive Leadership Journey module

Electives (20% weighting)
- An average of 50% or above in the combined mark
- At least 50% in each module*

*Students who take Finance Suite modules as electives will be required to achieve a mark of at least 40% in the exam

Project (15% weighting)
- At least 50% in the Report

Merit
An average of 60% or above in each of the three components – Core Subjects, Electives and Project

Distinction
An average of 70% or above in each of the three components – Core Subjects, Electives and Project
REASONABLE ADJUSTMENTS FOR EXAMINATIONS

If you have any special needs, for example, dyslexia, and wish to make an application for reasonable examination adjustments you should contact the Head of Exams & Assessment, Anique Varleigh as soon as practicable after you have started the MBA programme. This should be done no later than six weeks before your first assessment. Anique can be contacted on extension 49689 or e-mail on a.varleigh@imperial.ac.uk. Details of how to apply for reasonable adjustments can also be found in the ‘Academic Regulations and Policies’ document on the Hub.

MITIGATING CIRCUMSTANCES

If you experience serious illness or other major problems that you feel affect your academic performance, you should provide the Programme Director with details of the problems experienced in writing along with relevant documentary evidence. This would normally be before any examination that might be affected. Mitigating circumstances are then considered at the Examiners’ Meeting. Details regarding mitigating circumstances can be found in the ‘Academic Regulations and Policies’ document on the Hub.

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 Exams & Assessment Manager for the Programme, Joanne Chaffin, prior to the date of your first examination. Joanne can be contacted on extension 49148 or e-mail j.chaffin@imperial.ac.uk.

RE-SITS

If it is agreed at the External Examiners’ meeting that a student has to re-sit an exam (or exams) or resubmit a piece of work, the mark the student will receive once they have re-sat/resubmitted will be capped at the bare pass mark (i.e. 50%). For example:

- A student receives 25% in their first attempt at an exam. As this is below the pass mark they must re-sit the exam
- When the student re-sits the exam. The raw mark they receive is 62%.
- This is then capped and recorded as 50% by the Exams Office.

This also applies to resubmissions (for example, if a student has to resubmit their final project).

If the relevant examination board accepts a student’s mitigating circumstances and agrees they may sit the exam or resubmit a final project as a first attempt this result will not be capped at 50%.

If a student receives a lower mark than 50%, the lower mark will stand and will not be increased to 50%.

Please note that in circumstances where a student receives a lower mark for their second attempt than they did for their first attempt, the second lower mark will be the final mark for
that piece of work or exam.

Students who fail a first attempt and re-sit or re-submit a piece of work are not eligible for the award of a Merit or Distinction.

If a student fails to achieve 40% or above for the re-sit exam or coursework, they will not have any further opportunity to re-sit and will not pass their MBA.

Further information on the College’s regulations can be found in the ‘Academic Regulations and Policies’ document on the Hub. This also contains information on the College’s plagiarism policies (as outlined below).

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.

The College has an online plagiarism module which has been designed to teach you everything you need to know about how to reference correctly and therefore avoid plagiarism. This is a compulsory module and we ask you to take this in the first term so that you reference correctly in your very first set of assignments. This online module contains such important information in helping you to avoid plagiarism that students who have not completed the module by the end of the first term will have their exam results for all modules withheld until the plagiarism module is successfully completed. 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 attend the Library referencing sessions and read the Harvard Referencing Guide, which can be found at [http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/](http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/) Additional support and guidance is available from the Business Library Team (libbd@imperial.ac.uk)
**BLOCK 1 EXAMINATION DATES**

There are 4 examinations in Block 1:

Marketing Management  
Managerial Economics  
Accounting and Corporate Report Analysis  
Organisational Behaviour

The examinations will take place on Friday 21 July & Saturday 22 July 2017. These dates are fixed and you must make sure you are able to attend. The examination timetable will be issued closer to the date.

**BLOCK 2 EXAMINATION DATES**

There are 2 examinations in Block 2:

Strategy  
Corporate Finance

The examinations will take place on Friday 2 & Saturday 3 February 2018. You must make sure you are able to attend the examinations. The examination timetable will be issued closer to the date.

Please note that in all cases past examination papers 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.
Every year, the Business School awards a number of prizes for exceptional achievement during the MBA programme. Nominations for these prizes are put forward by the Board of Examiners and the prize winners are announced at the Graduation ceremony.

<table>
<thead>
<tr>
<th>Prize Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial College Business School Prize for Best Overall Performance (MBA)</td>
<td>For annual award to the Executive MBA student with the best all round performance in the core subjects, electives and project work taken together. £500</td>
</tr>
<tr>
<td>Imperial College Business School Executive MBA Project Prize</td>
<td>For annual award to the Executive MBA student with the best end of year project performance. £250</td>
</tr>
<tr>
<td>The David Begg Prize for Outstanding Performance in Economics</td>
<td>Awarded annually to an EMBA student with the most outstanding performance in Economics. £200</td>
</tr>
<tr>
<td>Joan Woodward Postgraduate Memorial Prize</td>
<td>Awarded annually (shared across Executive, Weekend &amp; Global MBA programmes) for excellence in studies related to Organisational Behaviour. £300</td>
</tr>
<tr>
<td>IBM Innovation Entrepreneurship and Design Project Prize</td>
<td>The IBM Innovation Project Prize to the team producing the best IE&amp;D project. £300</td>
</tr>
</tbody>
</table>
THE EXAMINATION PROCESS

The following describes the examination process for the examined core modules.

The essentials of this process are laid down by the College and are requirements that apply to all taught post-graduate modules. Other aspects reflect decisions, within its discretion, taken in the past by the Board of Examiners for the Executive MBA programme itself.

The Board of Examiners is made up of all members of the School's academic staff (called 'internal examiners') plus six external examiners drawn from other universities. A representative of the College Registry also attends most of the Board's meetings. The external examiners are permitted to serve for no more than four consecutive years. They are or have been drawn from, among others, LBS, Manchester, Cranfield, Lancaster, City, Open, LSE etc. Each external 'shadows' subjects in their area of expertise. The Board Chairman (to use College terminology) is the Programme Director. The current list of external examiners is as follows:

Professor George Kapetanios, King's College London
Professor Richard Taffler, University of Warwick
Professor Claire Leitch, Lancaster University
Professor Phil Megicks, Plymouth University
Dr Howard Viney, London Business School
Dr Peter Hamilton, Durham University Business School

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.

The process is as follows:

- The internal examiners prepare a proposed exam paper for subject X. This is checked for errors and clarity by a further internal examiner.

- The proposed paper is sent to the designated external who further checks for clarity but also ensures that the paper is appropriate in terms of standard, coverage of the syllabus, consistency with previous papers and generally acts as a 'watchdog' for quality and fairness to candidates. Any perceived problems or issues are discussed with the internal examiners and, if necessary, with the Chairman, and agreement reached.

- 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. In the event of a disagreement in the marks, there may then be discussion between the internals, then if necessary reference to a third internal and then if necessary, adjudication by an external examiner.

- The proposed marks for all candidates together with a sample of scripts are sent to the designated external. The sample will normally include all scripts with a mark of under
50%, and 10% of all remaining passing scripts, including a merit/distinction borderline. The purpose of the sample is three fold:

- first, to allow the external to ensure that the overall standard of performance is accurately reflected in the marks awarded;
- second, to give a third (and usually conclusive) judgement in marginal cases;
- third, to ensure that proper procedures have been followed in the examining process.

A sample of coursework is also sent to the externals for each subject.

- The Board of Examiners meeting is normally held in late February. This meeting is concerned with reviewing the first year candidates' performance in the core modules and the final year candidates' performance in the Residency modules, Electives and final project.

In considering the achieved marks, the Board will normally apply the pass-fail guidelines, which is explained in the Programme Assessment section.

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.

**Other Programme Elements:**

For the Electives, the Residency modules and study tour, samples of coursework are sent to the corresponding external to allow him/her to judge standards required and achieved. Any candidate close to the pass/fail or merit/distinction boundary is given particular attention.

The final project reports are marked separately by two internal examiners. These are normally the supervisor and one other. Where the supervisor is not a member of the academic staff of the School, a third internal examiner may be appointed.

A sample of reports is then sent to the external examiners. This sample would include those that are marginal at one of the boundaries, a selection across the range and those that are nominated for the award of a prize.

The Board of Examiners' Meeting in late February considers performance in the Electives and in the Project and performance overall for the purposes of awarding distinctions, merits and prizes.

Candidates failing in the Electives are normally required to submit additional work.

Where the failure in the Project arises from unsatisfactory content, re-submission must be made by December of the following year.

Where the Project’s content is satisfactory but any aspect of its presentation is unsatisfactory, the candidate may re-submit with the required amendments within one-month of notification by the Board. In this case and where the amended Project is then satisfactory, the candidate will graduate without further delay.

Finally, marks are submitted to the College Registry and the Registry then posts transcripts to all candidates showing marks awarded. Only the Registry has the formal authority to issue numerical marks and does so only to each candidate individually.
ASSIGNMENTS

As part of the requirements, all coursework assignments have to be available for inspection by the Board of Examiners. You will be asked to submit assignments and these will be marked and returned to you.

All assignments must be submitted via the Hub not to the individual lecturers or the Programme Coordinator. Assignments can only be submitted via email to the Programme Coordinator during official Hub downtime. If you experience technical problems that prevent you from submitting your assignment on time, you must be able to provide a screenshot as evidence otherwise your assignment will be deemed as a late submission and liable to the standard penalty for late submissions (see below).

In assessing your performance, the Board of Examiners will want to see the marks which you attained for these assignments and will also need to have the actual assignments to consult if necessary. Thus it is essential that you keep all work that is returned to you, and that this work is prepared for submission to the Board of Examiners at their first meeting in February, if required. The Board of Examiners may also request to view the assignment files for the Electives at their second meeting in February.

PRESENTING ASSIGNMENTS

1. Assignments should be typed using style Arial 11pt.
2. A single colour of ink should be used. Case assignments will be printed in black and white.
3. Adequate margins should be left on each side of the paper.
4. Your NAME, date, module title and tutor MUST appear on every page. Each page MUST be numbered.
5. You must ensure that your assignment is in a printable format and is uploaded on the Hub as one document.

As is obvious from the above, coursework plays a crucial part in the assessment. Do not neglect your coursework.

PENALTY FOR LATE SUBMISSION OF ASSIGNMENTS

Because of the importance of timely submission of coursework, a penalty for late submission will be imposed. Marks for late submissions (for part-time students) will incur a 5% penalty for the first seven days. For submissions received between seven and fifteen days late marks will be capped at the pass-mark. Work received over fifteen days late will receive a mark of zero. In all cases weekends and bank holidays are included.

Where there are mitigating circumstances which lead to the late submission of work, you should complete the ‘Extension Approval for Assessed Work’ form (see sample), which is available from the EMBA office, and pass this to the Programme Coordinator, normally before the deadline. The reasons for the request should be clearly stated and appropriate documentary evidence, where this is relevant, should be provided. Extensions are normally only granted on grounds of serious illness or bereavement. Extensions are not granted for any external commitments, computer malfunction, holidays, or social events.
If your request for an extension is granted, the form will be signed by the Programme Director and returned to you. The form must be attached to the piece of assessment when submitted. Work submitted without the official notification will be subject to the normal penalty.

Late work, which is submitted after all the other coursework has been marked and returned to fellow students, will receive a zero mark.
PROGRAMME FEEDBACK

Feedback serves two functions. First, it provides a person or group with information about their progress and performance and thus provides a basis for developing a strategy of continuous improvement. Second, it may provide an indication to others about ability and quality.

We place great emphasis on both these elements. Throughout the programme you will receive frequent assessment in relation to coursework, and ultimately in the exams and grading of your project. You will also be asked to assess our performance, both as individuals and as a business school.

COURSEWORK FEEDBACK

With each returned item of coursework, a written evaluation is provided on a standard form. Lecturers will strive to return marked work as soon as practically possible, usually within 4 weeks of submission.

STUDENT FEEDBACK

The strength of the Executive MBA rests on the students’ contribution to its continuous innovation and improvement. Please direct any such comments to your Associate Dean, George Yip (g.yip@imperial.ac.uk) or the Programme Manager, Somaya Ebrahim (s.ebrahim@imperial.ac.uk)

At the end of each module, students are invited to complete and return anonymous questionnaires showing their evaluation of lecturer performance (see Module Excellence Survey section below). They are also invited to provide written comments on the utility of each of the modules. Please take time to complete these forms, including suggestions for improvement. We take your opinions very seriously indeed.

If concerns arise in relation to the conduct of the programme in general, you should first contact the Programme Coordinator to discuss your concerns. You are also able to schedule appointments with the Programme Manager and Associate Dean.

If you have any concerns relating to the lecturers themselves and you feel that the matter requires immediate action, you should always approach the lecturer first. If you feel for some reason that you cannot approach the lecturer directly you should approach the Programme Coordinator or Programme Manager according to the severity of the concern. If the concern is one of a general nature expressed by many participants, you should raise the issue with your student representatives (see below). If you feel that this process is failing to yield the necessary improvement, you can escalate your request of attention at any level of the School.

Our aim is to be as responsive as possible to your concerns, and this is the reason for setting out these procedures, even though we trust that the majority of you will not feel the need to initiate them. However, if you do, then it is important that you follow the outlined procedures otherwise we may fail to respond effectively to your concerns.

We will ask you during the first term to elect an EMBA Student Committee, comprising of two class representatives and a social representative. This committee fulfils a variety of social and pastoral functions. The committee meets formally with the MBA Team once a term, as
well as maintaining informal contacts. One aspect of a committee member’s role is to act as a channel of communication for the cohort’s views and problems.
SENIOR TUTOR

In some personal situations you may not be comfortable discussing particular issues with the Programme Manager or Associate Director.

The Senior Tutors are available for advice, guidance and support in any problem that you may have. This may relate to some aspect of academic work, accommodation, health or personal life, or anything else, which is of concern where you feel you may benefit from a sympathetic and confidential discussion.

You are encouraged to feel free to make arrangements on an informal basis with either of the Senior Tutors to see them at any mutually convenient time.

More information on pastoral support can be found in the Administration Handbook.

<table>
<thead>
<tr>
<th>Dr Benita Cox</th>
<th>Room ICBS 389</th>
<th>Ext. 49164</th>
<th>Email: <a href="mailto:b.cox@imperial.ac.uk">b.cox@imperial.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Namrata Malhotra</td>
<td>Room ICBS 214</td>
<td>Ext. 49214</td>
<td>Email: <a href="mailto:n.malhotra@imperial.ac.uk">n.malhotra@imperial.ac.uk</a></td>
</tr>
</tbody>
</table>

Module Excellence Surveys (MODES)

At the end of every module you will receive a survey (either by emailed link or paper hard copy), asking you to provide feedback on the content, instructor, learning environment and module overall. The School issues a survey per instructor and at the end of each term students are also asked to score and comment on the term as a whole.

The MODES 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 surveys. 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. MODES results 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. Once they have received the feedback, your Programme Director will post a response to the themes and issues raised in the MODES on The Hub.

At the end of each term the programme with the highest average response rate across the modules will be awarded a prize, details of which will be passed on by the Programme Team during the term.
# EMBA2017 Programme Dates

## Executive MBA 2017
### Week-Day Programme

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| **Block I**  
(Feb – Jul 2017) | **Block II**  
| Wednesday & Thursday 8 & 9 February Induction | Friday & Saturday 8 & 9 September | Electives (February-August 2018)  
4 Electives (4 days each) |
| Friday & Saturday 10 & 11 February | Friday & Saturday 29 & 30 September | Sunday-Saturday 14-20  
October – 2nd Residency |
| Friday & Saturday 10 & 11 March | Friday & Saturday 27 & 28 October | Final Project  
Deadline: December 2018 |
| Friday & Saturday 7 & 8 April | Friday & Saturday 24 & 25 November |  |
| Friday & Saturday 5 & 6 May | Friday & Saturday 15 & 16 December |  |
| Friday & Saturday 2 & 3 June | Friday & Saturday 12 & 13 January |  |
| Friday & Saturday 30 June & 1 July | Exams:  
Friday & Saturday 2 & 3 February |  |
| Exams:  
Friday & Saturday 21 & 22 July |  |  |
| Sunday-Saturday 23-29  
July – 1st Residency | Monday-Wednesday 5-7  
February – Study Tour | Total: 23 days + time for final project |

**Total:** 23 days  
**Total:** 17 days
EXTENSION APPROVAL FOR ASSESSED WORK

Please complete the Mitigating Circumstances form via the link below. The form is also available on the Hub under “Exams”.
https://imperialbusiness.school/exams-information/#/Mitigating%20Circumstances%20Feb%202014.docx

IMPERIAL COLLEGE BUSINESS SCHOOL

Policy on Penalties for Late Submission of Assessed Work For Part-time Students

Electronic submission for an assignment will close at the cut-off deadline. Marks for late submissions (for part-time students) will incur a 5% penalty for the first seven days. For submissions received between seven and fifteen days late marks will be capped at the pass-mark. Work received over fifteen days late will receive a mark of zero. In all cases weekends and bank holidays are included. Coursework submitted after solutions have been shared with students will receive a mark of zero.

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.

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.

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.

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.

Students who fail to submit their final project/report/essay on time (without an approved extension) risk failing the degree programme. The College does not provide an opportunity to re-sit in cases of non-submission.

The above procedures are implemented to ensure that all students are treated uniformly, across the Programme, the School and the College.
Block I - Module Outlines
BS0225 Executive Leadership Journey

Module Leader

Name: Beate Baldwin
Room: 53, Prince’s Gate, ground floor
Email: beate.baldwin@imperial.ac.uk

Module Aims

The Executive Leadership Journey (ELJ) is a series of conferences and workshops aiming to equip you with the tools you need to meet the leadership challenges that you will face in your post-MBA endeavours. In essence, our aim is for you to: “Be yourself, more, with skill” (Goffee and Jones, “Why Should Anyone Be Led By You?” Harvard Business Review, 2000).

The aim of this module is to enable you to identify your own individual strengths and areas of development in terms of your leadership capability and professional effectiveness. It reflects back and develops concepts discussed in Organisational Behaviour and Corporate Leadership modules.

Starting by taking stock of your current strengths and weaknesses, you will improve your abilities through a range of professional development activities including workshops, Leadership Labs and one to one development meetings.

We support you in formulating your post-MBA goals including your short term and long term objectives, whether that be on an individual, a team or a career basis.

Module Objectives

Whilst the module objectives will vary from students to student based on individual needs, personal objectives and starting points, the following high-level objectives apply.

Knowledge
By the end of this module, students will know:
• what their own skills, interests, values and motivators are
• what makes an effective leader at senior level
• what their strengths and development points are; and how they can build on these
• how their emotions impact others and ultimately impact their performance

Skills
By the end of this module, students should develop the ability to:
• work effectively in a group
• present with impact
• work in cross cultural teams
• understand and communicate effectively
• understand influencing and stakeholder management
Module Structure

The module will focus on developing self-awareness and applying this learning to your professional environment.

1. Developing self-awareness:
At the start of the programme we will map out your own career and personal development objectives for the duration of your EMBA and after. During the first year, you will complete two psychometric tools. You will be able to understand current work preferences, your emotional awareness, strengths and weaknesses.

We start off with the MBTI (Myers Briggs Type Indicator) – to be completed before induction – followed by a 360 feedback, the Emotional and Social Competency inventory developed by the Korn Ferry/Hay group – to be completed in the first semester. Accredited coaches will debrief you individually on the feedback and prepare individual action plans with you. These plans are regularly updated during individual coaching meetings.

The MBTI profiles and your personal goals will be shared during induction in your assigned Leadership Lab (a group of 4-6 people).

2. Application:
Part of the application process are the Leadership Labs: this peer group will help you advance your personal development and team performance goals. They are a safe environment to talk about new ideas, best practices and to receive constructive feedback.

The Performance Simulator sessions at the Royal College of Music will allow you to implement your learning into your presentation style. You will get individual feedback from a psychologist on non-verbal communication, stress levels and performance.

Coaching will be an important part of implementing your learning and increasing your performance. The assigned coach will help you and/or your group by challenging and reflecting back your thoughts. Coaching is not mentoring, your coach will not give any advice. The CIPD (see website) defines coaching as follows: “developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life.”

Assessment

This module is a compulsory pass / fail element of the programme, reflecting the importance we place on leadership and professional skills in addition to the more technical knowledge, skills and abilities that will be delivered through your core modules and electives.

To pass the module, you must attend all compulsory elements of the module (see below). You are expected to hand in two assignments: a group assignment on how your Leadership Lab will provide efficient work and which values and rules you adopt to create a stimulating yet harmonious work environment (7th of March 2017) a personal development action plan after completing the ESCI (30th of September 2017). In addition to these compulsory elements we are providing a range of elective industry insight sessions.

ELJ year 1
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Method</th>
<th>Compulsory/Elective?</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring &amp; Autumn terms</td>
<td>MBTI</td>
<td>Online</td>
<td>Compulsory</td>
<td>You will complete a personality profile to help you increase personal awareness</td>
</tr>
<tr>
<td>1st year</td>
<td>ESCI</td>
<td>Online</td>
<td>Compulsory</td>
<td>You will complete a 360 feedback with your employer and other stakeholders</td>
</tr>
<tr>
<td>Leadership Labs</td>
<td>In person</td>
<td>Compulsory</td>
<td></td>
<td>You will work in facilitated groups to embed the transition of learning from the Programme to the work place, and vice versa</td>
</tr>
<tr>
<td>Feedback meeting for ESCI</td>
<td>In person / via Skype</td>
<td>Compulsory</td>
<td></td>
<td>A dedicated feedback meeting with a coach will help you put the results of your 360 questionnaire into context.</td>
</tr>
<tr>
<td>Spring &amp; Autumn terms</td>
<td>Individual Coaching</td>
<td>In person / via Skype</td>
<td>Compulsory</td>
<td>Coaching: A coach can help you develop your solutions for a variety of work related or leadership/personal development issues. A typical coaching engagement will last for 3 sessions which can be held for 1 hour in person, via phone or Skype.</td>
</tr>
<tr>
<td>2nd year</td>
<td>Industry Insights</td>
<td>In person</td>
<td>Elective</td>
<td>Held by senior partners of an executive search firm, these conferences will give you an insight into the expected qualities and skills for Executive profiles.</td>
</tr>
</tbody>
</table>

**Detailed Structure**

**Session 1 ELJ: MBTI and Leadership Labs**  
**Thursday 9 February, 11.00-13.00; 14.00-17.00**

This session will give a general introduction to type - what is it and how we should use it. We will talk about dominant types – e.g. extroverted (visible to others) or introverted (not visible to others). This makes a difference on how we communicate. You will understand the typology of types (the four letters you receive after completing the questionnaire) and explore how you need to communicate with different types – i.e. what do different types hear and what do they need to hear – so in essence it is about the type of information and the style in which it has to be communicated. You will practice with your Leadership Labs and then come back into plenary with your findings. Please set up your first individual coaching session with your team to set up a personalized feedback.

The **Leadership Labs** will focus on your team, contracting with the members and understanding coaching.

**Session 2 ELJ: Mindfulness, ethics, centring**  
**Friday 10 March, 14.00-18.15**

Being a mindful leader is bridging the gap between achievement driven leadership and empathy. How does our brain respond to stress? How can we build a state of mind where
emotional awareness is guiding our reactions and foster a sense of community and psychological safety?

This session will be led by Lydia Kan, a creative change maker and somatic coach. This session will be followed up upon in the Organisational Behaviour module in the afternoon focussing on teams and networks.

The Leadership Labs will propose to focus on ethics and leadership.

Session 3 ELJ: Emotional and social competencies of a leader  
Saturday 8 April, 09.00-13.15

This session will provide you with an overall feedback of the ESCI tool. People with high EG strive to meet or exceed high standards, adapt to change and help to make change happen, maintain their effectiveness under stress, look for ways to overcome obstacles, show empathy and insight in their relationship, resolve conflict, lead others and co-operate and bring out the best in themselves and others.

Emotional Intelligence describes the behaviors that help all of us to deliver results – individually and through others. Good news: emotional intelligence can be developed! Your 2nd assignment is to develop a personal action plan to develop the skills you have determined with your ESCI coach during your individual feedback session. Please make sure you have an appointment before July 2017.

The Leadership Labs will propose to focus on experiences with emotional intelligence.

Session 4 ELJ: Stakeholder management and influencing styles  
Friday 5 May, 14.00-18.15

As leaders, project managers, consultants, advisers, we may have positional power which we could use when influencing stakeholders, but might decide that exercising personal power would be more conducive to creating a high value relationship. Whatever general approach we apply when working with others, there will need to be a degree of ‘push and pull’. ‘Push energy’ is where the influencer draws on their own knowledge, experience and ideas to guide the other party. This energy converts into assertive styles. ‘Pull energy’ is where the influencer encourages the influence target to use themselves as the catalyst for change. This energy converts into responsive styles. Resources will be maximised if the leader shares their knowledge and ideas, and also values the other person’s contribution.

The workshop will include:

- Assessing to what extent your overall style is transactional or relational;
- Raising your awareness as to which styles you find more comfortable and/or use more frequency; and
- Applying the influencing styles to a live situation

The Leadership Labs will propose to focus on your action plan to influence somebody.
SECOND TERM (TOPICS & DATES TBC)

Session 1 ELJ: Essential coaching skills for managers

Coaching is an impressive tool to get your team’s engagement and challenges the individual to pick up responsibility for their own actions and outcomes. It also allows you to build an adult relationship with your team members and helps them develop their own competences and ultimately grow. Frans Campher will give you tools to develop a coaching style in your leadership development and you will be able to exercise these tools with a fellow participant during this session.

The Leadership Labs propose to focus on the coaching/mentoring attitude in your team. Online: what is a good coach? What do you expect from your coach here at Imperial? Coach vs manager.

Session 2 ELJ: Authenticity and feedback

Authenticity is one of the most important keys to leadership (see also related to this topic: Goffee and Jones, (2000). Why should anyone be led by you? Harvard Business Review). Here at Imperial we believe that you can learn leadership and exercise with the Performance Simulator to convey authenticity when you are interacting with others.

To be an authentic leader, you’ll have to know who you are. You’ll complete some exercises before this session to become more aware of who and what has shaped you, but we won’t ask you to share your findings in public if you don’t wish to do so.

This session will be led by Frans Campher, an experienced leadership coach and mentor who helps his clients find their authentic voice and place in the world. You might want to test in the Leadership Lab how others see you? The upcoming ESCI (360 feedback) will help you to complete this picture.

Please book an individual session with Terry Clark in the Performance Simulator to get feedback on your performance.

The Leadership Labs will propose to focus on team dynamics, giving feedback and go back to the MBTI (How do you learn? How do you express ideas? How do you gather information? What is the best fit?) and prompt discussions. You can also address the approach to exams. How do teams make decisions? How do you learn from each other? Online: Ethics and leadership, interview Behringer, emotional and cultural intelligence,

References

Module aims

Critical skills for business leaders include understanding the language of accounting and mastering financial analysis in day-to-day and strategic decision-making. This module will focus on the use of accounting for financial management and reporting, explaining the techniques of financial and management accounting, and examining their relevance to the broader issues of decision-making and management control in organisations. The module gives students insights into the way that business performance is measured, and how business decisions can be structured and analysed.

The module is split into two parts: The first covers financial accounting and reporting, focusing on the annual report used for external audiences; the second covers managerial accounting and financial analysis used for internal decision-making. In the first part of the module, on financial accounting, you will look at the qualitative and quantitative information in the annual report. You will learn how to prepare the three main financial statements: the income statement, the statement of financial position and the cash flow statement. You will analyse these statements using ratios to develop an opinion about a company’s performance and financial position. In the second half of the module, on management accounting, you will review a broad range of management accounting tools and techniques, varying from break-even analysis, cost allocation, balanced scorecard, budgeting, variance analysis and investment appraisals to support short-term and long-term management decisions.

Blended format

The Executive MBA is a blended programme combining on-campus classes with online collaboration.

This module is organised into four thematic areas (see below), each comprised of preparatory reading and online work, to be completed before the face-to-face sessions. It is critical that the online preparatory work be completed before coming to the College, as on-campus sessions will build directly on that material.

Learning outcomes

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

- Use the language of accounting and conduct financial analysis in day-to-day decision-making
- Appreciate the different uses of financial accounting information for a wide range of decisions relating to corporate performance, social responsibility and governance
- Evaluate the uses, shortcomings and informational value of published financial accounts to support strategic decision making
- Weigh the contribution of different forms of cost analysis to the analysis of short-run and long-run management decisions
• Evaluate the strengths and weaknesses of management accounting information and systems in supporting management control of organisational effectiveness, responsibility and sustainability
• Evaluate the financial position, performance and potential of an organisation in its environment using ratio and strategic analyses to support strategic decisions
• Evaluate the impact of using different accounting policies and practices upon performance measurement
• Identify and apply relevant management accounting techniques in addressing both short and long run analyses of management decisions
• Interpret accounting information to support management control in organisations

**Structure**

The module is based on a blend of online preparation and on-campus sessions. The online element provides the fundamental marketing concepts and ideas that will serve as the basis for in-depth analysis of real-life cases during the on-campus sessions.

**Sessions**

The four on-campus sessions will take place on March 10th, April 7th, May 5th and June 2nd on the following topics:

1: **Financial Accounting and Reporting**

In this first session, we introduce the concept of accounting and look at the annual report, which summarises all of the key financial accounting information from both quantitative and qualitative perspectives. We look at the income statement, the statement of financial position, and how to prepare these statements. In the first on-campus session, we bring this knowledge into the classroom, where we apply these concepts and skills to a real-life case study.

2: **Interpretation of Financial Statements**

In our second session, we discuss the content of the cash flow statement and explore how to prepare it. We will also begin to interpret the information available in annual reports and financial statements, using ratio analysis. In the on-campus session, we compare calculations from a case study and prepare a cash flow statement, before conducting a financial review of a company using ratios.

3: **Operational and Strategic Decision-Making**

In our third session, we transition from financial accounting into managerial accounting, covering several tools and techniques. Students apply what they learn in a discussion of balanced scorecards and budget processes, before developing a budget and using the present value calculation to support their investment decisions.
4: Management Control and Cost Allocation

This final session covers the theory and tools of management control, including variance analysis and activity-based costing and management. Students look at quantitative examples and learn how to calculate the total cost of a product or service using two different methods. In the on-campus session, students apply the concepts and skills to activity-based costing and management, variance analysis, and cost/volume/profit analysis.

Materials

Students are expected to have completed all of the relevant online preparatory material in preparation for each of the four on-campus sessions. The online material is supported by the assigned textbook:


Grading

This module is assessed by coursework, class participation and a final examination. The coursework components account for 30% of the module mark; class participation accounts for 10%; and the final exam accounts for the remaining 60%. The coursework component is based on a group assignment. The final exam consists of open questions. Detailed instructions on all assignments, including assessment criteria, are available on the Hub. See below for expectations regarding class participation in the EMBA programme.

Class Participation (10%)

For both quantity and quality of in-class comments, and level of preparation. In addition to preparing the cases, students should volunteer in class company examples of the lecture and textbook concepts. Instructors will track participation on a per session basis and assign a score from 0 to 10. Instructors will then total the scores for the module.

0 = absent from class (even with permission as you should make up missed sessions with participation in other sessions
4 = present but did not speak (minus points for disruptive behaviour including lateness or checking phones or laptops for non-class-related activities)
6 = one or more positive contributions to the discussion
7 to 9: increasingly significant contributions in quality or quantity (minus points if hogging airtime)

To get a satisfactory score (= B) for class participation, you need to total 21 points, i.e., you do not need to speak in every session.
BS0232 Managerial Economics

David Shepherd  
E-mail: david.shepherd@imperial.ac.uk

Module aims  
The performance of any business is heavily influenced by the market environment in which it operates. A proper understanding of business behaviour requires an appreciation of the forces that shape this operating environment. The aim of this module is to develop the framework of analysis needed to explain how market conditions are determined and how the market environment influences business performance. The objective is to develop an understanding of economic forces and the ability to apply economic analysis to problems related to business strategy and managerial decision-making.

The module covers both microeconomic and macroeconomic behaviour. The micro component focuses on the nature of markets, demand and supply interactions in markets, managerial decision-making, and production and strategic pricing issues. The macroeconomic component examines the factors that determine the economy's productive capacity and the interaction of production and spending decisions across the economy. Consideration is given to both domestic and international factors, including financial conditions and the part the government plays in influencing economic activity.

Blended format  
The Executive MBA is a blended programme combining on-campus classes with online collaboration.

This module is organised into four thematic areas (see below), each comprised of preparatory reading and online work, to be completed before the face-to-face sessions. It is critical that the online preparatory work be completed before coming to the College, as on-campus sessions will build directly on that material.

Learning outcomes  
By the end of the module, students should have acquired the following:

- Critical awareness of the economic constraints affecting business decision-making
- Ability to assess the nature of markets, and demand and supply interactions
- Appreciation of the nature of market competition and how revenue and cost conditions are used to make production decisions
- Ability to analyse the determinants of market structure and how competition influences business decisions
- Critical awareness of market interdependence and the nature of strategic pricing decisions
- Awareness of the macroeconomic constraints affecting business performance
- Understanding of the structure of macroeconomic activity and the factors that determine employment and labour productivity
- Appreciation of the nature of aggregate demand and how financial conditions influence expenditure decisions
Structure

The module is based on a blend of online preparation and on-campus sessions. The online element provides the basic theory and analysis needed to understand microeconomic and macroeconomic behaviour. The on-campus sessions are designed to highlight the key elements of the theory needed to understand business behaviour and to show how theory can be used to understand the behaviour of markets and the constraints that influence business decision-making and company performance.

Sessions

The four on-campus sessions will take place on February 11th, March 11th, May 6th and June 3rd on the following topics:

1: Market Behaviour

This first session examines the nature of demand and supply forces and how they interact in different market circumstances. We will examine how market structures are determined, how quantitative responses are measured and the difference between short run and long-run market adjustments. The session uses practical examples of market behaviour to illustrate the usefulness of demand and supply analysis.

2: Business Decision-Making

The second session discusses business objectives and the nature of pricing and production decisions. It examines how cost and revenue information can be used by the business to make appropriate pricing and production decisions, and how the degree of competition affects market outcomes. The session emphasises the nature of strategic decision-making and how interactions between competitors can affect market outcome.

3: Production, Productivity and Employment

The third session examines the nature of production conditions across the entire economy and the factors that determine employment and labour productivity. This session focuses on the nature of the growth process and the importance of investment and technological progress in generating productivity growth. It highlights the importance of international factors and considers whether government policy can influence the long-run growth rate of productivity.

4: Money and Expenditure Decisions

This final session examines the factors that determine the level of expenditure across the entire economy (aggregate demand) and how fluctuations in demand generate changes in output and prices. The session highlights current macroeconomic issues and considers in particular how banking and financial conditions influence macroeconomic performance.
Materials

Students are expected to have completed the relevant online material in preparation for the on-campus sessions. The online material is supported by the following text, which is available as an e-book via Imperial College library:


Grading

This module is assessed by coursework, class participation and a final examination. The coursework components account for 30% of the module mark; class participation accounts for 10%; and the final exam accounts for the remaining 60%. The coursework component is based on online content and the exam is multiple-choice question (MCQ) format. Detailed instructions on all assignments, including assessment criteria, are available on the Hub. See below for expectations regarding class participation in the EMBA programme.

Class Participation (10%)

For both quantity and quality of in-class comments, and level of preparation. In addition to preparing the cases, students should volunteer in class company examples of the lecture and textbook concepts. Instructors will track participation on a per session basis and assign a score from 0 to 10. Instructors will then total the scores for the module.

0 = absent from class (even with permission as you should make up missed sessions with participation in other sessions)
4 = present but did not speak (minus points for disruptive behaviour including lateness or checking phones or laptops for non-class-related activities)
6 = one or more positive contributions to the discussion
7 to 9: increasingly significant contributions in quality or quantity (minus points if hogging airtime)

To get a satisfactory score (= B) for class participation, you need to total 21 points, i.e., you do not need to speak in every session.
Module aims

Among business disciplines, marketing is the primary contact point between a business and its customers. Appreciating customer needs and how to marshal the resources of an organisation to meet those needs are crucial skills in today's business world. This module develops a general management approach to making, planning and evaluating marketing decisions, from both strategic and tactical perspectives. Students will learn how marketing decisions contribute to overall business performance and how they are affected by organisational and environmental influences.

We will define and explore fundamental marketing terms, concepts, principles, ideas and theories. We will discuss the role of marketing in an organisation, explore the link between marketing and customer value creation. You will learn how to think critically about marketing, how to use the marketing toolkit to gain competitive advantage, learn about the product life cycle and how to build customer relationships, as well as retain their loyalty. We will talk about branding, channels and promotions, and explore the opportunities presented by traditional and digital marketing communications.

Blended format

The Executive MBA is a blended programme combining on-campus classes with online collaboration.

This module is organised into four thematic areas (see below), each comprised of preparatory reading and online work, to be completed before the on-campus sessions. It is critical that the online preparatory work be completed before coming to the College, as on-campus sessions will build directly on that material.

Learning outcomes

By the end of the module, students should have acquired the following:

- Understanding of key marketing terms, concepts, principles, ideas and theories
- Understanding of the role marketing plays in an organisation, the close relationship between marketing and other functions, and of how marketing contributes to overall strategy
- Understanding the “marketing toolkit” and how to use it for competitive advantage
- Analytical skills to assess a company’s customers and external environment
- Planning skills to formulate an effective marketing strategy
- Managerial and interpersonal skills to manage a market and solve problems
- Communication skills to formulate a marketing communications plan
- Traditional and digital marketing skills to design corporate messaging strategies

Structure
The module is based on a blend of online preparation and on-campus sessions. The online element provides the fundamental marketing concepts and ideas that will serve as the basis for in-depth analysis of real-life cases during the on-campus sessions.

**Sessions**

The four on-campus sessions will take place on February 11th, March 11th, May 6th and June 30th on the following topics:

1: *Introduction to Global Marketing*

In this first session, we examine some of the fundamentals of global marketing, looking at the marketing concept, customer value and market segmentation. We ask you to share a little of your own story, as a prelude to discussing the role of marketing in an organisation. We introduce the concepts of product positioning, brand identity and price promotions. When you come to campus for your first classroom session, we will look at the marketing mix and discuss market orientation in more detail.

2: *Product Management and Consumer Engagement*

In our second session, we discuss the problem of marketing myopia, the product life cycle, product differentiation, product positioning. We also look at managing services and the concept of price as a signal before examining the communication process and the role of stories in customer and employee engagement. In our on-campus session, we discuss the two case studies, on Swatch and Mountain Dew, in more depth.

3: *Brand and Customer Management*

The third session focuses on brand and customer management. We cover the benefits of branding and the brand management pyramid, before looking at examples of strong brands and discussing customer relationships with brands. We look at the drivers of attachment to brands and look at a case study on American Express, before discussing these topics in the classroom.

4: *Digital Marketing and Innovation*

This final session examines digital marketing and some important examples of innovation in marketing. We introduce the marketing mix and look at the array of options available, including mobile, social media, digital and video marketing. We look at cultures of innovation and ask some critical questions about what it takes to succeed over the long term. At our final on-campus session, we examine a case study on American Eagle Outfitters and discuss social media metrics.
Materials

You are expected to have completed all of the relevant online preparatory material in preparation for each of the four on-campus sessions. All of the reading material for this module is housed on the Hub. There is no assigned textbook; you will read a variety of case studies and articles, all of which are available as direct links on the Hub.

Grading

This module is assessed by coursework, class participation and a final examination. The coursework components account for 20% of the module mark; class participation accounts for 10%; and the final exam accounts for the remaining 70%.

For the coursework component, you will be required to write an essay (up to 1,000 words in length) on a topic of your own choice covered in the module, to demonstrate you understand the concept and can apply it to a real-life situation. The exam is closed-book essay question format. Detailed instructions on all assignments, including assessment criteria, are available on the Hub. See below for expectations regarding class participation in the EMBA programme.

Class Participation (10%)

For both quantity and quality of in-class comments, and level of preparation. In addition to preparing the cases, students should volunteer in class company examples of the lecture and textbook concepts. Instructors will track participation on a per session basis and assign a score from 0 to 10. Instructors will then total the scores for the module.

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6 = one or more positive contributions to the discussion
7 to 9: increasingly significant contributions in quality or quantity (minus points if hogging airtime)

To get a satisfactory score (= B) for class participation, you need to total 21 points, i.e., you do not need to speak in every session.
BS0206 Organisational Behaviour

Mark Kennedy
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Module aims

What is organisational behaviour? Do organisations really “behave”, so to speak? Do they then sometimes also misbehave? What’s the difference? Any time you put people into any kind of division of labour and related structures to integrate their efforts, predictable behavioural tendencies arise. Some of these tendencies make for effective organisations; others are challenges to overcome. Add in competition among organisations, changes in the environment, and competing demands from multiple stakeholders, and you have a set of problems and solutions called organisational behaviour.

This module covers the major factors that shape organisational behaviour and effectiveness. We will analyse organisational behaviour at three levels - the micro (individual), the meso (organisational), and the macro (industries, cultures, nations) - and examine how activities at each of these three levels enable organisational performance and effectiveness. You will learn key concepts to improve organisational performance and acquire necessary tools to design organisations that function effectively in unpredictable environments. You will develop analytical, problem-solving and leaderships skills, and come to understand the link between organisational performance and various other important dynamics that affect organisations, including culture, decision-making, group conflict, power structures, and wider social dynamics.

Blended format

The Executive MBA is a blended programme combining on-campus classes with online collaboration.

This module is organised into four thematic areas (see below), each comprised of preparatory reading and online work, to be completed before the face-to-face sessions. It is critical that the online preparatory work be completed before coming to the College, as on-campus sessions will build directly on that material.

Learning outcomes

By the end of the module, students should be equipped to:
- Understand and explain sources of organisational performance
- Suggest changes to improve organisational performance and competitiveness
- Design and structure effective teams and organisations
- Understand the link between an organisation’s performance and wider social changes
- Diagnose, analyse and mitigate organisational threats
- Identify the most pressing problems and opportunities in your organisation
- Recommend a course of action and be able to defend your position
- Identify and make the most of your personal strengths as a leader
Structure

The module is based on a blend of online preparation and on-campus sessions. The online element provides the fundamental ideas and concepts we will discuss in more depth by applying to real-life cases in the on-campus sessions.

Sessions

Four on-campus sessions will take place on February 10th, April 8th, June 3rd and July 1st on the following topics:

1: Individual and Social Cognition

In this first session, we will examine how individuals and people in social situations take in and process information to make decisions, large and small. We will go from theory to practice, using both a case and an exercise to see our understanding of cognition (including emotion) works in the real world, and how it affects us as individuals.

2: Teams, Networks and Organisations

The second session covers how motivated and cool cognition translates into performance of teams and organisations. Networks are a crucial and often unobserved element of team and organisational performance, so we will examine how motivations and cognition translate into people picking styles that enable or constrain not only your personal effectiveness, but also the performance of your team or organisation.

3: Culture and Environment

In the third session, we will look at how cognition is affected by culture, and vice versa. We will explore the linkages between what we pay attention to and what we think it calls for, and we will relate what we find to individual and organisational effectiveness. We will also look at examples of toxic culture and work environments, and explore how to deal with such challenges.

4: Leadership

In this final session, we will integrate all of our prior sessions and apply them to the challenges of leadership. You will see how your ability to lead effectively flows from individual and social cognition; from teams, networks and organisational structures; and from cultural and institutional environments. You will first gain an understanding of how you are affected by these influences and then appreciate how you, as a leader, can influence the shape of your environment.

Materials

You are expected to have completed the relevant online preparatory material in preparation for each of the four on-campus sessions. All of the reading and viewing material for this module is housed on the Hub. There is no assigned textbook to buy; you will read a variety of case studies and articles, all of which are available as direct links on the Hub.
Grading

This module is assessed by coursework, class participation and a final examination. The coursework component is a group assignment with an individual component worth 20%; class participation accounts for 10%; and the final exam accounts for the remaining 70%. More details on assignments are available on the Hub. See below for expectations regarding class participation in the EMBA programme.

Class Participation (10%)

For both quantity and quality of in-class comments, and level of preparation. In addition to preparing the cases, students should volunteer in class company examples of the lecture and textbook concepts. Instructors will track participation on a per session basis and assign a score from 0 to 10. Instructors will then total the scores for the module.

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To get a satisfactory score (= B) for class participation, you need to total 21 points, i.e., you do not need to speak in every session.
Block II - Module Outlines

(The outlines for the Block 2 modules are provisional at the time of publishing; updated outlines will be shared via the hub)
BS0202 CORPORATE FINANCE
(Provisional)

MODULE TUTOR
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MODULE OUTLINE

• Lecture 1: Introduction to Finance (not examinable)
  – Introduction to Finance and Financial Markets
• Lecture 2: Bond Markets
  – Pricing bonds, Government & corporate bond markets
• Lecture 3: Equity Markets
  – Pricing Equity, Issuing equity, Equity markets
• Lecture 4: Valuation of the firm
  – Free Cash Flows, Enterprise Value & Continuing Value
• Lecture 5: History of Equity Markets
  History of equity markets, Risk- Return trade-off
• Lecture 6: Portfolio Allocation
  – Portfolio Diversification and the CAPM
• Lecture 7: The Cost of Capital
  – Estimating the cost of equity and debt and the weighted average cost of capital (WACC)
• Lecture 8: Capital Structure Question
  – Is there an optimal debt-equity mix?
• Lecture 9: Futures
  – Introduction to Futures
• Lecture 10: Options
  Introduction to Options

MODULE AIMS

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

Portfolio Analysis and the risk return trade-off
• 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 types of finance.

Real World Finance
• Most lectures will include a discussion/case study to illustrate how the lecture material is relevant to current financial trends and issues

TEXTBOOKS
Global edition but still has a US focus

Supplementary text with a UK Focus and greater detail on institutions and markets

Background Readings
The Money Machine
Phillip Coggan
Richard Roberts

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

PRE-LECTURE PREPARATION AND MATERIAL ON THE HUB
Before each lecture please read the pre-lecture material and you must do the pre-lecture test on the hub (counts for 5% of final marks).

Some find it helpful to familiarise themselves with the material before the relevant lecture. The following is a list of the relevant chapters from the Berk and DeMarzo textbook for each lecture.

• Lecture 1: Introduction to Finance - Chapter 1.3
• Lecture 2: Bond Markets - Chapters 6.1 and 6.2
  (Please note that this material requires a basic understanding of the time value of money – Chapter 4 – but this has been covered in earlier modules)
• Lecture 3: Equity Markets – Chapters 9.1, 9.2 and 23.2
• Lecture 4: Valuation of the firm - Chapters 9.3, 9.4
• Lecture 5: History of Equity Markets- Chapters 9.5, 10.1, 10.2
• Lecture 6: Portfolio Allocation - Chapters 11.1, 11.2. 10.6, 10.7
• Lecture 7: The Cost of Capital- Chapters 10.8, 12.1, 12.4
• Lecture 8: Capital Structure – Chapters 14.1, 14.2, 15.1, 15.2
• Lecture 9 & 10: Futures and Options – Chapter 20.1, 20.2

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As well as the pre-lecture material on the HUB there is:

- The lecture notes
- Self-study questions & answers for each lecture
- Background material
- Assignment details
- Past Exams + summary answers (these will be added later)

**MODULE ASSESSMENT**

1. Quizzes prior to lectures worth 5% of total marks in total. Quizzes must be completed before the relevant lecture.
2. A syndicate group assessment exercise, details on the HUB worth 25% of final marks. To be handed in by the end of term – dates to be provided by your programme coordinator
3. A closed book exam worth 70% of marks. (The marks will be shared equally between 20 multiple-choice questions and 2 long answer questions)
BS0208 STRATEGY  
(Provisional)

MODULE TUTOR  
Ian Mackenzie  
Email: ian.mackenzie@imperial.ac.uk

A. MODULE OVERVIEW

Strategy

Strategy is about the major choices that a firm makes about where and how to compete. A firm’s strategy can be thought of as the pattern of choices covering the overall scope of its business activity, the main policies pursued by business functions (e.g. marketing, production/operations, R&D and finance) and the way in which the firm is organised (structure, process, people etc.). Strategy is thus inherently cross-functional.

Major strategic decisions include which industries to participate in (which could involve diversification), what ‘positioning’ to seek within a given industry, the extent of vertical integration, what operational model to adopt, what R&D investments to make and what organisational culture the firm seeks to create etc. As such, strategy takes us into the realm of ‘general management’ – it is typically a prime concern of the CEO or, in a multi-business corporation, the overall CEO and the Divisional Managers. However, nearly all managers will be involved with and impact strategy in some way.

This module primarily focuses on ‘business strategy’ – how a single business company or a business unit of a larger corporation competes in its business. We will however provide an introduction to ‘corporate strategy’ which is about how multi-business corporations should make decisions around the scope of the businesses in their portfolio and how they should organise to manage them. The focus is also on firms participating in competitive markets through many of the ideas can also be applied to other organisations, for example in the not-for-profit sector.

Our focus will primarily be on ‘strategy making’. We will spend some time exploring how we can come up with ideas for new or improved strategies. However, most of the time will be spent developing the capability to assess if a strategy is likely to be successful. To do this:

1. We will need to decide what the goal of strategy should be. In other words, how should we measure success and failure?

2. We will need to understand various key concepts (ideas) which underpin modern-day strategy. For example, the notions of ‘competitive advantage’ and ‘valuable resources’ are bandied around but few managers really understand what they refer to or use them in a useful, rigorous way. (As an aside, most managers profess to ‘understand strategy’ very well but, in practice, fail to apply the ideas and tools in a way that adds real insight. With the help of this module, you can help remedy this!)

3. We will need to understand the various factors that appear to underpin more successful strategies. Some of these have their roots in ‘a novel and smart set of choices’, others have their roots in ‘what the company has or does which is superior in some way to
competitors’, still others have their roots in ‘achieving an advantageous scale or scope within the business’. The challenge for strategists is always to figure out what’s important in each particular industry-company situation.

4. We will need to develop some criteria (tests) for assessing what is likely to be a good/bad strategy and to become familiar with some analytical tools which enable us to use these criteria. Again, a key challenge is to figure out what analysis is likely to be valuable in each particular situation.

There are many different ways to approach an understanding of strategy. This module is based on a framework which sees the role of a strategy in terms of (1) creating value and (2) capturing value. We will discuss how this core framework relates to other well-known frameworks such as Porter’s five forces.

Most strategies have an element of ‘the future’ about them. For example: “we are planning to do X and Y with the hope that the outcome will be Z”. While the gathering and analysis of data can be very helpful in selecting better strategies, strategy-making is always likely to include an element of gut feel or intuition. What is important is to recognise the key assumptions that the strategy rests on and to make sure that you have some sound logic for why X and Y really should lead to Z. The four areas we identified above are highly relevant to being able to develop a sound logic.

Finally, we will spend a bit of time exploring the organisational processes of strategy making and strategy implementation. What are the pitfalls? Are there characteristics which seem to underpin better process? We will also discuss why having an explicit strategy can be both a blessing and a curse – which explains why successful firms often subsequently fail. Overall, it’s important to realise that coming up with, and implementing, good strategies, remains one of the most difficult tasks that managers have to contend with. The good news is that a systematic approach to strategy development generally helps greatly!

**Learning Outcomes**

It follows from the above that, at the end of this module, you should:

1. Have a good knowledge of the key concepts, key success factors, evaluation criteria and tools that form part of modern-day strategy analysis and

2. Have the skill and confidence to be able to:
   a. Identify a company’s current strategy
   b. Assess whether that strategy is fundamentally sound or whether there are issues with it
   c. Identify how the business is likely to evolve, the implications for current strategies and how to respond, for example in terms of strategic change
   d. Identify a company’s processes for strategy-making and implementation, make an assessment and make suggestions for improvement.

**Teaching Approach and Assessment**

Case-based
This is not a traditional lecture-based module. Strategy is best explored through the vehicle of detailed case studies which allow us to engage with various concepts, frameworks and tools in practical, real-world setting. It follows that classes should be highly interactive with students prepared to share and test their ideas with their peers. Participation also allows you to develop your communication skills, something that is clearly very important in business careers.

As you know, classes in the EMBA are bunched into 4 hours sessions. We normally use a class of around 1¾ hours for the discussion of one case. Hence our 4 hour sessions will generally cover 2 cases. Rest assured that we will have a good break between cases.

One very important point: please do not try to access or introduce information about the company in the case which is not already contained in the case. Doing this can confuse or side track the discussion and is likely to reduce the learning for the whole class.

Preparation for class

Good preparation of cases is vitally important if the class is to fulfil its learning potential – and be lively and enjoyable. I will provide detailed questions to guide your preparation along with the assigned case study. These questions should give you a good sense for the topics that will be discussed in class.

You should plan to spend a minimum of two hours on preparation of each case – ideally three hours. There is no separate ‘coursework’ in this module, and relatively few readings, hence this should not represent an excessive requirement. Given the ‘double-case, 4 hour sessions’, it will be important to start to prepare in good time before you come to ICBS for a 2-3 day period.

Class Participation

As noted above, class participation is key in case-based teaching. Your participation in class is thus very important and will count for 30% of your overall module grade. So I can remember in-class participation as accurately as possible, please sit in roughly the same position in the classroom for each class and use a name card (which will be provided). To ensure that your participation is remembered, you should complete a very brief ‘participation memo’ after each class in which you make a significant contribution in. Please note that I will ‘cold call’ students as necessary to broaden participation. Participation will be assessed by me – I will distribute a separate memo describing what good participation looks like.

Attendance

Given the importance of participation, a very high level of attendance (throughout the entire class) is essential. Attendance will be recorded up to the start of each class. (Your attendance will not be recorded if you are late for the class). Non-attendance will detract from your participation score. We have a lot to get through so I expect you to be there promptly for the start of each class.

Papers/articles

For a few classes, papers or articles will also be assigned as required pre-reading. It is important that you also read and think about these as we will typically discuss them in class. I will also provide an optional reading list of papers and articles that you may find helpful. There

**Exam**

The remaining 70% of your module grade will be based on the **final exam**. This will be based on a case study (different from those discussed in class) and associated questions. My current expectation is that you will be given the case to read prior to the exam. The questions will be provided at the start of the (3 hour) exam which will be closed book.

**Slides used in class**

Please note that I will not be distributing **slides** prior to class as this would negate some of the ‘discovery’ element. I will however post most of the slides I use directly after the class. I will also be posting more detailed slide decks after most classes which lay out theory and practice in more detail. It is important that you review this material prior to the following classes.

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**B. SYLLABUS**

**Session 1**

**Topic: Introduction to Strategy**

What do we mean by ‘strategy’ in a business context? How do we identify a company’s strategy? How can we assess whether a strategy is a good one?

**Session 2**

**Topic: Strategies based on Low Cost**

Many companies pursue a strategy of being ‘low cost’. How do firms achieve low cost positions? What determines if these type of strategy is successful?

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**Session 3**

**Topics: Strategies based on Differentiation; The Role of Aspirations in Strategy**

This session will allows us to do two things. Firstly it will allow us to explore a strategy based on differentiation (i.e. Patagonia). We will explore what determines if these type of strategy is successful. Secondly, we will explore the role that missions, visions and values plays in strategy.

**Session 4**

**Topics: Strategies involving Focus; Sources of Competitive Advantage**
Airborne Express is an example of a company pursuing a strategy of focusing on particular set of customers within an industry. It provides a good base from which to explore what determines success and failure in such strategies.

Session 5

Topics: Industry Analysis; Vertical Integration

Our focus now shifts up to the industry (or positioning within an industry) level as we explore why some industries seem to be more profitable over the long run than others. The carbonated cola business allows us to look at an industry with a multi-stage, value chain (i.e. concentrate producers, bottler/distributors and retailers). So we have different settings to explore Porter’s five forces framework. This industry also allows us to touch on why firms do or don’t vertically integrate.

Session 6

Topic: Coming up with Ideas for Novel/Innovative Strategies

In this class we will explore how managers can come up with novel strategies. We will use the case on CarMax to look in detail at a novel strategy. We will analyse why it has been successful (a chance to practice using the tools we’ve introduced to date) and then explore how the strategy was conceived. We will then review and compare various approaches which have been proposed for coming up with innovative strategies including the use of analogies, design thinking and (so-called) ‘blue ocean strategy’.

Session 7

Topics: Strategy in technology intensive businesses; industry evolution

Strategy can be particularly challenging in industries where technological options and change is important. Today’s case allows us to examine one of the classic technology battles – Apple versus ‘Wintel’ in PC. Specifically it will allow us to expose some of the typical ways in which technology-based businesses will work and how we can think though how industries are likely to evolve.

Session 8

Topic: Strategy and Structure

For large, multi-business, multi-geography companies, ‘structure’ – meaning roles, responsibilities and formal reporting relationships – is a key element of the formal organisation. Traditional business thinking was that ‘structure should follow strategy’. However it also became clear that structure has an important influence on strategy because it influences how important decisions are made. The P&G case allows us to explore the relationship between strategy and structure by analysing the various structural forms employed by P&G as it developed. Ultimately the challenge is to decide if ‘Organisation 2005’ should be retained.
Session 9

Topics: Corporate Strategy (Horizontal Diversification, Vertical Integration and Geographic Expansion)

Our cases so far have focused almost entirely on strategy at the level of the individual business unit. In this module we shift perspective to the multi-business firm and ‘corporate level strategy’ which is fundamentally about developing a ‘corporate advantage’. (See assigned article). We will look at The Walt Disney Company which has grown to be one of the largest and best known media companies in the world.

SESSION 10

Topics: The Organisational Processes of Strategy Making and Implementation.

With a revenue of over $13bn in 2010, Danaher has gradually emerged over the past 25 years to be the best performing US-based ‘conglomerate’ by far. The Danaher case allows us to explore (i) how they manage their M&A activity (which determines its corporate portfolio) and (ii) how they then manage the businesses within their portfolio, including the processes of strategy setting and implementation. The puzzle is to figure out what is it about Danaher that has enabled it to achieve such stunning financial performance.
MODULE OVERVIEW

*Leadership is the art of getting someone else to do something you want done because he wants to do it.* - Dwight D. Eisenhower

Corporate success depends fundamentally on ethical and effective leaders. The crisis at the RBS, the collapse of Enron, the debacle at Drexel Burnham Lambert, and any number of other corporate failures are commonly linked back to the failure of leaders to be either ethical, effective, or both. In this module, we will discuss what effective leadership looks like, explore the complexities of ethical leadership, and discuss how you can become more effective and responsible in your personal leadership practice.

At its most basic, responsible leadership consists of how each one of us makes a unique and positive difference to the challenges we face with people and projects. It is not about wasting our energy trying to be something we are not. Instead, it is about finding new and better ways of ‘being ourselves’ through enhanced insight and skill. Therefore, our focus in this module will be to help you become more aware of your personality traits through *diagnosis* (questionnaire assessment exercises), your strengths and weaknesses as a leader through *insight* (introspection and reflection on one’s traits, habits, and behaviours) and to build on this knowledge to improve your leadership practice through *self-development* (plans to learn and change to more effectively tackle future challenges).

The module will focus on a number of themes and will involve a blend of activities. We start the module studying individual aspects of leadership and as the module progresses we will pay more attention to organisation-based aspects, finishing off with sessions for personal action planning. All through the module we will keep coming back to the question of ethics and spend time thinking through the challenge of ethical leadership.

By the end of our time together, you will not only have a more thorough awareness of the personal and social characteristics that shape you as a leader, but you will have a firm contract for moving forward with your personal leadership action plan. Thus, this module should be thought of as an initial assessment of your position at the beginning of what is going to be a stimulating personal, group and academic journey.

The module objectives are:

- To use diagnostic tools provided to identify your own key interpersonal and teamwork skills
- To use case studies and group discussion to obtain insight into your own traits, habits, and behaviours and share feedback on your own and others’ interpersonal skills
To explore what constitutes responsible leadership in an organisational context

To consider avenues for self-development, such as the need to adapt skills for different contexts and to practise selected interpersonal skills

To develop personal action plans for future leadership challenges

Note on class participation
Learning from the module is greatly enhanced by the group collectively sharing its experience. It is your responsibility to come to class fully prepared to discuss issues on the agenda. You are expected to contribute to each class discussion. You are expected to ask questions, express opinions, draw linkages among cases and theories, and develop new ideas. Expect to talk in each class session. Quality comments should:

- Offer a unique and relevant perspective,
- Contribute to moving the analysis forward,
- Build on the comments of others,
- Go beyond the “I feel” comments to include some evidence or logic, and
- Not go off on tangents.

Important: Absence from class (planned or unplanned) should be explicitly accounted for - please let me know if you are unable to attend.

MODULE TEXT
There is a module textbook that all class participants will be expected to buy and read before the first class:


The book, as its title says, is short and will provide a basic understanding of key leadership concepts. The book can be purchased from Amazon or from the Sage UK website. The cost is around £15.00 (make sure to get the paperback). Please try and get the second edition although the first edition will be fine if you already have it or if the second edition is not easily available.

MODULE ASSESSMENT ASSIGNMENT
Grading will be based on the following:

- Pre-module essay: My personal experience of ineffective leadership
  - 20% of final module grade
  - Individual
  - To be submitted electronically before 9 a.m. on the first session of the module;
  - Word limit: 500
  - Instructions: Think about a time when you experienced (so to speak) an ineffective leadership episode in your organisational life – when you were less effective than you should have been while managing yourself and/or other people.
Examples might include: failure to secure an important client, stalled promotion, frustrating project management or team management experience, inability to manage upwards, difficult colleague or subordinate, etc. Briefly describe the situation and analyse the contributing factors that made you less than effective. What is important is the thoughtful analysis of what caused you to be ineffective in that leadership situation. It is not necessary at this point to suggest alternative courses of action.

- Final paper
  - 80% weight
  - Individual
  - To be submitted: About 1 month after the final session of the class
  - Instructions Part 1 (limit: 750 words): Using insights from diagnostic tools and assessment exercises, case studies, readings, group discussion, and lecture material in the module, analyse the reasons why you were less than successful in the leadership situation described in your pre-module essay and describe what you would do differently if you faced a similar situation again.
  - Instructions Part 2 (limit: 750 words): Using insights from the module, write a personal action plan to continue your leadership development. Write about your strengths in leadership situations, possible weaknesses that you need to be aware of, and how you intend to develop your leadership capability. Include a personal development worksheet outlining your goals and your plans for reaching those goals.
DETAILED SYLLABUS

Session 1 (Theme – What is Leadership?)

Module Introduction

Guest Speaker: What is Responsible Leadership?

Activity: Leadership Timeline/Influences

Session 2 (Theme – What is Leadership?)

Readings:


(3) Module text

Work-out: Reprise “My worst moment as a leader”

Session 3 (Theme – Self-awareness: Charisma)

Self-assessment: In Class


Case: Video Case (in class)

Group-share: Personality – strong suit, hot-spots
- How charismatic are you? Is this an area of strength?
- How might you become more charismatic?
- Are there downsides to charismatic leadership?

Session 4 (Theme – Mobilizing Others: Communication)

Reading: No Reading

Group-share: Communication in your organisation
- How common are communication problems in your organisation? Why do these problems keep occurring?
- How good are you at communicating? How can you get better at it?
Session 5 (Theme – Mobilizing Others: Coaching)

Case: Video Vignettes

Reading: No Reading

Group-share: Your coaching style

- In your experience, how important do you think coaching is in motivating people?
- How good are you at coaching? How can you get better at it?

Session 6 (Theme – Mobilizing Others: Storytelling/Symbolic Leadership)

Video Case: Steve Jobs

Reading:


Group-share: Symbolic leadership in your organisation

- Assess the symbolic leadership capability of the top executives in your organisation.
- How good are you at symbolic leadership? How can you get better at it?

Session 7 (Theme – Mobilizing Others: Managing Difficult Conversations)

Activity: Difficult Conversations Worksheet


Group-share: Think of the most difficult conversation you have ever had at work.

- What made it difficult for you?
- How did you deal with it?

Session 8 (Theme – Managing Your Boss)


**Group-share:** Capabilities for managing up.
- How good are you at managing your boss?
- What has worked? What new strategies could you use to be more effective at influencing your boss?

**Session 9 (Theme – Leadership Across Cultures)**

**Case:** Leading Across Cultures At Michelin (A) 409-008-1

**Group-share:** Leading across cultures.
- What special challenges have you encountered managing across cultures?
- What has worked? What new strategies could you use to be more effective managing across cultures?
- What ethical challenges does cross cultural leadership bring?

**Session 10 (Theme – Creating an Action Plan for Your Development)**


Work-out: Craft personal leadership development plan and share with peers.
ABSTRACT

The corporate innovation & entrepreneurship module offers you a unique opportunity to build your knowledge, skills and experience in understanding innovation at industry and company level and in setting up processes and procedures to foster corporate innovation. You will embark on a live experience through negotiating a term sheet, typically used in corporate entrepreneurship and venture capital environments.

OBJECTIVES

You will understand:
- 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

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>I. Content- related</td>
<td>Upon completion of the module, participants can</td>
</tr>
<tr>
<td></td>
<td>Write a term sheet</td>
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</table>
TEACHING METHODS

The module includes a combination of teaching, in-class exercises and a final game. The teaching part of the module covers 18 hours, the interactive game part takes place in the last module of 2 hours. In the first five modules, teaching cases and design thinking exercises are used as complementary to the theoretical part. About one third of the time in these modules is devoted to case discussion and exercises and two thirds are spent on the transfer of new theoretical insights. Reading material is expected to be prepared before classes. You are expected to perform a due diligence of a business plan before the last session during which you will negotiate a term sheet. You will be assigned the role of venture capitalist or corporate investor, business angel or entrepreneur and prepare the due diligence in a team of two. During the game in the last module, you will have to match up with each other, negotiate and present the best deal.

GRADING AND ASSESSMENT

A description of the assessment methods, e.g. individual assignment, exam, team presentation.

<table>
<thead>
<tr>
<th>Assessment / Deliverable:</th>
<th>Individual or group:</th>
<th>(Due) date:</th>
<th>% of final grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Preparation</td>
<td></td>
<td></td>
<td>10%</td>
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<tr>
<td>Opportunity Identification and Evaluation Exercise</td>
<td>individual</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Business Plan Due Diligence and Deal Preparation/Negotiation</td>
<td>Group (2 persons)</td>
<td></td>
<td>50%</td>
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</table>

REQUIRED TEXTBOOK(S)

Clarysse, B. & S. Kiefer *The Smart Entrepreneur* (Elliott & Thompson, 2011) is used as reference material.
### SUGGESTED EXTRA READINGS, JOURNALS AND WEBSITES


<table>
<thead>
<tr>
<th>Session #1, date</th>
<th>1. Understanding Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics:</td>
<td>1. The Industry Cycle</td>
</tr>
<tr>
<td></td>
<td>2. Pioneers, Fast Followers, Incremental Innovators, Business Model Innovators</td>
</tr>
<tr>
<td></td>
<td>3. Dominant Designs &amp; Dominant Business Models</td>
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<tr>
<td>In class exercises:</td>
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</tr>
<tr>
<td>Case:</td>
<td>Preparation: From SixDegrees.com to Facebook, mini case M. Schilling (p. 85-88)</td>
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</tbody>
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<tr>
<th>Session #2, date</th>
<th>2. Innovative entrepreneurship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics:</td>
<td>1. Different forms of entrepreneurship (technology, social, international)</td>
</tr>
<tr>
<td></td>
<td>2. Demand Pull vs Knowledge Push ideas</td>
</tr>
<tr>
<td></td>
<td>3. Design thinking to craft opportunity spaces</td>
</tr>
<tr>
<td>In class exercises:</td>
<td>Design exercises</td>
</tr>
<tr>
<td>Readings:</td>
<td>Read The Smart Entrepreneur chapter 1-2</td>
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<tr>
<td></td>
<td>Further reading: Clarysse, Danneels &amp; De Cock (2015): A Tale of Two Ventures, Technology Push vs Market Pull</td>
</tr>
<tr>
<td>Case:</td>
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</tbody>
</table>

### 3. Identify Market Opportunities through Problem Solving
### Session #4, date

**4. Corporate Venturing**

| Topics: | 1. Innovation Processes in Companies  
2. Leveraging Innovations  
3. Prioritization techniques  
4. Corporate Venturing |
| --- | --- |

<table>
<thead>
<tr>
<th>In class exercises:</th>
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<tr>
<th>Readings:</th>
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<table>
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<tr>
<th>Case:</th>
<th>Corporate Venturing at KLM</th>
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### Session #5, date

**5. Idea protection**

| Topics: | 1. Intellectual Property Rights for entrepreneurs  
2. Value Chain Analysis  
3. Value Network Analysis |
| --- | --- |

<table>
<thead>
<tr>
<th>In class exercises:</th>
<th>Case Discussion “Facebook”</th>
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<thead>
<tr>
<th>Case:</th>
<th>The Digital Music Distribution Revolution, mini Case M. Schilling (p. 177-181)</th>
</tr>
</thead>
</table>

### Session #6, date

**6. Value Chain and Value Network Analysis**

| Topics: | 1. Value Chain Analysis  
2. Value Network Analysis |
<table>
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<tbody>
<tr>
<td>Session #7, date</td>
<td>7. Commercial Strategies &amp; Business Models</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Topics:</td>
<td>1. Different commercial strategies and factors to success</td>
</tr>
<tr>
<td>In class exercises:</td>
<td>Mini-Cases “Teece” to evaluate the commercial potential</td>
</tr>
<tr>
<td>Readings:</td>
<td>Read TSE chapter 6 Further Reading: Clarysse &amp; Van Boxstael (2015), Linking Founder Identity, Goals and Performance, the Role of Professional and Development Passion</td>
</tr>
<tr>
<td>Case:</td>
<td>Mini-Cases “Teece”</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Session #8, date</th>
<th>8. Sources of Finance &amp; Business Plans</th>
</tr>
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<tbody>
<tr>
<td>Topics:</td>
<td>1. Differences between different forms of finance 2. Contemporary sources of finance such as accelerators and crowd funding</td>
</tr>
<tr>
<td>In class exercises:</td>
<td>--</td>
</tr>
<tr>
<td>Case:</td>
<td>None</td>
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</tbody>
</table>

9. Business Plans & Term Sheets
**Topics:**
- Pitching your start-up to an investor
- Strategies to value your own start-up
- Term sheets

**In class exercises:**
- 3' pitch about the NEWO business plan

**Readings:**
- Newco Game Outline

**Case:**
- None

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**10. Negotiation Game and Pitching**

**Topics:**
- 1. negotiation of a term sheet
- 2. due diligence of the business plan

**In class exercises:**
- Negotiation

**Readings:**
- Newco Business Game

**Case:**
- Newco

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**LECTURER’S BIOGRAPHY**

Bart Clarysse holds the Chair in Entrepreneurship at Imperial College London Business School. Bart joined the Business School’s Entrepreneurship Hub in 2007 from Nottingham University business school and Vlerick Leuven Gent Management School where he taught innovation and technology management, entrepreneurial marketing and entrepreneurship. He has over 15 years’ experience in coaching entrepreneurs and has co-founded a portfolio of successful start-ups in businesses such as digital cinema, mobile internet and venture incubation. After his experiences in the digital economy, he entered the hospitality business in 2014 where he started to rent out holiday apartments with hotel services for city trips (www.feelathomeinghent.be) and skiing holidays (expected in 2015).

He has over 50 publications in the field of high tech start-ups and managing growth of these companies and has been an executive teacher for several multinationals such as KLM, Belgacom, Recticel, USG People, Johnson & Johnson, BT, Danfoss and Unilever in corporate venturing and innovative turnaround strategies. He is the Director of ICBS’s Innovation, Entrepreneurship and Design Programme and Adjunct Department Head of the Entrepreneurship & Innovation department.

His on-going research interests include the analysis of dualities in developing young ventures such as developing stability while keeping flexibility, achieving commercial objectives while keeping social objectives, making use of external forms of financing while safeguarding financial autonomy.
Global Residencies and Study Tour
(Provisional)

Module Leader
George Yip
Email: g.yip@imperial.ac.uk

BS0229 China Residency (The Hong Kong Residency)

This will be in collaboration with the Chinese University of Hong Kong and will run 23-29 July 2017.

Learning Outcomes

By the end of the module students should be able to demonstrate knowledge of:
• An introduction to the Chinese consumer
• Global operations and Asia-Pacific supply chain
• Growth strategy for foreign companies in China
• China’s economy towards the next decade
• Doing business in China

Structure

A one-week residency at a top business school in Greater China, such as the Chinese University of Hong Kong Business School. Lectures on the Chinese economy, competitive advantages and strategies of Chinese companies, strategies and operations for foreign companies in China, and behaviour of Chinese consumers and customers. Overnight trip to mainland China to visit major companies such as Huawei and TCL, and major factories such as Foxconn (Apple’s main contract manufacturer). Alternative Hong Kong visits for any students who may have problems getting a visa mainland China.

Assessment

A group report (100% coursework). Details to be provided.

BS0230 European Study Tour (The Berlin Study Tour)

This will be in collaboration with the European School of Management and Technology and will run 5-7 February 2018.

Learning Outcomes

By the end of the module students should be able to demonstrate knowledge of:
• How business, corporate governance and leadership is different in Europe’s largest and most important economy, Germany.
• “Counter strategies” of German companies
• How Germany’s Hidden Champions, the “Mittelstand” mid-size companies, and the heart of the German economy, operate.
• How German companies lead the world in manufacturing, and what are future ways to manufacture, such as Industry 4.0.

**Structure**

A 3-day study tour at a top German business school, probably the European School of Management and Technology (ESMT) in Berlin. ESMT is the highest ranked German school in EMBA and executive education (latter in global top 20). Lectures on German economy, German corporate governance and leadership, doing business in Eastern Europe, and “Industry 4.0” (e.g., machine-to-machine communication). Visits to a very large company, to a production systems institute, and to the Reichstag (Germany’s Federal government building).

**Assessment**

A group report (100% coursework). Details to be provided.

**BS0231 USA Residency (The New York Residency)**

This will be in collaboration with Samuel Curtis Johnson Graduate School of Management at Cornell College of Business, Manhattan campus, and will run 14-20 October 2018.

**Learning Outcomes**

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

• How business and leadership is different in the world’s largest economy, the USA.
• How the US government affects US and international business
• How the US financial system affects international business
• How to understand the leading behaviour of US consumers and customers
• How to take opportunities in the US market
• How to work with US companies
• Whether and how to use new management approaches such as the flat, Management 2.0 of US high-tech companies such as Google.

**Structure**

A one-week residency at a top US business school, such as at the Roosevelt Island facility in Manhattan, New York City, of the Johnson Graduate School of Management of Cornell University. Lectures on US management, government, financial system, markets and customers. Company visits in high-tech, financial, consulting and advertising sectors.

**Assessment**

A group report (100% coursework). Details to be provided.