Contents

Welcome from Dr Paolo Taticchi (Programme Director) .................................................. 3
MSc Management Programme ........................................................................................ 4
Programme Assessment ............................................................................................... 10
Career Destinations .....................................................................................................14
Social Media ..................................................................................................................15
The Modules .................................................................................................................16
Welcome from Dr Paolo Taticchi, Programme Director

Dear Student,

Welcome to the MSc Management Programme!

First of all congratulations! You have passed a challenging selection process that places you in one of the best Management programmes in the world. The MSc Management programme is currently ranked 19th in the world by the Financial Times and has now been ranked in the top 20 globally for five years in a row.

At Imperial College Business School we inspire brilliant minds to become the world’s future business leaders. I encourage you to look forward to the year ahead. You can make it an enjoyable, fulfilling and rewarding journey into various subjects of management and also a journey into yourself, loaded with self-reflection about your goals, your skills and your learning. You can make it an unforgettable experience.

The Programme is designed to develop strong analytical skills, foster innovative thinking and build entrepreneurial and consultancy skills. We will make every effort to help you transform yourself from a Management student into a successful and responsible member of the global business community, by providing you with modules and pathways that are relevant to your career goals. In the summer term you will have the opportunity to undertake an International Study Tour, Business Simulation, Consulting Project, Social Project, Work Placement, and one-week block modules in Business Analytics, Family Business and Sales Force Management. Those students who want a more international experience can also apply to study abroad for a few weeks at one of our partner universities.

During this year you will work under pressure and learn how to succeed when the demands are high and when people expect more from you than you expect from yourself. You will work in teams, to learn that those who find the synergies among the different abilities and expertise of their peers will succeed in management. You will realise that contributing to team tasks with selfless passion is the only way of being an appreciated member amongst a group of peers. You will also learn to value the diversity of backgrounds that traditionally permeates this programme.

The School provides you with the newest learning technology, innovative teaching techniques and a world-leading research environment, which extends beyond the School into the wider campus and into our network of corporate contacts. Our aim is to convey to you the Business School’s culture of daring to innovate and work collectively with passion and responsibility, coupled with our drive to excel in all that we do. From now on, wherever you go and whatever you do, you will have the responsibility of representing Imperial College Business School.

To succeed in this programme it is essential that you participate in the step-by-step activities of each module with a genuine commitment to learning.

My team and I are always available to help you and support you in your journey.

Enjoy your MSc Management Programme!
Paolo
MSc Management Programme

Programme Aims
The programme aims to provide a one-year programme in management that will equip students with the knowledge and skills to effectively manage and lead in private, voluntary and public domains, or to pursue further academic study (doctoral research). Students who complete the programme successfully will be able to:

- demonstrate relevant knowledge of organisations, and their role in pursuing sustainable business in the context in which they operate and how they are managed in compliance with codes of ethics and Corporate Social Responsibility
- apply analytical and problem solving techniques to the decision making process in real-life business contexts and present their analysis in a professional and persuasive manner
- use interdisciplinary knowledge to develop a holistic view of business management challenges and cross-subject skills to propose relevant solutions
- demonstrate they have obtained a set of personal development and lifelong learning skills applicable to the international business environment

Objectives
Knowledge Objectives

Students will develop knowledge and understanding of;
1. the key drivers for change in modern organisations
2. the theory and principles of business economics
3. the techniques of financial and management accounting
4. the theory and practice of organisational behaviour and human resource management
5. the key principles of innovation management
6. international marketing and the issues facing branding in an era of globalisation
7. the theory and practice of entrepreneurship
8. the theory and practice of strategic management
9. project management and the role of the change agent to plan and implement successful projects

Acquisition of these points is through a combination of lectures, seminars, group work, coursework and examinations. Throughout the programme, students are encouraged to undertake independent research both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Extensive use is made of contemporary case studies and class discussions to complement formal lecture input.

Skill Objectives

Students will be able to give professional presentations; seek, interpret, present and use data effectively in real-life decision-making; produce creative and realistic solutions to complex problems; develop a business plan; use contemporary models and techniques to develop sustainable strategies for organisations; participate in managerial decision making processes where accounting-based information is an important input; manage change and innovation in the workplace; apply management skills to a variety of management projects; in summary, apply the knowledge and skills learnt on the Programme to real work situations acting with executive minds.

Students will be able to integrate, analyse and evaluate data and situations, using a wide range of appropriate techniques, in order to transform such data and concepts into options
and solutions. Students will be able to use conceptual, analytical and quantitative skills for responsible and successful decision-making within a wide area of management; and apply innovative thinking and ethical leadership to the sustainable management of organisations on a global basis.

Students will be able to communicate effectively in context through oral presentations, computer processing, presentations and written reports; critically review evidence including its reliability, validity and significance; use relevant information and communications technology; manage resources and time effectively in order to achieve intended goals in a responsible way; learn independently with open-mindedness and critical enquiry; learn effectively for the purpose of continuing professional development; work effectively as a team member; and clearly identify criteria for success and evaluate their own performance against those criteria.

Skills Development
The programme is designed to develop a variety of skills and qualities, ranging from key leadership skills, personal effectiveness, teamwork, independence, verbal and written communication, analytical thinking and ethical integrity which makes a responsible and ethical manager.

The table on the following page provides further details of how these skills are developed throughout the programme.

LEARNING OUTCOMES
Students who complete the Programme successfully will:

- demonstrate relevant knowledge of organisations, and their role in pursuing sustainable business in the context in which they operate and how they are managed in compliance with codes of ethics and Corporate Social Responsibility
- apply analytical and problem solving techniques to the decision making process in real-life business contexts and present their analysis in a professional and persuasive manner
- use interdisciplinary knowledge to develop a holistic view of business management challenges and cross-subject skills to propose relevant solutions
- demonstrate they have obtained a set of personal development and lifelong learning skills applicable to the international business environment
## Skills Table for MSc Management

<table>
<thead>
<tr>
<th>Professional Skills Type</th>
<th>Career and Professional Development</th>
<th>Taught Modules (1)</th>
<th>Practical Modules (2)</th>
<th>International Study Tour</th>
<th>Management Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>• Manage resources and time effectively in order to achieve intended goals</td>
<td>• Learn independently with open-mindedness and critical enquiry</td>
<td>• Work effectively as a team member and develop strong teamwork skills.</td>
<td>• Learn about leadership and the ability to work as a “board of directors”</td>
<td>• Work effectively on an individual basis</td>
</tr>
<tr>
<td></td>
<td>• Learn how to build professional networks</td>
<td>• Learn effectively for the purpose of continuing personal development</td>
<td>• Reasoning and problem solving</td>
<td>• Learn about a different culture and business environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify skills and career interests and self evaluate career potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>• Develop professional and interpersonal skills</td>
<td>• Research and construct written reports</td>
<td>• Prepare and deliver professional presentations</td>
<td>• Carry out, interpret, evaluate and synthesise existing literature related to a managerial theme</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>• Develop key communication skills for career progression</td>
<td>• Create Professional video and poster presentations</td>
<td>• Pitch a business plan</td>
<td>• Create professional managerial reports and video presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop interview techniques for different professional environments</td>
<td></td>
<td>• Present a business case to a panel of judges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and Analytical</td>
<td>• Learn how to write effective CVs and complete job application forms</td>
<td>• Use relevant information and communication technology such as MS Excel</td>
<td>• Develop a business plan</td>
<td>• Critically review data and evidence and apply theory to practise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use MS Excel and other analytical tools for business analysis</td>
<td>• Apply management skills to situations in the workplace</td>
<td>• Critically review evidence including its reliability, validity and significance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Produce creative and realistic solutions to complex problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical</td>
<td>• Learn how to keep up-to-date with CSR policy and system ability issues in the business sector</td>
<td>• Learn how to evaluate the business implications of ethics in different scenarios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn how to adopt a responsible attitude towards business and management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) “Taught modules” include the following core modules (Accounting and Corporate Reporting Analysis, Business Economics, International Marketing, Strategic Management, OB & HRM, Innovation Management, Global Operations and Projects, Finance), all pathway modules, and all 1-week block electives (Business Analytics, Family Business and Sales Force Management)

(2) “Practical modules” include Entrepreneurship, Business Simulation, Consulting Project, Social Project, and Work Placement.
Programme Structure and Approach

The Programme’s main features are as follows:

- All taught and practised subjects are linked to the summer term modules, which makes your learning experience relevant to your career goals and integrated from the beginning to the end of the Programme. With the intention of replicating entrepreneurial, corporate and consulting experience, the summer term modules will provide a competitive environment with realistic insights into the decision making processes of the business world.
- The Programme is structured in such a way that you move from a more controlled learning environment in the autumn and spring terms, to a more independent mode of learning in the summer term. This is obtained by scheduling learning activities that require more autonomous thinking and subjective application towards the summer term.
- Career and development skills represent a core module, which includes plenty of opportunities for contact with the corporate environment.
- In the spring term you are given the opportunity to choose one of the following pathways: (i) Financial Services, (ii) Strategy and Leadership; (iii) Energy Business and (iv) Digital Business. Each pathway is divided into two distinct modules which are assessed by coursework only.
- In the summer term, the Entrepreneurship module requires you to formulate and present a business plan to academics and members of industry. The formulation and presentation of your business plan will be assessed by business leaders, and you will be expected to produce a high quality idea and business model that is achievable, sustainable and well researched and developed.
- All other modules in the summer term and summer period will be electives. These include:
  - The International Study Tour. Based on the concept of experiential and field learning, the tour is the opportunity to make your experience global, by being exposed to a different business environment.
  - The Business Simulation. You and your team will play the 'role-play game' of the business simulation. You will be asked to apply the knowledge and skills acquired from all the different modules in order to take realistic, responsible, viable, ethically successful decisions. The feedback you will receive will encourage you to keep a balance between the different aspects of the business and to work effectively in teams in a business-like context.
  - The Consulting Project, Social Project or Work Placement. These will provide an opportunity for you to apply your learnt theoretical knowledge with practical skills relevant to real life business problems. You will be expected to analyse and interpret real world business problems, and deliver value to your client.
  - One-week taught block electives. These will provide you with a final opportunity to learn about a particular area of management that relates to your specific career goals. You may choose from the following modules: Business Analytics, Family Business and Sales Force Management.
  - Study Abroad. Those students who are interested in spending a few weeks at one of our partner universities may also apply to study abroad in the summer.

It is envisaged that all the summer term modules will allow you to complement your learning by applying different subjects in an integrated way, thriving in team work, applying knowledge to realistic situations, and evaluating the effects of your decisions.
Subjects

**Autumn Term** (Monday 5 September 2016 - Friday 16 December 2016)

- Accounting and Corporate Reporting Analysis
- Business Economics
- Organisational Behaviour and Human Resource Management
- Global Operations and Projects
- International Marketing

**Spring Term** (Monday 9 January 2017 - Friday 24 March 2017)

- Strategic Management
- Innovation Management
- Finance

*And one of the following pathways:*

- **Financial Services**
  - Risk Management for Corporate and Financial Institutions
  - Mergers and Acquisitions

- **Strategy and Leadership**
  - Corporate Strategy
  - Leadership Skills

- **Energy Business**
  - Energy Business 1: Producing Energy
  - Energy Business 2: Selling Energy

- **Digital Business**
  - The Economics of Information and Intellectual Property
  - Strategy and Innovation in Digital Business

**Summer Term and Summer Period** (Monday 24 April 2017 - Thursday 31 August 2017)

- Entrepreneurship
- Management Report

*And the equivalent of four of the following modules:*

- International Study Tour (w/c 27 March)
- Business Simulation
- Consulting Project (worth 2 modules)
- Social Project (worth 2 modules)
- Work Placement (worth 2 modules)
- Business Analytics
- Family Business
- Sales Force Management

Module outlines and lecture notes will be posted on the Communication Hub. The Programme specifications can be found at: [https://www.imperial.ac.uk/business-school/elearning/hub/](https://www.imperial.ac.uk/business-school/elearning/hub/).
Programme Assessment

The programme is assessed through a mixture of coursework and examination. The compulsory modules in the autumn and spring terms will be assessed by coursework and written examination with the exception of Global Operations and Projects which is assessed by coursework only. All pathway modules and modules in the summer term and summer period (Business Simulation, Entrepreneurship, Consulting Project, Social Project, Work Placement, International Study Tour, Management Report and all 1-week block electives) will be assessed by coursework only.

Formal examinations

Examinations for modules taken in the autumn term

w/c Monday 12 December 2016
- Accounting and Corporate Reporting Analysis
- Business Economics
- International Marketing
- Organisational Behaviour and Human Resource Management

Examinations for modules taken in the spring term

w/c Monday 20 February 2017
- Innovation Management
- Finance
- Strategic Management

Assignments

As part of the requirements, all assignments may be inspected by the Board of Examiners. We retain copies of work that you submit for this purpose but it is essential that you keep all work that is returned to you until the MSc Management has been completed, should another copy be required. All assignments will be submitted via the Hub.

Assignment Submission Guidelines

Please see the corresponding section in the student information area on the Hub.
The Examination Process

The following describes the process for examined modules.

The essentials of this process are laid down by the College and are requirements that apply to all taught postgraduate programmes.

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

This year, the external examiners for MSc Management are as follows:

- Dr Franz Huber  Privatuniversität Schloss Seeburg
- Professor Nalan Gupinar  Warwick Business School
- Dr Stefania Zerbinati  City University London
- Professor Ranko Jelic  University of Sussex

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

All examination scripts will be marked in detail by the Module Leader with a second marker undertaking sample check marking to ensure that the mark awarded by the Module Leader is appropriate. A sample of scripts is then sent to an External Examiner from another institution to ensure that the standard of marking at Imperial College Business School is commensurate with elsewhere in the UK. External Examiners also approve draft examination questions prior to the examination being set.

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.

To ensure consistency from year-to-year, the Board normally applies the marking guidelines quite rigidly. However, where a candidate has suffered from illness or other circumstances that the Board believes will have had a significantly adverse effect on their performance, the Board may allow the candidate to pass even though their marks would otherwise cause him/her to fail. It is fair to add, however, that the Board has used its discretion in this way only in cases of truly marginal failure.

If candidates have experienced serious illness or other major problems which they consider to have affected their academic performance, they should complete a mitigating circumstances form. Please see the relevant section of the Academic Regulations and Policies document on the Hub.

Candidates who are judged to have failed at this stage are allowed by College regulations ONE further entry to the examinations. Students who need to re-sit will be given the option to either re-sit in the August re-sit period, or during the next academic session. Students with more than one re-sit exam will need to choose whether to re-sit exams either in August or in
the next academic year. At the discretion of the Programme Director, students are allowed to split re-sit exams between the August re-sit period and the next academic year. Students will still only have one re-sit opportunity per examination.

A candidate may be required to re-sit for the following reasons:

- Where failure arises from an examination mark below 40% and the candidate passes on all other criteria. In this instance re-entry is required only in the paper in which less than 40% is achieved. To pass, the candidate must achieve a mark of at least 40% on re-entry.
- Where failure is a result of achieving less than 50% in the average of all the examination and coursework marks. In this instance a candidate must re-sit any examination in which they achieved less than 40%, and is given the opportunity to re-sit any examination in which they have achieved less than 50% in order to increase their overall average above 50%.

Information on re-sitting examinations, resubmitting coursework, examination feedback and reasonable examination adjustments can be found in the Academic Regulations and Policies document on the Hub.

**Master’s Level Marking Criteria for Exams and Essays in Imperial College Business School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>85+</td>
<td>Marks represent an exceptional distinction performance</td>
</tr>
<tr>
<td>A</td>
<td>70 – 84%</td>
<td>Marks represent a distinction performance</td>
</tr>
<tr>
<td>B</td>
<td>60 – 69%</td>
<td>Marks represent a merit performance demonstrating a clear grasp of the relevant concepts and facts</td>
</tr>
<tr>
<td>C</td>
<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>D</td>
<td>40 – 49%</td>
<td>Marks represent a fail performance</td>
</tr>
<tr>
<td>E</td>
<td>30 – 39%</td>
<td>Marks represent a fail performance (with significant shortcomings)</td>
</tr>
<tr>
<td>F</td>
<td>0 – 29%</td>
<td>Marks represent a fail performance (with major shortcomings)</td>
</tr>
</tbody>
</table>
MSc Management Marking Scheme 2016/2017

The Pass Mark for all postgraduate taught modules is 50%. Students must pass all components in order to be awarded a degree. Students who fail a first attempt and re-sit or resubmit a piece of work are not eligible for the award of a Merit or Distinction.

All modules are equally weighted, with the exception of Entrepreneurship, the Consulting Project, the Social Project and Work Placement modules which are doubly weighted.

There are three components:
- Autumn Term Modules
- Spring Term Modules
- Summer Term & Summer Period Modules

Pass
- An aggregate mark of 50% or greater across the programme as a whole
- An average of 50% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development Service module

Merit
- An aggregate mark of 60% or greater across the programme as a whole
- An average of 60% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development Service module

Distinction
- An aggregate mark of 70% or greater across the programme as a whole
- An average of 70% or above in each component
- At least 40% in each examination
- At least 40% in all modules and at least 50% in all modules assessed by coursework only*
- A pass mark for the Career and Professional Development Service module

Student Awards

Prizes

A number of prizes are awarded each year to reward excellent performance.

**ICBS prize for the best overall performance on the MSc Management programme**

Awarded annually to an MSc Management student for the best overall performance

**ICBS prize for the best end of year report on the MSc Management programme**

Awarded annually to an MSc Management student for the best end of year report performance

**ICBS prize for the best overall performance in an MSc Management Pathway**

Awarded annually to the MSc Management student with the highest mark across all pathways

**ICBS prize for the best overall performance in the MSc Management Summer Electives**

Awarded annually to the MSc Management student with the highest combined mark for Business Simulation, Study Tour, Study Abroad, Consulting Project, Work Placement, Social Project, Block Electives

Dean’s List for Academic Excellence

The Dean’s List recognises students whose overall performance in their programme is above 70% and is within the top 10% of the cohort from each Business School taught programme.

Dean’s Community Awards for Students

The Dean’s Community Awards encourage and recognise citizenship amongst students who excel in extra-curricular activities that have made a significant contribution to the Business School community or wider society.

There are five Dean’s Community Award Categories:

1. **Improving Society** – someone with strong social awareness who makes a positive contribution to society.
2. **The Power of Innovative Thinking** – someone who thinks outside of the box, demonstrating creative thinking.
3. **Inspiring Brilliant Minds** – someone who has organised an activity that will broaden the minds of other students.
4. **Pioneering Practical Solutions** – someone who identifies a problem and takes the initiative to resolve it.
5. **Sustainable Business Thinking** – someone who actively promotes an environmentally friendly culture both in the College and the wider community.
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 team work, you should be aware that you have a collective responsibility for the integrity of the piece of team work submitted for assessment. This means that if part of the work is plagiarised, all team 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/

Additional support and guidance is available from the Business Library Team (libbpd@imperial.ac.uk)

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.

**Career Destinations – Academic Year 14-15**

96% of MSc Management 2014-15 graduates were employed within six months of completing the programme.

Below is a list of companies in the UK, Europe and further afield where some of these graduates are now working:

- Accenture
- Acer
- AT Kearney
- Bain & Company
- Barclays
- Boston Consulting Group
- Bloomberg
- BMW Group
- Capco
- Coca-Cola
- Credit Suisse
- Deloitte
- DBS Bank
- DHL
- Ernst & Young
- GlaxoSmithKline
- Goldman Sachs
- Google
- Grant Thornton
- Henkel
- HSBC
- Jaguar Land Rover
- Jardine Matheson
- Johnson & Johnson
- JP Morgan
- KPMG
- Lamborghini
- Lazada Group
- Lidl
- Manchester United
- McKinsey
- Mott MacDonald
- PwC
- Sky
- Société Générale
- Standard & Poors
- Swiss Re
- Tesco
- Uber
- Visa Worldwide
Destination of 2015 graduates by sector

- Management Consulting 35%
- Finance 23%
- General Management/Leadership Programme 9%
- Marketing/PR 8%
- Business Development 6%
- Audit 3%
- Engineering 3%
- IT/Telecoms/Technology 2%
- Other 11%

Destination of 2015 graduates by role

- Management Consulting 35%
- Finance 23%
- General Management/Leadership Programme 9%
- Marketing/PR 8%
- Business Development 6%
- Audit 3%
- Engineering 3%
- IT/Telecoms/Technology 2%
- Other 11%

Destination of 2015 graduates by region

- UK 49%
- Asia 31%
- Europe (non UK) 13%
- Middle East 4%
- Americas 2%
- Africa 1%
Social Media

Programme Social Media

Facebook: https://www.facebook.com/groups/663510747051829

Twitter hashtag: #mgtICBS

Programme Director’s Social Media

LinkedIn: http://uk.linkedin.com/pub/paolo-taticchi/15/552/229

Twitter: @taticchipaolo

Facebook: https://www.facebook.com/paolo.taticchi.business
The Modules
BS0921 Careers and Professional Development Workshops

Module Outline

Module Leader
Name: Career & Professional Development Service
Email: icbs.careers@imperial.ac.uk

This unique module will be delivered by a combination of the Career & Professional Development Service, external consultants and professionals working across a variety of sectors. The two components that make up the module are the Management & IEM Careers Course (MICC) running throughout September, and the further professional development sessions that will take place across the Autumn, Spring and Summer terms. There will also be many opportunities to meet potential employers and gain an insight into their organisations.

A variety of sessions covering the full spectrum of the job search process from CVs to interviews and assessment centres will help students maximise their chances of success. Professional development workshops will develop skills such as networking and presentation skills. In addition, there will be several careers fairs to give students a chance to meet a wide variety of other employers from across consulting, banking, asset management, professional services and multinational corporates.

Module Aims
An exploration of possible careers paths, guidance on how to tackle the recruitment process and professional skills development for ongoing career success

The aims of the module are to give students:

- An understanding of various career paths and how to go about identifying which one is most suitable for them; to help students answer the following questions: What opportunities are there for graduates? What do organisations actually do? What does the day to day role look like? What skills and competencies are required in these roles? How can I go about applying for such opportunities? What do I need to do in order to be successful in the recruitment processes?

- An understanding of how to market skills, experience and interests effectively to appropriate potential employers.

- An opportunity to meet and network with future employers via a number of different employer-led sessions on and off campus.

- An opportunity to develop key professional skills, such as presentation skills, negotiation, networking, and leadership skills, that will contribute to continued career success

Module Objectives

Knowledge Objectives
By the end of this module, students will know:

- what career options exist for candidates with their skills and qualifications
- what makes a successful CV, cover letter and application form
- how to make the right impact at interview and assessment centre
- what makes an effective networker
- what professional development skills are key to their individual short term and long term career goals
Skills Objectives
By the end of this module, students should develop the ability to:

- write a CV and Cover letter
- network with professionals and present themselves effectively in a networking setting
- apply professional development and leadership skills in multiple contexts

The module is a mixture of theory and practical elements.

Learning Outcomes
The purpose of the module is to provide students with the tools they need to research the opportunities out there and effectively market themselves; it is not a placement service.

Assessment
Pass/fail based on 100% attainment of all the elements below:

- Attendance at all compulsory workshops in MICC. This is a pass/fail course - failure will result in an individual presentation to a senior member of the careers team.
- Approved VMOCK CV on Symplicity (C&PDS system) by the end of September.
- Attendance to 2 further career workshops/intensives through Autumn term
- Attendance to 2 further career workshops/intensives across spring & summer terms (combined)

Failure to attend the required number of workshops throughout the year will result in a further individual presentation to a senior member of the careers team.

Teaching Methods
Students will attend career workshops, which will be delivered by the careers team as well as outside providers.

Students can also book one to one sessions with careers consultants that will be tailored to their individual needs, for example, tailoring a CV, practicing interview technique through mock interviews and assessment centres.

Research Sources
To keep up to date with job opportunities and also to support career preparation students should regularly reference:

- The careers team weekly bulletin
- Symplicity for events and 1:1 sessions
- The resources section on the C&PDS website [www.imperial.ac.uk/business-school/cpds](http://www.imperial.ac.uk/business-school/cpds)
- The Times
- FT
- Economist
- Imperial College ‘jobslive’ [http://www3.imperial.ac.uk/careers/resources/jobslive](http://www3.imperial.ac.uk/careers/resources/jobslive)
- ‘Symplicity’ [https://imperial-csm.symplicity.com/students](https://imperial-csm.symplicity.com/students)
- Inside Careers - [http://www.insidecareers.co.uk/](http://www.insidecareers.co.uk/)
- Milkround - [www.milkround.com](http://www.milkround.com)
- Prospects - [www.prospects.ac.uk](http://www.prospects.ac.uk)
- Target Jobs - [http://targetjobs.co.uk/](http://targetjobs.co.uk/)
- e-financial Careers - [www.efinancialcareers.co.uk](http://www.efinancialcareers.co.uk)
BS0904 Accounting and Corporate Reporting Analysis

Module Outline

Module Leaders
Name: Jeremy Fernando
Email: j.fernando@imperial.ac.uk

Name: Professor Haresh Sapra
Email: h.sapra@imperial.ac.uk

Module Aims
The module aims to contribute to the development of the students’ managerial and entrepreneurial potential by equipping them with the techniques of financial and management accounting needed to support management evaluation and decision-making in for-profit and not-for-profit organisations.

To this end the module is:
- relevant to the students’ career goals
- instrumental to the applied modules in the summer term

Module Objectives
During the module, students will develop the ability to:
- learn the language of accounting including the double-entry book-keeping system, the accounting cycle, and the role that the various financial statements play in measuring and communicating a firm’s economic events.
- learn the notion of accrual accounting and how it underlies the preparation of the major financial statements. For example, accrual accounting allows firms to recognize revenues and expenses even though no cash has been exchanged between counterparties. One of the important objectives of the module is to explain the advantages and disadvantages of accrual accounting vs. cash accounting.
- understand the latest revenue recognition rules
- explain the application of different cost analysis techniques and discounting in 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

Learning Outcomes
Upon completion of the module, students will have developed:
- the ability to select and analyse relevant information from corporate annual reports
- the ability to participate in managerial decision making processes where accounting based information may be an important input
- the ability to use accounting tools useful for:
  - taking part in business decisions (such as in the Business Simulation module)
  - developing a business plan (such as in the Entrepreneurship module)
  - finding the solution to a consulting problem (such as in the Consulting Project module)
  - providing a foundation for the Finance module
Structure
The module consists of four blocks of lectures with additional support classes:

1. Financial Reporting: Learn the Language of Accounting including the preparation of the Major Financial Reports.

Teaching Methods
All students must have completed the Accounting Primer module before starting. Thereafter, the module is based upon pre-lecture study, lectures, support classes, module notes, team studying and further reading. Extensive use of real corporate annual reports will be encouraged.

Assessment
Coursework: Team Report [Financial Reporting] (30%)
There will be three team assignments and each assignment will assess students’ abilities to work in teams to analyse corporate reports.

Examination: Two-hour examination (70%).
The examination will assess the students’ ability to meet the module objectives as defined above and will include computational, analytical and qualitative questions.

Section A – (30%) Financial Reporting
Section B – (40%) Management Accounting multiple choice questions
Section C – (30%) Management Accounting [2 out of 3 x 15%]

Key Texts (TBC)
- Financial Reporting Textbook (FAT), 5e by Dyckman, Hanlon, Magee, and Pfeiffer.
- Management Accounting, 5e by Seal
Module Leader
Name: Professor David Shepherd
Email: david.shepherd@imperial.ac.uk

Module Aims & Objectives
The performance of any business is heavily influenced by the market environment in which it operates and a proper understanding of business behaviour requires an appreciation of the forces that shape this operating environment, including both domestic and international factors and government policy initiatives. The aim of this module is to develop the framework and tools of analysis needed to explain how market conditions are determined and why the business environment changes over time. The overall objective is to develop an understanding of economic principles and the ability to apply economic analysis to problems related to business strategy and managerial decision-making. The module focusses on microeconomic behaviour and is particularly concerned with: the nature of demand and supply interactions in markets, the behaviour of firms and consumers, strategic pricing issues, and the sources and consequences of market failure.

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
- understanding of the determinants of production and consumption decisions
- 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 pricing decisions
- critical awareness of market interdependence and the nature of strategic pricing decisions
- an understanding of the nature of market failure and an awareness of the opportunities and limitations of government policy initiatives
- ability to factor ethics and corporate social responsibility into business economics analysis

Structure and Content
The module consists of 10 two-hour lectures with support classes. The support classes provide an opportunity to discuss the material covered in the lectures and to work through some assigned exercises. The following topics are covered in the teaching sessions:

1. The Economic Framework: concepts and methods
2. Understanding Markets
3. Consumer Behaviour: preferences, choices and constraints
4. Production Conditions and Production Costs
5. Business Objectives and Decisions: revenues, costs and profits
6. Market Structures: monopoly and competition
7. Oligopolistic Markets: competition among the few
8. Strategic Behaviour: production and pricing strategies
9. Factor Input Markets: capital, labour and employment
10. Market Failure and Government Intervention
Teaching Methods
The sessions are organised in the traditional lecture style, but student interaction via questions and answers is encouraged. The support classes will also allow students to discuss and expand on issues raised in the lectures.

Assessment
The module is assessed by a two-hour written examination (which accounts for 70% of the final mark) and a coursework component (which accounts for the remaining 30% of the final mark). The written exam includes a multiple choice section and a section containing long answer and problem-type questions. The coursework component comprises a series of online multiple choice tests.

Reading List (TBC)
The main textbook for this module is:

Useful supplementary texts are:
BS0928 Global Operations and Projects

Module Outline

Module Leaders
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
The module provides students with an understanding of business operations and project management in a global setting.

Students will understand how organisations enhance value by managing internal and external processes related to the production of products or services effectively. Students will also understand the link that connects long-term strategy and day-to-day ongoing activities. The module will stress the importance of operations, supply chain activities and projects in the context of global companies.

The module provides students with key concepts, methodologies and tools to design, execute, analyse and improve operations and projects. Integration of academic theory and industrial best practices is designed to give students the necessary tools and techniques to support decision making in this field.

The module includes lectures, workshops and case studies covering a range of industries.

Module Objectives

Knowledge Objectives
Students will learn about the key concepts, frameworks and models of operations and project management. Students will also develop an understanding of manufacturing companies, service-oriented firms and project organisations. Using practical examples, the module will demonstrate how these approaches can be successfully applied in the management of global operations and projects.

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

Learning Outcomes
Upon completion of this module, students will be able to:
- discuss the role of, and best practice in, operations management
- plan for project success beyond the triple constraints of time, cost and quality
- analyse, interpret and provide ethically sound solutions to strategic, organisational and operative challenges arising in the management of operations and projects
- use and apply basic tools of operations and project management likely to be encountered in practice
Structure
The module consists of five weeks including:
- interactive classroom sessions including lectures, classroom discussions and in-class exercises of topics in operations and project management
- guest lecturers from industry

Teaching Methods
The module is based on self-study, lectures and in-class exercises. The lectures are illustrated with examples of operations and projects, and the practice experiences of international firms. The use of exercises will illustrate the challenges of managing operations and projects in real-world settings.

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

Assessment
Individual Coursework (50%)
Team Poster Presentation (50%)

Readings
The module is based on the following books:

Additional readings will be provided on the Hub closer to the start date of the module.
BS0909 International Marketing
Module Outline

Module Leader
Name: Dr Johannes Hattula
Email: j.hattula@imperial.ac.uk

Module Aims
Creating value for the customer and the company is key to any successful business and in most companies marketing is the core function to connect the company with its customers. The International Marketing module discusses fundamental topics of marketing decision making to demonstrate how an international company can connect with and serve its customers better than its competitors, and continue to do so over time.

The overall aim of the module will be on understanding the role of marketing in the value creation process. Module topics include organisational marketing decisions such as marketing strategy and marketing mix decisions as well as topics of human behaviour in the marketplace, including consumer and managerial decision making.

The purpose of the module is not to provide a handbook or A-Z guide to marketing. The focus is to equip students with the analytical tools and a framework to evaluate marketing problems and suggest suitable modules of action. This will enable students to understand the marketing perspective in business, will enhance their skills as a ‘general manager,’ and advance their knowledge why consumers and marketing managers behave the way they do.

Module Objectives
Knowledge Objectives
Students will develop a sound understanding of the following key marketing concepts and issues in an international context:
- principles of international marketing
- marketing strategy
- marketing mix decisions
- product and brand management
- price management
- sales management
- communication management
- managerial and consumer decision making

Skill Objectives
Students should develop the ability to:
- appreciate that the key to successful marketing starts with effective analysis and diagnosis. As such, marketing is more about developing skills in defining problems and handling data, rather than learning a given body of facts or theories.
- learn how to use the necessary tools and concepts to be able to undertake such an analysis.
- develop coherent international strategies that provide relevant differentiation and that result in sustainable competitive advantage and more value for both the customer and the company.
- communicate and defend their marketing decisions.
- critically evaluate the marketing perspective in business.
Learning Outcomes
By the end of the module, students will be able to:

- analyse marketing problems in an international business context and make effective marketing decisions.
- apply analytical tools and frameworks to suggest solutions to marketing problems.
- operate within a dynamic international marketing environment.

Structure
The module will be taught in ten two-hour sessions. The session time is devoted to lecturing, discussions, team projects and talks by guest speakers from leading international companies.

Teaching Methods
The module will be taught in ten two-hour sessions. The session time is devoted to lecturing, discussions, team projects and talks by guest speakers from leading international companies. Students participate through bringing in examples, issues, questions, articles they found in the press, and independent reading of academic and business literature. In most sessions, there will be a number of short in-class exercises. The exercises are designed to deepen the student’s knowledge of topics raised in the lectures. All students are required to participate in the exercises.

Students are expected to come to class having thoughtfully studied the required materials. During the lectures, students are encouraged to ask questions and contribute to the class discussion.

Assessment

Coursework: Team assignment (30%)
For this coursework, students are expected to work in syndicate teams. The purpose of this project is to assess the students’ ability to apply the knowledge gained in the International Marketing module in a real world case.

Examination: Individual (70%)
At the end of the module, there is a written exam covering the materials from lectures, guest lectures and the readings for each lecture. In the exam, the students are asked to demonstrate that they have understood the key concepts of (international) marketing and should show their ability to implement the concepts in real business world.

Key Texts


Pre-Module Readings

BS0905 Organisational Behaviour and Human Resource Management

Module Outline

Module Leader
Name  Dr Jummy Okoya
Email: o.okoya@imperial.ac.uk

Module Aims
The focus of this module is on developing your understanding of modern organisations and the tools you will need to contribute effectively in them. Much of your success as leaders, managers, and professionals will depend on how well you work with and get things done through others. The study of organisational behaviour involves examining processes at the individual, group and organisational levels and the study of Human Resource management involves understanding issues related to managing and leading people in organisations. The module design reflects these three levels of inquiry. Both theoretical and applied approaches will be developed. Theory development will be based on class lectures, discussion, class activities and assigned readings. While I will take a large share of the responsibility for theory development, I expect extensive class participation for the applications part. Hence, the module will feature a substantial amount of class discussion and experiential exercises.

Module Objectives
Knowledge Objectives
Students will be able to draw on concepts and themes from the diverse disciplines that contribute to our understanding of human behaviour in organisational settings. We will explore key issues, frameworks for analysis and strategies for action.

Skill Objectives
The module will give the students the opportunity to:
- develop analytical skills that will be used in identifying, diagnosing and evaluating key organisational issues
- apply theoretical concepts to real life organisational scenarios through the use of case studies in class
- work productively in a team situation to produce a team assignment

Learning Outcomes
On completion of this module, students will have developed an understanding of key aspects of organisational behaviour and human resource management and their relation to organisational functioning and performance.

Teaching Methods
As the study of groups and group processes is critical to understanding behaviour in organisations, some assignments will be completed in small teams of students. You should be prepared to work in teams in this class, to participate in small team discussions, and to share findings of team discussions with the class as a whole. The module will not tell you what to do as a manager; rather, it is designed to exercise, challenge, and enrich your ‘managerial mind’, that is the frameworks with which you think about organisational processes and the work of managing. The module will also encourage you to reflect on yourself as a “person”. Being a good manager starts with a good understanding of one’s own preferences, values and strengths. There will be exercises, which will encourage self-reflection. I will try to play the role of the facilitator in the process. Each student is expected to finish the research article selected for the particular topic before coming to the class.
**Assessment**
Team Project: 20%
Individual Coursework and Participation: 20%
Final Exam: 60%

**Evaluating Written and Presented Work**
Managers and professionals have to communicate in a way that is clear, precise, and informative. They have to be convincing, organising their thoughts clearly and making their points with logic and supporting rationale. I look for similar elements when evaluating the written work you submit:

- **Discipline:** Make sure written work is organised and readable. Convey main points clearly to readers and in a logical manner.
- **Justified Arguments:** Support your assertions with evidence from relevant sources (e.g., text, reading, interviews). Be sure to acknowledge sources.
- **Specificity and Accuracy:** Make specific rather than vague assertions. You will have greater difficulty in justifying general observations/statements. Also, note that accuracy in the use of technical terminology is critical. It is better to use an everyday word you do understand than to use a nice-sounding technical term inappropriately.
- **Wisdom:** Think through the implications of your recommendations (well beyond the obvious). Recognise potential unintended consequences and inherent trade-offs that must be considered.
- **Originality:** The quality of your ideas is important. Show creative, independent thinking as much as possible. Other things being equal, I reward attempts at creativity and thinking "outside-the-box".
- **Academic Integrity:** Signing your name to an exam or quiz signifies that the work is your own. In written reports, give credit where credit is due, acknowledging sources for both ideas and direct quotations. Follow accepted standards for citing and referencing sources.

**Key Texts & Readings**
Recommended reading will be provided on the Hub closer to the start date of the module.
Module Leader
Name: Dr Angie Andrikogiannopoulou
Email: a.andrikogiannopoulou@imperial.ac.uk

Module Aims
This module aims to contribute to the development of the students’ managerial potential by providing them with a solid foundation in financial theory and introducing them to the main issues related to financial decision-making and investment practice. As no business operates in isolation from the financial markets, the module will cover the basic principles of corporate finance, financial markets, and the interaction between the two.

The knowledge and skills acquired in this module are essential for successfully coping with the challenges that managers face in taking financial decisions. Valuation techniques, the understanding of the relationship between firm value and the financing used, the implications of dividend policies on shareholder value, and the possible methods of raising capital are all needed for the preparation of business plans for startups and in negotiations with potential investors. They are also essential during firm expansion stages, and when undertaking mergers and acquisitions. Regular reading of the Financial Times, the Wall Street Journal and the Economist is strongly encouraged and will be rewarded through a better understanding of the topics in the module.

Module Objectives
Knowledge Objectives
During the module students will develop an understanding of:

- the universe of Finance: its language, its institutions, the problems it addresses and the solutions it proposes
- the main types of financial instruments (stocks, bonds) and the respective markets where each is traded
- the risk and return trade-off, portfolio theory, diversification
- various methods useful in making capital budgeting decisions
- various methods for determining firm value
- the reason for corporations to issue securities and the financing methods they have available
- raising capital and paying back investors

Skill Objectives
Upon completion of the module, students will be able to:

- use Excel spreadsheets for financial calculations
- compute the expected return of portfolios of risky assets
- analyse the value and financial health of the firm
- derive the cost of capital to use in valuations
- compare investment opportunities
- rely on different techniques to measure shareholder value

Learning Outcomes
Upon successful completion of the module, students will be able to:

- select and effectively apply techniques for valuing firms and comparing investment opportunities
- evaluate and discuss possible methods of raising capital and selecting the capital structure of the firm
apply these skills to the preparation of business plans for startups, and in negotiations with potential investors

Structure
The module will be taught in 10 two-hour lectures and additional support classes. The lectures will include case discussions. The tutorial exercises are designed to deepen the student’s knowledge of topics raised in the lectures.

Students are expected to come to class having thoughtfully studied the required case materials. To prepare for the case discussions, questions are provided on the Hub. During the lectures, students are encouraged to ask questions and contribute to the class discussion.

To support revision, a review lecture will be held in the last session of the term, highlighting the key topics for the exam, and including guidance on how to prepare a good exam answer.

Teaching Methods
This module provides students with analytical and technological skills, business knowledge, and integrative abilities. It consists of a series of 10 lectures spread over 5 weeks, combined with two one-hour support sessions per week. The lectures contain the majority of the key material, with readings from the textbook also assigned. The support classes aim at applying the learned concepts and skills in exercises.

Assessment
Coursework 30%
Final exam (closed book) 70%

The coursework consists of two components:

Problem sets 15%
Final report 15%

The problem sets are two team assignments that will be taken during the module. The final team report involves a company valuation exercise.

Key Texts

Readings
Other useful but not required readings are the following:

Pre-Module Readings
Chapters 1 and 2 from the module textbook, Corporate Finance by Berk & DeMarzo.
BS0902 Innovation Management
Module Outline

Module Leader
Name: Dr Anne ter Wal
Email: a.terwal@imperial.ac.uk

Module Aims
Managing innovation is one of the most challenging and exciting areas of managerial practice. In many industries, the ability to innovate is critical to building and sustaining competitive advantage. It provides the means to allow organisations to grow and prosper. Innovation is about more than generating ideas; it is also about implementing these ideas and capturing value from them. Although innovation is inherently complex and uncertain, there are a range of tools and practices that can help organisations be more successful at the development of new products, processes, and services.

Drawing on the experiences of innovative corporations, this module aims to equip students with the skills to organise and shape the innovation process within modern organisations. The module draws on insights from the Business School’s vast research program on innovation, in the Business School’s Innovation & Entrepreneurship group, as well as our experiences working with leading innovators, such as IBM, Arup, Panasonic, Procter & Gamble, Tata and others. By the end of the module, students should be able to understand and interpret managerial strategies associated with different types of innovation. They should know the different ways of seeking to profit from their innovations and how best to organise the innovation process within the firm.

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

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

Learning Outcomes
At the end of this module students will be able to:
• assess and interpret innovation processes
• develop and formulate managerial strategies to shape innovative performance
• utilise tools of innovation management to map and measure innovative activities
• diagnose different innovation challenges and make effective and ethically sound recommendations for resolving them
• employ different mechanisms to profit from innovative efforts
**Structure**
The module will be taught in 10 two-hour lectures. Class time is devoted to lecturing, discussion, in-class exercises in break-out groups, and industry guest speakers. There is a heavy emphasis on student contribution to class discussion – all students are expected to speak up in every class session, particularly during the discussion of case studies. Students are required to prepare case studies before coming to class and to complete pre-class quizzes in relation to the case studies.

Students will work on a coursework assignment in syndicate teams outside class hours. In the ninth session of the module, students will present their coursework. To reduce the length of these sessions, there will be two classes per stream whereby each syndicate team has to attend only one of the two sessions. Attendance of the presentation sessions is obligatory for all members of the team.

To support revision, a review lecture will be offered in the last session of the term, highlighting the key topics for the exam, including guidance on how to write a good exam answer.

**Teaching Methods**
The teaching philosophy is based on “inductive learning” whereby students are active participants in the learning process and create their own experiences through independent and interactive inquiry and analysis. Thus, in most sessions, there will be an in-class exercise. These exercises include the analysis of cases, the assessment of different types of innovation and the development and selection of new product concepts. Towards the end of the module, there is also a business simulation game. All inductive learning activities are designed to deepen the student’s knowledge of topics raised in the lectures. Outside the lectures, the students will work on a team-based coursework assignment aimed at applying the module’s core frameworks and insights to real-world scenarios.

Students are expected to come to class having thoughtfully studied the required materials and to engage in debates and other exchanges related to the topics of each week’s session. During the lectures, students are encouraged to ask questions and contribute to the class discussion. The module will rely on iPads both for its in-class delivery (teaching slides, exercises, etc.) and communication outside teaching hours using a message board on the Hub. Students are welcome to post questions on this board and these discussions will be monitored and facilitated by the lecturer.

**Guest Speakers**
There will be one or two guest speakers from outside the university. Imperial College Business School and the Department of Innovation and Entrepreneurship regularly invite high-profile speakers from industry, government, and academia. Students are highly encouraged to attend these events.

**Assessment**
Pre-class quizzes contain short open questions about the case studies and simulation game. Answers need to be submitted on the Hub ahead of the lecture in which the case study or simulation will be discussed. The quiz questions will help you think critically about the problems addressed in the case or simulation and are meant to prepare you to participate actively in the class discussion. There will be five quizzes over the length of the module. The quiz contributes towards 5% of the final mark. Pre-class participation in the business simulation game also counts towards the quiz mark.

The exam will focus on questions probing whether you have understood key concepts and their connections and how to apply them in business decision-making situations. There will be 20 multiple choice questions (20/100 marks), followed by a choice of 1 out of 3 short answer
questions (30/100 marks each) and a choice of 1 out of 3 long answer questions (50/100 marks). The exam is 70% of the final mark.

For the coursework assignment you will be working in syndicate teams to write an advice report and give an oral presentation of the advice at the end of the module. The coursework consists of two parts. First, you will choose an emerging technology area for which you have to develop a scenario: an imaginary small firm that has created an invention within the emerging technology of your choice. This part of the exercise teaches you how to analyse an emerging technology area and encourages you to think creatively about potential future developments. For the second part of the assignment, you will change perspective. You will now act as a consultant for a scenario developed by another syndicate team. You will be asked to advise the firm on (1) which factors may influence the adoption of the invention by the market, (2) how the firm can ensure it captures value from introducing the invention to the market, and (3) whether and how the firm can benefit from first-mover advantages. This part of the assignment teaches you how to apply the module’s core framework to a real-world business scenario. The coursework assignment accounts for 25% of the final mark.

Key Texts
There is a textbook for the class and we will follow it closely. You are strongly advised to purchase this book for the class.


A detailed lecture-by-lecture reading list including case studies and articles will follow nearer to the start of the module.

Readings
BS0911 Strategic Management
Module Outline

Module Leaders
Name: Dr Ian Mackenzie
Email: ian.mackenzie@imperial.ac.uk
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
This module is primarily about competitive strategy. However the last of the scheduled 10 sessions, expanded into a full day workshop, will focus on the important topic of ‘business sustainability’ in the context of the natural and social environment.

Learning Outcomes
At the end of the 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
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 not
   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.
3. Have a comprehensive understanding of sustainability, the relevance for policy makers and the role of corporations.

Structure
Competitive Strategy (Sessions 1-9) – Overview (Ian Mackenzie)
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 though 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 we will need to:

1. Decide what the goal of strategy should be. In other words, how should we measure success and failure?
2. Understand various key concepts (or 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.
3. Understand the various factors that appear to underpin more successful strategies. 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 creating and capturing value. We will discuss how this core framework relates to other well-known frameworks such as Porter’s five forces.

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, remain 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!

Teaching Approach and Assessment

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 will be very important in your business career.

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. To encourage good preparation, you will be required to complete a short quiz on each case prior to the class. 10% of the available marks in the module will be awarded based on your response to these quizzes reflecting both completion and accuracy. You should plan to spend a minimum of two hours on preparation per class – ideally longer. Given that there is no separate coursework in this module, and relatively few readings, this should not represent an excessive requirement.

Your participation in class will count towards 20% of your overall module grade. Participation will be assessed by me – I will distribute a separate memo describing what good participation looks like. 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). In addition, you are strongly encouraged to complete a very brief ‘participation
After each class that you participate in. This will ensure that your participation is captured. I will 'cold call' students as necessary to broaden participation.

Given the importance of participation, a very high level of **attendance** (throughout the class) is essential. Attendance will be recorded prior to the start of each class. You will be 'absent' if you are late for the class. Absences without clear mitigating circumstances will cause marks to be deducted 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.

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 start the class by discussing them. I will also provide an optional reading list of papers and articles that you may find helpful. There is no formal text book associated with this module. If you want to consult a text book, I would suggest: *Contemporary Strategy Analysis* by Robert Grant (2010, 7th edition, Blackwell Business).

60% of your module grade will be based on the **final exam**. More details of this will be provided during the module.

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.

One very important final 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.

**Business Sustainability Workshop (Session 10) – Overview (Paolo Taticchi)**
Sustainability is one of the key issues of today’s society as confirmed by the increasing attention of governments, media, academics and industry.

A quoted definition of sustainability and sustainable development is that of the Brundtland Commission of the United Nations: “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Such a definition leads directly to the three pillars of sustainability that are the economic, social and environmental dimensions. The concept of sustainability is therefore close to the concept of “quality of life”.

In the context of sustainable development, businesses that are often referred to as part of the problem, can be part of the solution. As a consequence of that, policy makers, industry leaders, society and academics with different backgrounds are today dealing with sustainability trying to understand how this affects traditional ways of doing business, and how traditional businesses are affected by sustainability.

This workshop will address the topic of sustainability with particular emphasis on:
- the main drivers of the issue
- the strategic implications for business
- the operational implications for business.

The final 10% of marks contributing to your module grade will be awarded based on quizzes related to this workshop.

**Reading List**
The reading list will be provided on the Hub closer to the start of the module.
BS0930 Corporate Strategy
Module Outline

Module Leader
Name: Dr Yuri Mishina
Email: y.mishina@imperial.ac.uk

Module Aims
This module builds on the basic ideas of business-level strategy and introduces students to more advanced concepts in strategic management, and in particular, corporate strategy. Corporate strategy is concerned with determining which businesses and activities to include within the boundaries of the firm and how to coordinate them. In this regard, it differs from business-level strategy, which focuses on the competitive aspects of operating in a single line of business. Topics covered in this module include vertical and horizontal integration, international expansion, diversification, mergers and acquisitions, and strategic alliances.

A different area of corporate strategy will be explored during each class, and we will examine how it can be used to anticipate, understand and resolve different problems that arise for upper-level managers. Class discussions, exercises and readings from the textbook and business press will be used to link corporate strategy concepts with real world issues and problems. Because actively applying these concepts is such a central part of the module, the conceptual topics covered may also be applied to cases that are assigned subsequently. Case analysis and discussion are integral parts of the module. The cases are designed to test and sharpen the ability of students’ to identify module concepts in actual business settings and apply these concepts in decision-making.

Module Objectives
Knowledge Objectives
- Understand the central concepts in corporate level strategy
- Understand which frameworks and tools to utilise to determine whether or not it makes sense to include a particular business or activity within the boundaries of the firm
- Understand the relationships and assumptions underlying the different corporate strategy concepts

Skill Objectives
- Ability to apply concepts and frameworks to business cases and real-life firms
- Ability to analyse a firm’s portfolio of businesses
- Ability to determine what international strategy and entry mode might be appropriate for the firm
- Enhanced skills in written and verbal communication, teamwork, analytical thinking, decision-making, project planning and general management

Learning Outcomes
Upon completion of the module students will have developed a more complex and nuanced view of strategy and understand the central role of leadership and leaders in developing and implementing strategy.

Structure
This is not a traditional lecture-based module. Although we will frequently have short lectures to clarify and extend ideas from the readings, the majority of class time will generally be spent discussing both the readings and the cases. We expect that you will have read the assigned module material, analysed the assigned case, and be thoroughly prepared to discuss both for each class period. In essence, the readings provide the basic ideas, and we will use the class period to clarify and extend the ideas, as well as apply them in discussing the case.
Consequently, it will be difficult for you to follow along with the material or participate in any meaningful way if you have not done the reading assignments beforehand.

You are expected to be an active participant in the class discussions. Participation in class discussion is not only an opportunity for you to apply module concepts to demonstrate your knowledge and analytical skills, but also gives us a chance to assess how well you and your classmates understand a particular concept and whether or not we need to cover it in more detail. If all class members are well-prepared for and actively participate in each class discussion, we will all learn more from each other and the module will be more enjoyable as well. In addition to class discussions, you will be expected to participate in any in-class exercises that we have during the module.

**Assessment**

The module evaluation is as follows:

- Team project: 60%
- Participation: 40%

**Readings**

You are required to prepare the following readings:

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

Module Leader
Name: Dr Sankalp Chaturvedi
Email: sankalp.chaturvedi@imperial.ac.uk

Module Aims
Leadership, a key buzzword in leading and managing people at workplace. The importance of leadership is well drafted in almost any management textbook or writing related to organisations. Leaders become great and successful, not because of the power of position, but because of their ability to empower people and lead change.

The focus of this module is to give you a practical yet theoretically grounded collection of tools you can use to be an effective leader and developer of people - one who earns the respect, appreciation and gratitude of the people who work with and for you in your future career. This module is designed to introduce students to advanced concepts in developing leadership skills to be successful in organisations. The module will allow students to develop new insights into advanced topics frameworks to better understand their ‘own’ leadership style and develop their ‘own’ leadership capabilities.

Module Objectives
Knowledge Objectives
Students will be able to draw on advance concepts and themes from the disciplines of leadership (such as Emotional Intelligence, Storytelling, Reframing Leadership, Managing Up, Leading Change, Crafting a Vision, networking and coaching as a Leadership Approach), which then contribute to the understanding of strategic leadership in organisational settings. We will explore key issues, frameworks for analysis and for business leaders who have a team or organisation to lead and inspire. You’ll gain leader identity development and visual, vocal, verbal and think-on-your-feet skills to inspire your people to take action. Develop your understanding and skill in carrying yourself like a leader, in sounding like a leader, and in crafting and delivering simple messages.

Skill Objectives
The module will equip the students with the ability to:

- communicate vision that ‘sticks’
- influence others positively in an organisational setting
- evaluate differences in personality and leading accordingly and explore their own style of leadership
- practice the key under-utilised listening technique
- manage their own leadership development process
- apply theoretical concepts to real life organisational scenarios through the use of in-class case studies
- work productively in a team situation to produce a team assignment

Learning Outcomes
Upon completion of the module students will develop and understand the central role of leadership and leaders in developing and implementing strategy.

Structure
Each session will consist of:
- academic lecture content drawn from contemporary literature and research
- discussion of recommended readings and case studies
• videos, mini-cases, and simulations
• instruments to evaluate personality types and leadership preferences

Assessment
• Individual Quizzes (30%)
• Individual Class Participation (20%)
• Syndicate Team Project (50%)

Readings
• Case studies distributed on the Hub
BS0932 Energy Business 1: Producing Energy
Module Outline

Module Leader
Name: Professor Richard Green
Email: r.green@imperial.ac.uk

Module Aims
The aim of this module is to give students an understanding of the management challenges facing the energy industries, with a particular emphasis on the production side: oil and gas exploration and production, and electricity generation. The need to reduce carbon emissions, and policies to drive this, set the context for the module. The companion module, BS0933 Energy Business 2: Selling Energy, may be taken after this module, and has an emphasis on the trading and retailing activities of the energy industries.

Module Objectives
Knowledge Objectives
Students will learn about the key challenges facing energy businesses, and how to analyse their strategic options. Students will be made aware of the opportunities and constraints posed by technology (affecting both the supply and demand for energy) and of the role of government policy. Using practical examples, the module will demonstrate how energy businesses around the world have succeeded (or failed) in responding to these challenges. This module concentrates on the production of energy, via oil and gas drilling and via electricity generation.

Skill Objectives
Students should develop the ability to:
- improve diagnostic and analytical skills
- enhance verbal skills via class and team discussions
- build up critical thinking and interpretation skills
- learn how to evaluate different strategic options
- use simple modelling tools in a range of energy contexts

Learning Outcomes
Upon completion of the module, students will have developed their ability to:
- analyse the factors driving the major trends in the world energy markets
- explain the challenges facing an upstream oil and gas or electricity generation business
- analyse, interpret and provide solutions to these strategic challenges
- use and apply basic tools of economic and strategic analysis in energy-related contexts.

Structure
The module is taught in a two-week period in the spring term, over ten two-hour sessions. These cover:
- Introduction to the module; energy sources, uses and trade; energy services; the policy triangle
- Assessing options for reducing emissions: the 2050 calculator
- Financing Energy Investments
- Electricity: Technology and Organisation
- Investing in electricity generation
- The changing structure of the oil industry
- Investing in Oil Production
- Climate Change Science, and Externalities from Climate Change
• Emissions Trading and Business Responses
• Future Energy Systems

Teaching Methods
The module uses a mixture of lectures, case discussions and computer-based exercises.

Assessment
Online individual tests with short written answers (50%)
Team report (50%)

Key Texts
This module does not have a single standard “textbook” as none exists. However, while not a text, one book that provides excellent coverage of many issues related to the module is:

Another book that covers issues relevant to part of the module (the oil and gas industry) but is written for people with less business knowledge than students on this module is:

Readings
Many readings will be given during the module, but some key ones are:

Pre-Module Readings
The following readings are recommended for before commencement of the module in order to develop an understanding of the topic:
• Shell Scenarios – 40 years of scenarios [http://s03.static-shell.com/content/dam/shell/static/future-energy/downloads/shell-scenarios/shell-scenarios-40yearsbook061112.pdf](http://s03.static-shell.com/content/dam/shell/static/future-energy/downloads/shell-scenarios/shell-scenarios-40yearsbook061112.pdf)
  IEA data are best accessed through the Imperial College Library under “databases” via a free service (registration needed) called ESDS: [http://www3.imperial.ac.uk/library/find/databases/esds](http://www3.imperial.ac.uk/library/find/databases/esds)
• Committee on Climate Change – Fourth Carbon Budget [http://www.theccc.org.uk/reports/fourth-carbon-budget](http://www.theccc.org.uk/reports/fourth-carbon-budget)

Other readings will be provided via the Hub, with a mix of cases and support materials written for this module.
BS0933 Energy Business 2: Selling Energy

Module Outline

Module Leader
Name: Professor Richard Green
Email: r.green@imperial.ac.uk

Module Aims
The aim of this module is to give students an understanding of the management challenges facing the energy industries, with a particular emphasis on the selling activities: trading and retailing. This module can only be taken if students have previously completed the companion module, BS0932 Energy Business 1: Producing Energy.

Module Objectives
Knowledge Objectives
Students will learn about the key challenges facing energy businesses, and how to analyse their strategic options. Students will be made aware of the opportunities and constraints posed by technology (affecting both the supply and demand for energy) and of the role of government policy. Using practical examples, the module will demonstrate how energy businesses around the world have succeeded (or failed) in responding to these challenges. This module concentrates on what happens to energy once it has been produced, studying topics such as trading and hedging, oil refining and marketing, and energy retailing. Corporate Social Responsibility is an explicit topic within the module.

Skill Objectives
Students should develop the ability to:
- improve diagnostic and analytical skills
- enhance verbal skills via class and team discussions and via project presentation
- build up critical thinking and interpretation skills
- learn how to evaluate different strategic options
- use simple modelling tools in a range of energy contexts

Learning Outcomes
Upon completion of the module, students will have developed their ability to:
- analyse the factors driving the major trends in the world energy markets
- explain the challenges facing a downstream oil and gas or electricity distribution and retailing business
- analyse, interpret and provide solutions to these strategic challenges
- use and apply basic tools of economic and strategic analysis in energy-related contexts.

Structure
The module is taught in a two-week period in the spring term, over ten two-hour sessions. These cover:
- Electricity Markets
- Energy Trading
- Renewable Generation
- CSR in the energy industry
- Business models for electricity companies
- Energy Retailing
- Oil Refining and Marketing
- The Natural Gas Industry
- Economic Regulation
• Student Presentations

Teaching Methods
The module uses a mixture of lectures, case discussions and computer-based exercises. A key feature of the module is a simulation of companies competing to build and operate power stations over the next two decades in the UK. Students prepare for this simulation in the companion module, but it forms a significant part of the assessment for this module.

Assessment
Team simulation project, including board minutes written while making decisions, a presentation on their performance and lessons learned, and a Corporate Social Responsibility report for their company (50%)
Individual report (50%)

Key Texts
This module does not have a single standard “textbook” as none exists. However, while not a text, one book that provides excellent coverage of many issues related to the module is
Another book that covers issues relevant to part of the module (the oil and gas industry) but is written for people with less business knowledge than students on this module is:

Readings
Many readings will be given during the module, but some key ones are:
• Green, R. (2011) Economic Regulation, reading for this module available on the Hub
Readings during the module will be provided via the Hub, with a mix of cases and support materials written for this module.
BS0934 The Economics Of Information And Intellectual Property

Module Outline

Module Leader
Name: Dr Llewellyn Thomas
Email: llewellyn.thomas@imperial.ac.uk

Module Aims
Information, especially digital information, is different in many ways from other goods and services. Yet information is still subject to the laws of economics, and can be protected as intellectual property. The purpose of this module is to explore some of the economics of information and the different intellectual property approaches to protecting information.

We examine a variety of topics including: the pricing of information goods, network effects, multi-sided markets, standards, trademarks, patents, copyright and trade secrets. As such this module teaches students how to think strategically about two of the fundamental underpinnings of the digital economy. The module will be centred on case discussions.

Module Objectives

Knowledge Objectives
During the module, students will develop an understanding of the economics of information and intellectual property. They will be able to analyse business settings to understand the competitive and strategic implications of information goods, as well as the benefits and drawbacks of particular intellectual property approaches. They will also appreciate some of the strategic challenges that both the economics of information and intellectual property presents managers.

Skill Objectives
Students should develop the ability to:
- improve diagnostic and analytical skills;
- enhance verbal skills via class and group discussions;
- build up critical thinking and interpretation skills;
- learn how to evaluate different strategic options;
- assess and resolve managerial challenges.

Learning Outcomes
Upon completion of the module, students will have developed critical assessment, and application of the following:
- Information as an economic good
- Economics of network industries
- Types and challenges of IP
- IP licensing and market power
- Basics of IP valuation.

Structure
This module will be offered through 10 in-class sessions of 2 hours.

Teaching Methods
Class time is devoted to lecturing, discussion, and video material. Students participate through news and case discussions and independent reading of academic and business literature. There is a heavy emphasis on student contribution to class discussion – you are all are expected to speak up in every class session. In most sessions, there will be a case-based
activity. These activities are designed to deepen your knowledge of topics raised in the lectures. All students are required to participate in the activities.

It is important that you prepare **ALL** cases and participate in the discussion of each case.

This is not a module where you can learn by watching the lecture, and then simply skimming the case beforehand and then picking up a few useful points from the discussion. You will only learn from struggling with the issues beforehand, reaching your own initial conclusions, and then building on that experience in the discussion. Working on the cases with a small study group will likely prove very helpful.

You are expected to come to class having thoughtfully studied the required materials. During the lectures, you are encouraged to ask questions and contribute to the class discussion. Students who are thoroughly prepared for each session will benefit the most. You'll also add to the learning of your classmates. If you don't feel comfortable with these expectations, then do not do this pathway.

**Assessment**

*Team Coursework (50%)*

*Individual coursework (50%)*

**Key Text**


**Readings**

The core text is listed above. Each lecture will consist of some prescribed reading and a case study, and you are expected to have read and prepared both for discussion in class.
BS0935 Strategy and Innovation in Digital Business

Module Outline

Module Leader
Name: Dr Markus Perkmann
Email: m.perkmann@imperial.ac.uk

Module Aims
The Internet, together with other information and communication technologies, continues to revolutionise industries. E-commerce and e-business are now a given in many industries, but many incumbent firms rooted in traditional business models struggle to figure out the new terms of competition. New start-ups using disruptive technology in combination with revolutionary business models not only threaten the incumbents in many of the traditional industries but create entirely new industries.

The goals of the module are for the student to understand, critically evaluate, and apply:
- Business opportunities arising from the changing landscape
- Strategies and business models to exploit opportunities afforded by ICTs
- Challenges of starting and sustaining online businesses and how to resolve them

The module will focus on the ‘tech’ sectors broadly speaking, including software, hardware, telecommunications, media and digital content, e-commerce and web-enabled services, but its fundamental insights will apply to most sectors in the modern economy.

Module Objectives

Knowledge Objectives
Students will develop an understanding of analytic frameworks for developing digital business models. Students will be able to assess the effects of technological and societal change on digital business models. They will understand and apply the strategic mechanisms for capturing the economic benefits from new technological opportunities, as well as identify and address the strategic and organisational challenges involved in managing rapid change.

Skill Objectives
- Improve diagnostic and analytical skills
- Enhance verbal skills via class and team discussions
- Build up critical thinking and interpretation skills
- Learn how to evaluate different strategic options
- Assess and resolve managerial challenges.

Learning Outcomes
At the end of this module, students will be able to demonstrate understanding, critical assessment, and application of the following:
- Competitive dynamics in the digital economy
- Digital business models
- Managerial strategies to benefit from digital business opportunities
- Diagnosis and effective resolution of organisational challenges in situations of technology-driven change

Structure
The module will be taught in 10 two-hour lectures.
Teaching Methods
Class time is devoted to lecturing, discussion and industry guest speakers. There will also be a company visit. Students participate through news and case discussions and independent reading of academic and business literature. There is a heavy emphasis on student contribution to class discussion – all students are expected to speak up in every class session. In many sessions, there will be a case-based exercise. The exercises are designed to deepen the student’s knowledge of topics raised in the lectures. All students are required to participate in the exercises.

Students are expected to come to class having thoughtfully studied the required materials. To prepare for the case discussions, study questions are provided on the Hub. During the lectures, students are encouraged to ask questions and contribute to the class discussion.

Assessment
Team Coursework (50%)
Individual coursework (50%)

Reading List
BS0936 Risk Management for Corporate and Financial Institutions
Module Outline

Module Leader
Name: Professor Claudio Scardovi
Email: c.scardovi@imperial.ac.uk

Module Aims
This module is aimed at developing the students’ structured understanding of risk management principles, approaches and techniques, with reference to main risk factors (pure risks and – with a greater emphasis – financial and credit risks) and with pragmatic applications to both corporate and financial institutions. The module also addresses the way in which the global financial system and the evolution of statistical techniques, technology and banking regulation is continuously changing the world of risk management professionals and practitioners, offering a number of career opportunities at both private and public institutions.

This module offers a holistic and in depth review of main risks as key determinants of the stability and safety of the overall economic system and of the profitability and value creation of corporates and financial Institutions.

Module Objectives
Knowledge Objectives
During the module, students will develop the ability to:

• understand the concept of risk, and its multi-faceted definition (for different stakeholders, and with regard to a multitude of risk factors) and why it really matters for value creation and the overall stability and strength of the economic system
• structure simplified approaches to map and evaluate all the main risks (pure and financial/credit risks) that a corporate can face and how it could proactively manage them through hedging and in close relationship with the global financial system
• understand the basic techniques and methodologies that have been developed in recent years and how the regulatory framework in banking (Basle Accord, etc.) is contributing to the optimal management of risks and to promote a safer system
• discuss real life cases where a mix of risk management principles, approaches and techniques understanding is required to review complex situations, develop issue-tree analysis and propose business and operational recommendations to the firm

Skill Objectives
Students will develop the ability to:

• identify main risks factors a corporate or a financial institution is facing when assessing outside-in (e.g. on the basis of the financial statement) or inside-out (e.g. on the basis of management reporting), naming the main risks typology and expected behaviour
• describe the approaches (including organisational solutions), and techniques (including statistical methods to perform value at risk/downside risk analysis) that the management could consider to move towards a “proactive” risk management to foster value creation
• evaluate how a proactive risk management can contribute to the overall profitability and value creation of the company/bank and the main hedging solutions available from the market
• identify the main risk management challenges at the level of the global financial system and how changes in regulations and technology are impacting on the fabric of the system. Students will be able to discuss potential case studies on such topics as the banking Basle Accord and the causes and potential developments of the global banking crisis of 2008.
Learning Outcomes
Upon completion of the module, students will have developed:

- the natural mind set to consider risks as an unavoidable “production factor” at the heart of any private or public business activity
- the attitude of considering risk management as key, modern component of a proactive strategy to create value in a sustainable way
- the ability to put risk management into perspective, e.g. being able to dialogue with senior board members, high level risk concepts; and technicians (at least on a basic level of understanding of what their works involve and with which kind of outcomes)
- the ability to consider and start engaging in a potential future career in some of the risk management fields, either as managers or advisors

Structure
The module is taught in a two-week period in the spring term, over ten two-hour sessions.

Teaching Methods
Teaching and learning will be delivered through the use of lectures, readings, case studies using real life examples matured by the professor in a consulting/ investment banking/ private equity environment and class discussion in a highly interactive way.

Assessment
Team Coursework (100%) – involving a fictitious case discussing a risk issue and the potential approaches/ techniques and recommendations that could be provide to the company

Key Texts
The main reference material will be provided during classes, including slides and papers.

Readings
- J. Hull (2013), Risk Management and Financial Institutions, Wiley
- J. Lam (2014): Enterprise Risk Management: From Incentives to Controls (Second Edition), Wiley

Pre-Module Readings
It is strongly suggested that students start picking up and reading FT, WSJ or The Economist articles discussing financial/credit risks and the development of banking regulations and techniques/technology so as to get a clearer understanding of how important risk is for management and what they would like to achieve with this module.
BS0937 Mergers and Acquisitions
Module Outline

Module Leader
Name: Colin Love
Email: c.love@imperial.ac.uk

Module Aims
The module aims at providing theoretical and applied insights into the field of corporate mergers, acquisitions and restructurings from an international and strategic perspective.

Students will analyse the essential elements of the Mergers and Acquisitions (M&A) process including: bidding strategies, due diligence, contract negotiations, valuation, closing and post-merger integration, as well as discussing macro perspectives of the field.

Students will learn about the key concepts, frameworks and models of M&A. Topics covered in the module will include: strategic interest for M&A, M&A activity and cross-border transactions, search and deal origination; due diligence negotiation and integration, valuation and financing, strategy and the uses of M&A to grow or restructure business.

The module includes lectures, workshops and case studies covering a range of industries.

Module Objectives
Knowledge Objectives
At the end of the module students are expected to be able to:
- demonstrate a knowledge and understanding of the role of M&A within firms and in the wider international economic context
- demonstrate an understanding of the underlying concepts of M&A
- appraise the dynamics and strategic implications of M&A

Skill Objectives
At the end of the module students are expected to be able to:
- analyse and evaluate the core concepts and various stages of M&A
- analyse the business implications of M&A propositions
- appraise and evaluate a range of tools appropriate for the analysis of M&A

Learning Outcomes
Upon completion of this module, students will be able to:
- discuss the role M&A plays within firms and industries
- demonstrate awareness of M&A and related critical stages
- appraise the connections between M&A and other management concepts and decision-making processes

Structure
The module consists of two weeks including:
- interactive lectures and in-class discussions of case studies
- one or two guest lecturers from industry

Teaching Methods
The module is based on self-study, lectures and in-class discussion of case studies. The lectures are illustrated with examples of M&A, and the practical experiences of international firms.
Students are provided with lecture slides that are based on the books listed below. Students are expected to engage in class discussions.

**Assessment**
Individual Coursework (70%)
In class simulation participation in teams (30%)

The individual coursework will ask you to write a management report. Students will select an M&A to use as a case study, and will describe and analyse the M&A dynamics by drawing on appropriate theory, tools and techniques from the module.

**Readings**
Recommended reading will be provided on the Hub closer to the start date of the module.
BS0908 Entrepreneurship

Module Outline

Module Leader
Name: Dr Dmitry Sharapov
Email: dmitry.sharapov@imperial.ac.uk

Module Aims
The module provides students with a stimulating introduction to the theory and practice of entrepreneurship and new venture creation. The central aim of the module is to de-mystify entrepreneurship and to demonstrate that many of the skills and competences required to launch and grow a successful business can be learned and practiced.

Our starting point is that entrepreneurs are made, not born and that most people have a choice about the behaviour they display. The module, therefore, focuses on understanding and practicing entrepreneurial behaviours in a variety of settings. This is useful not only for students with entrepreneurial ambitions of their own, but also for those who, in the course of their career, will have to pitch projects to their managers, provide consulting advice to others, or assess business cases in a managerial or investment role. The module assumes no prior knowledge of the subject area and will equip students with much of the knowledge required to launch, manage and evaluate high potential new ventures.

The practical side of the Entrepreneurship module guides students through the evaluation and development of a full business case and the writing of a business plan in line with market research and testing results. Students also have the option to present a ‘negative business case’ explaining how and why they have assessed that their idea is not viable or investable as a business. They may also present a ‘conditional’ case saying that they would only invest if certain conditions became present which are currently uncertain.

A well-argued negative business case will have an equal possibility of obtaining a high mark as a realistic business plan.

Module Objectives

Knowledge Objectives
During the module, the students will develop the ability to:

- explain the differences between demand-pull and technology-push entrepreneurial opportunities and their implications for the management of entrepreneurial ventures seeking to pursue them
- evaluate the usefulness and shortcomings of different market research methods in an entrepreneurial context
- explain when different entrepreneurial market entry strategies should be used, based on an understanding of the structure of the value chain/network which the new venture is seeking to enter
- explain which approaches to intellectual property protection are appropriate for different kinds of entrepreneurial ventures
- explain the key factors to be considered during entrepreneurial team formation and the hiring of the first few employees
- evaluate the up- and down-sides of different sources of capital for the funding of new ventures
- explain how entrepreneurial ventures seeking to serve as yet non-existent markets can be valued
Skill Objectives
Students should develop the ability to:
- generate and evaluate entrepreneurial ideas which aim to provide significant value to their target market
- identify, contact and interview expert witnesses in order to test and refine the assumptions underlying their business case
- develop a potentially viable market entry strategy for their new venture
- pitch their business case and convincingly respond to probing questions and constructive criticism from their coaches and external judges

Learning Outcomes
On completion of the module, the student will be able to:
- consider the viability of a new business idea, from a combined ethical, social and business point of view
- produce an opportunity assessment for a new venture
- recruit, select and incentivise an entrepreneurial team and then work effectively within it
- select a financing strategy for a new venture
- present a business idea or a negative business case to a panel of investors/judges

Structure
The taught part of the module comprises six two-hour sessions:
1. Finding and evaluating entrepreneurial opportunities
2. Market research and segmentation
3. Environment assessment and business model
4. Intellectual property protection and building an entrepreneurial team
5. Financial forecasts and raising capital
6. Business plan and pitching

The practical part of the module comprises:
1. A first half-hour team coaching session
2. A second half-hour team coaching session, including an initial presentation of the business idea
3. A third half-hour team coaching session
4. The final presentation of the business plan or negative case

Teaching Methods
This module consists of two parts:

1. A short, intense theoretical component of six 2-hour classes in two weeks giving a general introduction to tools and frameworks which are useful in the process of creating an entrepreneurial venture. These classes will be highly interactive, with a large part of class time devoted to discussion of cases. It is expected that all students prepare for class by reading the key readings in advance in order to make the quality of the discussion as high as possible.

2. Three coaching sessions in which teams discuss their ideas with their coach and get feedback and suggestions tailored to their team’s particular idea. Teams should prepare thoroughly for the coaching sessions and be willing to take the constructive, though sometimes critical, suggestions of the coaches on board in further developing their business idea. The second coaching session will involve an initial team presentation of the overall business case. After the presentation, the coach will ask questions and provide feedback for each team to incorporate into the final presentation and business plan.
Assessment

Class Participation (10% of mark)
Students are expected to participate fully in class discussions and will be marked according to their contribution.

Written Business Plan (45% of mark)
A business plan, in the case of a start-up or corporate venture.

OR

A report explaining the insights which have led to a negative business case.

The document should be no longer than 5,000 words.

Business Plan Pitch (45% of mark)
Each team will have to pitch its business plan to their coach and to external guests with entrepreneurial or investment experience. The external guests’ evaluation of the pitch will factor into the mark given by the coach.

In the case of a positive business case, you should structure this presentation as much as possible like a real investor pitch.

For a negative or conditional business case, your talk will look more like a consulting presentation, explaining the idea you researched, what your findings were, and how you came to your conclusion.

Key Texts
The key text for this module is ‘The Smart Entrepreneur’ by Bart Clarysse and Sabrina Kiefer. Each session of the module is loosely based around one or more chapters from the book. Additional readings for each session are there to give students a more in-depth understanding of the relevant concepts and theories; these will be provided on the Hub closer to the start date of the module.

Pre-Module Readings
Students should read the introductory chapter of ‘The Smart Entrepreneur’ before the module to get an overview of the topic.
BS0914 Business Simulation
Module Outline

Module Leader
Name: Christopher Corbishley
Email: christopher.corbishley11@imperial.ac.uk

Module Aims
The aim of this module is to provide students with:
1. A chance to apply and test the knowledge and skills they have acquired during the programme so far, by participating in a sophisticated business simulation, which includes a computer based component developed by the leading global provider.

Module Objectives

Knowledge Objectives
The business simulation will enhance the knowledge and skills students learn on the MSc Management programme by the focus on:
- teamwork
- leadership
- strategy and tactics
- ethics

Students will learn how to coordinate decisions across key primary functional areas such as:
- research and development
- marketing
- production
- finance

Skill Objectives
The business simulation will enable the students to put the management ‘pieces’ together. Students will use what they have learned for a real objective – learning how to run a business profitably.

The business simulation will draw upon the following skills:
- communication – written and oral, in class and presentations
- reasoning and problem solving
- decision making within time constraints
- rational and ethical prioritising of business options
- leadership and ability to work as a ‘board of directors’.

Learning Outcomes
By the end of the module, students will be able to:
- evaluate the complexity of modern business management
- recognise the implications of business decision making upon the ethical consequences and profitability of the firm
- evaluate the importance of market and competitor knowledge
- appreciate the importance of strategy development and implementation.
**Teaching Methods**
Briefing and feedback will be made available throughout the simulation period. IT support will also be available from the Educational Technology Unit.

**Assessment**
Team Coursework – 100%

The team performance as indicated by the software counts only for a minor component of the assessment, which is based for the largest part on the team’s ability to devise and communicate a credible, sustainable, ethical, successful and fully-encompassing corporate strategy.
BS0927 Family Business
Module Outline

Module Leader
Name: Peter Leach
Email: p.leach@imperial.ac.uk

Module Aims
This module is designed to help current and emerging leaders and owners of family business understand the special challenges of Family Enterprises and manage the strategic and personal challenges that are ever present in this form of business entity. Through a serious of lectures, case studies, activities, interactive presentations and discussions with a number of visiting family business owners sharing their experiences, students will have a rich experience in understanding the “how to” and the “how not to” of Family Enterprise.

The focus of the module is on both the theory and the practice of family business management and governance, using case studies to demonstrate how complex challenges have been successfully addressed. Examples will be drawn from different continents highlighting the cultural differences that exist around the world and how this impacts outcomes. Specific challenges will be covered – planning for smooth succession, managing family issues and addressing the question of governance to ensure the long term sustainability of the business and continued harmony in the family. In addition, the module will consider some of the key advantages of family enterprises and how the codification of the family’s values can be an important tool in ensuring sustainability and better family engagement.

Module Objectives
Knowledge Objectives
During the module, students will develop the ability to:
- understand the special challenges that family dynamics can add to a business
- understand the workings of the typical governance models that operate in successful multigenerational family businesses and how to set about their creation
- understand the critical importance of separating ownership from management whilst at the same time ensuring the continued “family-ness” of the business to maintain its competitive advantage
- understand the special nature of leadership in the family business and how, in a family business environment, there is a need for both business leadership and family leadership, the core skills and key activities for which are different.

Skill Objectives
Students should develop the ability to:
- analyse the effect that family can have on a business and evaluate the advantages and disadvantages associated with family ownership and management
- consider the appropriate Family Governance models to ensure long-term business sustainability, having regard to the manner in which the family dynamics impacts the business
- understand how to evaluate the degree of alignment that exists in the family around its vision and how to create a process to ensure that the family can become better aligned
- explore how to improve decision making skills in the family
- manage non-family and other relatives, both from the peer group, seniors and juniors
Learning Outcomes
By the end of the module you should be able to:

- diagnose key issues that are likely to impact the future stability of the enterprise or the family and be able to explain how these can be safely addressed, and how to prioritise them, having regard to the current position and dynamics
- identify and describe the key issues facing family businesses in order to construct appropriate governance models and longer-term plans for sustainability
- describe the specific challenges of succession and how these can be addressed successfully by using fair process
- identify the stage of evolution of the family business and how the drivers are different for owners and managers from different generations

Module Structure
The module will be delivered using the theoretical frameworks based on research and then expanded on by looking at how families around the world have addressed and solved their issues practically. The sessions will build from a simple first generation business to more complex multigenerational businesses.

Teaching Methods
The module will consist of 20 hours of teaching over a one week block, split between lectures, case studies, and individual activities. In addition there will be interaction with guests from family enterprises, from different generations who will share their personal experiences and insights with the students in open discussions. There will also be guest lectures from other professors with special expertise in Family Enterprise and entrepreneurship. There will also be module reading and private work, which will be assessed. To supplement the main texts, further recommended reading suggestions will be provided. In order to benefit from and contribute to class exercises, it is critical that students prepare for sessions and read the case studies and other learning material assigned for the session in advance of their attendance. Students are generally divided into teams for case work and may be expected to give presentations on particular cases.

Assessment
The module assessment will consist of two elements:

- Team project: (40%) this will be a case study requiring team presentations
- Individual project: (60%) this will be a case study based on the presentation and analysis of a case using the tools and models learned on the module. Students will be able to use their own family businesses for the case if they so choose.

Key Texts
The core text is required reading and students are encouraged to supplement the module readings with other literature sources (additional recommended reading will be provided at the start of the module):

- Leach P. Family Business; The Essentials, Revised 2011. Profile Books

Readings
Additional readings will be provided at the start of the module.

Pre-Module Readings
- Prof Randel Carlock and Prof John Ward. When Family Businesses are Best: The Parallel Planning Process for Family Harmony and Business Success; 2010 Palgrave Macmillan
Journals, publications and media
You should regularly consult specialist publications, for recent developments in family business activity around the world. The following are some examples:

- Harvard Business Review
- Campden Publishing: Family Business
- The Economist
BS0929 Business Analytics

Module Outline

Module Leader
Name: Dr Wolfram Wiesemann
Email: ww@imperial.ac.uk

Module Aims
This module introduces students to Business Analytics, which is the study of advanced analytical and computational methods to support effective and informed managerial decision-making based on data. The principal idea in Business Analytics is to formulate managerial decision problems as mathematical problems, which can subsequently be solved with analytical or numerical techniques. Typical applications include revenue management (e.g. revenue-maximal pricing of train and airline tickets), logistics (cost-effective transport of products in a supply chain), financial portfolio management (construction of asset portfolios with a good return/risk tradeoff) and production planning (e.g. reduction of late deliveries or inventory holding costs).

The module will explore various mathematical techniques to formalise and solve managerial decision problems. The use of these methods will be illustrated with applications in diverse disciplines, including supply chain design and production planning, supplier selection, revenue management and finance.

Module Requirements: This module requires a solid working knowledge of mathematics (in particular linear algebra and probability theory). It is primarily aimed at students with an undergraduate degree in science or engineering.

Module Objectives
Knowledge Objectives
The module will cover the following topics:

- **decision analysis**: payoff tables and decision trees, backward recursion
- **linear programming**: formulating management problems as linear programs (LPs), graphical solution of LPs, numerical solution of LPs using MS Excel
- **integer programming**: formulating management problems as integer programs (IPs), graphical solution of IPs, numerical solution IPs using MS Excel

Skill Objectives
By the end of the module, the students will be able to:

- identify, analyse and understand the quantitative aspects of decision-making
- formalise managerial decision problems as mathematical problems, and use state-of-the-art techniques to solve these problems
- critically assess the feasibility and practical implications of the emerging solutions

Learning Outcomes
Upon completion of the module, students will be able to:

- identify managerial decision problems that are amenable to a quantitative solution
- model managerial decision problems as mathematical problems, and apply the methods and techniques of business analytics to solve these problems
- judge the power and limitations of analytical methods to managerial decision-making, and appreciate the relative strengths and weaknesses of different approaches to solving managerial decision problems
Structure
The module will consist of 15 hours of lectures and 5 hours of support classes that are
delivered over 1 week during the summer term. The support classes give the students the
opportunity to test their understanding of the class material in various exercises, as well as to
discuss any questions with the lecturer or the teaching assistants. We expect one guest
speaker from industry.

Teaching Methods
The module is based on self-study, lectures, module notes, tutorials and in-class exercises.
The lectures are illustrated with examples of analytics problems faced by major international
firms. Students are provided with module notes that are based on the books listed below.
Students are expected to engage in class discussions and exercises related to the topic of
each session.

Assessment
The module will be assessed by 100% team coursework.

The team coursework will consist of a real-life case study that should be solved in teams of
up to five students.

Readings
- D. Bertsimas and R. Freund: *Data, Models, and Decisions – The Fundamental of
  of the elective heavily draw from this book.)
  Columbus OH, 2009. (We will only use a few subsections of this book. The book does
  contain many useful exercises, however.)
BS0938 Sales Force Management

Module Outline

Module Leader
Name: Mark Byrne
Email: m.byrne@imperial.ac.uk

Module Aims
The module provides students with an understanding of how buyers make buying decisions and how to organise seller activities to stay aligned with these expectations during the buying process.

Students will learn how to organise the sales function within a company, as well as understanding how to manage the organisation of sales and put the correct metrics in place to manage this function.

The module will provide students with the insights, methodologies and concepts needed to understand and manage the link between strategy and sales, operationalise the sales function, and connect the marketing function to sales objectives. The module will provide the students with the required tools and techniques, to implement, monitor and manage the sale function in both an established company context, as well as an entrepreneurial set up.

The module includes lectures, workshops, case-studies role-play games and presentations.

Module Objectives
Knowledge Objectives
At the end of the module, students are expected to be able to:

- demonstrate an understanding of the key concepts, methods and tools necessary to create and execute effective sales campaigns in both an entrepreneurial context as well as in established corporate environments
- demonstrate knowledge of planning sales activities in specific regions or for specific accounts
- demonstrate ability in forecasting and measuring sales

Skill Objectives
At the end of the module, students are expected to be able to:

- demonstrate the ability of conducting customer consultative meetings
- analyse and forecast sales in different business contexts
- develop a sales strategy in line with the company’s strategic objectives

Learning Outcomes
Upon completion of the module, students will be able to:

- discuss with examples the key concepts of sales management
- demonstrate an understanding of the different methodologies and analytical tools used in designing and managing a sales force
- appraise the connections between sales, strategy, business development and marketing

Structure
The module consists of 20 hours delivered intensively over a one week block including:

- interactive lectures, role-play games and in-class discussions of case studies
- guest speakers from industry
Teaching Methods
The module is based on self-study, lectures and in-class discussion of case studies. The lectures are illustrated with examples of sales force management, and the practical experiences of international firms.

Students are provided with lecture slides that are based on the books listed below. Students are expected to engage in class discussions.

Assessment
The module will be assessed with three pieces of coursework:

1. Individual Class Participation (20%)
2. Syndicate Team Project (80%)

Readings
The module is based on the following books:

- Frank V. Cespedes (2014): *Aligning Strategy and Sales: The Choices, Systems, and Behaviors that Drive Effective Selling*
- Jason Jordan and Michelle Vazzana (2011): *Cracking the Sales Management Code: The Secrets to Measuring and Managing Sales Performance*

Additional readings will be provided on the Hub closer to the start date of the module.
BS0939 Social Project
Module Outline

Module Leader
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
The Social Project module aims to contribute to the development of the student’s managerial potential by applying problem solving techniques to a practical working environment with a social impact focus. The emphasis is on developing the students’ skills in understanding social problems and performing real business analyses and tasks, drawing on the knowledge and skills achieved in other modules of the MSc Management programme. Students can either choose to carry out a work placement within organisations such as social enterprises, not-for-profit organisations and foundations, or to consult for them.

Module Objectives
Knowledge Objectives
Participants should develop the ability to:
- understand the peculiarities of social problems
- apply their knowledge from other modules to solve real business tasks
- integrate theoretical knowledge with practical skills relevant to industry

Skill objectives
Participants should develop the ability to:
- carry out business related tasks and analysis and evaluate their results in reference to social impact
- analyse and interpret social problems
- deliver value through the completion of tasks to the organisation they work for

Learning Outcomes
Upon completion of the module, participants will have developed:
- problem solving skills in a practical working environment with a social impact focus
- analytical skills to select and use relevant information for a given task
- project management skills to perform assigned tasks and communication / presentation skills to report on them

Structure
Those students who choose to take this module must secure their own work placement or consulting project with an organisation focused on social impact. Students should submit details of their social project to the Programme Team by the end of March. The Programme Director will vet all proposals by evaluating if the social project is relevant to the programme and its learning outcomes and is carried out with a credible organisation.

Assessment
Individual portfolio containing sufficient evidence and self-evaluation of the achievement of each learning outcome.
BS0917 Consulting Project
Module Outline

Module Leader
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
The Consulting Project module aims to contribute to the development of the participant’s managerial potential by explaining and applying problem solving techniques in complex and challenging business situations. The focus is on developing the students’ skills in managing a real consulting project from inception to completion, drawing on the knowledge and skills achieved in other modules of the MSc Management programme. The module will give students, who have no or little exposure to industrial situations, the opportunity to experience and operate in a real world situation.

Module Objectives
Knowledge Objectives
Participants should develop the ability to:
• analyse a real consultancy problem
• apply their knowledge from other modules to solve a real consultancy problem
• integrate theoretical knowledge with practical skills relevant to industry

Skill objectives
Participants should develop the ability to:
• carry out research and industry analysis and evaluate their results
• analyse and interpret real world business problems
• manage clients’ expectations
• deliver value through the project to the client

Learning Outcomes
Upon completion of the module, participants will have developed:
• problem solving skills in relevant business situations
• analytical skills to select and use relevant information for the purpose of producing consulting projects
• delivery skills to write a report that could be used by practicing managers
• project management skills to deliver to a pre-assigned set of requirements, external time frame and the highest ethical values.

Structure
The project scenarios will be introduced at the end of the spring term and students will undertake the bulk of the work in July. Students will be given guidance through support classes in Consulting Skills and advice by corporate representatives. Students will present their results to a panel of judges made of academics and corporate representatives and submit a final report. The project may require the students to go to corporate sites overseas or to telework.

Teaching Methods
Consulting Skills workshops are organised at the start of the module. Further support is made available throughout the consulting period.

Assessment
Team coursework 3000-word project report and team presentation
Module Outline

Module Leader
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
The Management Report is a 5,000-word unsupervised report which requires students to apply the knowledge that they have learnt in the rest of the programme to explore a managerial topic in some considerable depth and across several management disciplines. The report is the final assessment of the MSc Management programme and students are expected to demonstrate they have met the learning outcomes of the entire programme.

Module Objectives
Knowledge Objectives
During the module, students should develop the ability to:
- apply their knowledge from other modules to analyse a managerial theme
- integrate theoretical knowledge with evaluation skills relevant to a managerial theme

Skill Objectives
During the module, students should develop the ability to:
- carry out an analysis of, interpret, evaluate and synthesise existing literature related to a managerial theme
- effectively express in writing their opinion and critically evaluate on a managerial theme
- carry out unsupervised tasks and manage their time effectively

Learning Objectives
Upon completion of the module, students will be able to:
- demonstrate relevant knowledge of organisations and business problems
- apply analytical and problem solving techniques to the decision making process in real-life business contexts and present their analysis in a professional and persuasive manner
- use interdisciplinary knowledge to develop a holistic view of business management challenges and cross-subject skills to propose relevant sustainable solutions
- demonstrate they have obtained a set of personal development and lifelong learning skills applicable to the international business environment

Structure
- a list of themes will be proposed to all students for them to choose from
- students will carry out their essay unsupervised and will receive final feedback upon submission

Assessment
Individual coursework 5,000-word Report
BS0926 Work Placement

Module Outline

Module Leader
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
Work Placements contribute to the development of the student’s managerial potential by applying problem solving techniques to a challenging business situation in which the student is fully immersed. The focus is on developing the students’ skills in managing real business tasks in one specific business context, drawing on the knowledge and skills achieved in other modules of the MSc Management programme. The module will give students who have had little or no exposure to the corporate environment, the opportunity to experience and operate in a real world situation.

Module Objectives
Knowledge Objectives
Participants should develop the ability to:
- analyse real business related problems
- apply their knowledge from other modules to solve real business tasks
- integrate theoretical knowledge with practical skills relevant to industry

Skill objectives
Participants should develop the ability to:
- carry out business related tasks and analysis and evaluate their results
- analyse and interpret real world business problems
- manage line manager’s, peer and clients’ expectations
- deliver value through the completion of tasks to the organisation they work for

Learning Outcomes
Upon completion of the module, participants will have developed:
- problem solving skills in a business situation
- analytical skills to select and use relevant information for a given task
- communication / presentation skills to produce a report
- project management skills to deliver to a pre-assigned set of requirements, external time frame and the highest ethical values.

Structure
Those students who choose to take this module must secure their own work placements and submit details of their work placement to the Programme Team by the end of March. The Programme Director will vet all proposals by evaluating if the work placement is relevant to the programme and its learning outcomes and is carried out by a credible organisation.

Assessment
Individual portfolio containing sufficient evidence and self-evaluation of the achievement of each learning outcome.
BS0925 International Study Tour
Module Outline

Module Leader
Name: Dr Paolo Taticchi
Email: p.taticchi@imperial.ac.uk

Module Aims
The aim of the International Study Tour is to give students a chance to experience first-hand the social and cultural dynamics of business in another country. The tour will consist of a number of visits to different companies across a range of industry sectors, as well as social and cultural activities. Moreover, students will receive the opportunity to network with local Imperial alumni and professionals.

Students who attend the tour will be required to prepare an individual portfolio consisting of:
- a 1000-word essay (where students critically analyse a given question related to the field experience)
- a video presentation (where students provide evidence to support their critical analysis)
- references and documentation used in the research.

Students are expected to engage with the companies they visit on the tour to provide information for their report.

In this assessment students are expected to demonstrate they have met the learning outcomes of the entire programme.

Module Objectives

Knowledge Objectives
During the module, students will develop the ability to:
- learn about the socio-economic and business environment of another country
- gain real life exposure to a variety of international sectors and functions
- apply their knowledge from other modules to a real international business issue

Skill objectives
During the module, students will develop the ability to:
- carry out, interpret, evaluate and synthesise information from the tour and existing literature related to a managerial theme
- effectively communicate, in writing and presenting, their opinion and critical evaluation on a managerial theme related to the tour
- carry out unsupervised tasks and manage their time effectively

Learning Objectives
Upon completion of the module, students will be able to:
- demonstrate relevant knowledge of organisations, and their role in pursuing sustainable business in the context in which they operate and how they are managed
- apply analytical and problem solving techniques to the decision making process in real-life business contexts and present their analysis in a professional and persuasive manner
- use interdisciplinary knowledge to develop a holistic view of business management challenges and cross-subject skills to propose relevant solutions
- demonstrate they have obtained a set of personal development and lifelong learning skills applicable to the international business environment
- appreciate the social and cultural dynamics of business in another country
- develop further international business experience

**Structure**
A list of themes related to the tour will be proposed to students for them to choose from. Students are expected to engage with the companies on the tour and to integrate the content of any discussions into their final presentation and essays.

The tour runs at the end of the spring term. Students are expected to fund the tour themselves.

**Assessment**
Individual portfolio comprising a 1000-word essay, 5 - 10 minute video presentation, and references and documentation used in the research.
## Personal Skills Development for Individual Modules

<table>
<thead>
<tr>
<th>Taught Modules</th>
<th>Written</th>
<th>Presentation</th>
<th>Spreadsheets</th>
<th>Analytical &amp; Critical Reasoning</th>
<th>Verbal</th>
<th>Teamwork</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Corporate Reporting Analysis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Business Economics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Family Business</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Finance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Global Operations and Projects</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Innovation Management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>International Marketing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>OB&amp;HRM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sales Force Management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pathways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Business</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Energy Business</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Strategy and Leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Practical Modules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Simulation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Consulting Project</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>International Study Tour</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social Project</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Work Placement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Essay Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Report</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers Workshops</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>