

Module Syllabus

MIM121

Global Financial Markets and Instruments

Lecturer:	Eduard Garriga
Term, year:	Winter, 2025
Number of ECTS:	6
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1. Module Description

This unit looks at the competitive dynamics and performance of global financial markets and highlights the risks and opportunities of doing business in today's financial markets and the challenges presented by both regulators and market participants. Students learn about the role of financial markets in the global and local economy, in financing infrastructure development, large enterprises, and Small and Medium Enterprises (SMEs), and examine a wide range of financial instruments, their features and valuations.

Upon completion of the unit, students will be able to use knowledge and skills of global financial markets to lead actions related to sourcing funding from the capital markets and/or engage with investment opportunities.



NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

Competencies – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) C.1. Assess and evaluate problems associated with investment alternatives and risks of investing in diverse types of financial instruments;
- b) C2. Demonstrate the ability to respond to the fast-changing global financial markets environment by assessing performance of global financial markets in different economic and political contexts and on a global scale;
- c) C.3. Take responsibility for leading projects associated with looking for financing opportunities on global financial markets;
- d) C.4. Implement an ability for managing investment risks and for adapting investment initiatives to changing circumstances on global capital markets.

Skills – at the end of the module/unit the learner will have acquired the following skills:

Applying knowledge and understanding

The learner will be able to:

- a) S.1. Demonstrate capability in using knowledge and skills of global financial markets to be able to lead actions related to sourcing funding from the capital markets and/or engage with investment opportunities;
- b) S.2. Demonstrate multi-disciplinary knowledge of economics, finance, and globalization that include reflecting on social and ethical responsibilities linked to the operations on global financial markets;
- c) S.3. Be able to adapt to the fast-changing global financial markets environment and to manage investment projects efficiently by using knowledge about fixed-income, equity, and derivative securities.

Judgement Skills and Critical Abilities – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

The learner will be able to:

- a) JS.1. Perform critical evaluations and analysis of economic and political conditions in the context of global financial markets performance;
- b) JS.2. Critically assess risks associated with investing in several types of financial instruments;
- c) JS.3. Perform critical evaluation of different investment alternatives and decide on the options that suit short and long-term objectives.

3. Module Topics and Content

Week	Topics and Content	Class Activities	Assessment	Readings
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	<p>Class 1:</p> <p>Risk and Return:</p> <ul style="list-style-type: none"> - Stand-Alone Risk - Risk in a Portfolio context – The CAPM - The Relationship between Risk and Return 	<p>Practical Session + Problem-solving on Risk and Return</p> <p>Students will be given problem solving sets related to the topic on a separate worksheet.</p> <p>Please refer to worksheet X.</p> <p>Individual</p> <p>Duration of class activity: 30 minutes</p>		<p>Corporate Finance Institute: Rate of Return. Retrieved from https://bit.ly/39i4Xj5</p>
<p>Week 1</p>	<p>Class 2:</p> <p>Multinational Financial Management: Opportunities and Challenges:</p> <ul style="list-style-type: none"> - Definition of MNEs, BRIC, BIITS and MINTs markets. - Financial Globalization and Risk - The Global Financial Marketplace: Assets, Institutions and Linkages - The Global Financial Marketplace (continued): Eurocurrencies and LIBOR - The Theory of Comparative Advantage -The Globalization Process 	<p>Case Study + Up-to-date Case Study on MNEs</p> <p>Students should download the following case study on the effect of Covid-19 on FDI in Europe and answer the following questions:</p> <ol style="list-style-type: none"> 1. What was the impact of the recent Covid-19 pandemic on the FDI in Europe? 2. Which country in Europe was most affected? <p>https://www.mdpi.com/1911-8074/15/4/156</p> <p>Groups of 2</p> <p>Duration of class activity: 60 minutes</p>	<p>Formative Assessment 1: Quiz 1 - 15%</p> <p>Find the expected return, the standard deviation, and the coefficient of variation of an investment.</p> <p>Find the beta of a portfolio.</p> <p>To be uploaded on the VLE.</p>	<p>Fukuda, S. I., & Tanaka, M. (2017). <i>The Impacts of Emerging Asia on Global Financial Markets. Emerging Markets Finance and Trade</i>, 53 (12), 2725-2743.</p>
<p>Week 2</p>	<p>Class 3:</p> <p>International Monetary System:</p> <ul style="list-style-type: none"> - Role of the IMS - Evolution of the IMS 	<p>Case Study + Up-to-date Case Study on the IMS</p> <p>Students should access the following link and summarize the main difference between the World Bank and the IMF.</p> <p>https://www.worldbank.org/en/about</p>		<p>Habib, M. M., & Venditti, F. (2018). <i>The Global Financial Cycle: Implications for the Global Economy and the Euro Area. Economic Bulletin Articles</i>, 6.</p>

	- Exchange Rate Arrangements	/history/the-world-bank-group-and-the-imf Groups of 2 Duration of class activity: 45 minutes		
	Class 4 International Monetary System: -Fixed vs. Flexible Exchange Rate Regimes -The Role of the Financial Markets -Various types of Financial Institutions	Practical Session + Problem-solving on Fixed vs. Flexible Exchange Rate Students will be given problem-solving sets related to the topic on a separate worksheet. Individual Duration of class activity: 30 minutes		Continued: Habib, M. M., & Venditti, F. (2018). <i>The Global Financial Cycle: Implications for the Global Economy and the Euro Area</i> . Economic Bulletin Articles, 6.
Week 3	Class 5: The Balance of Payments: - Typical BOP Transactions - Fundamentals of BOP Accounting	Direct Question and Response Students will answer the following questions related to their home country: 1. What is the main source of current accounts in your home country's balance of payment? 2. What are the main reserves and related items in your home country? Individual Duration of class activity: 20 minutes	Formative Assessment 2: Case Study Deliverable 1 - 15% Refer to section 4.1.2 for more details. To be uploaded on the VLE.	Baghai, R., Becker, B., & Pitschner, S. (2020). <i>The Use of Credit Ratings in Financial Markets</i> . Swedish House of Finance Research Paper, (18-13).
	Class 6 The Balance of Payments: -The Accounts of the BOP -BOP Impacts on Key Macroeconomic Rates	Practical Session + Problem-solving on the balance of payments Students will be given problem-solving sets related to the topic on a separate worksheet. Individual Duration of class activity: 20 minutes		Continued: Baghai, R., Becker, B., & Pitschner, S. (2020). <i>The Use of Credit Ratings in Financial Markets</i> . Swedish House of Finance Research Paper, (18-13).

Week 4	<p>Class 7:</p> <p>The Foreign Exchange Market:</p> <ul style="list-style-type: none"> -Functions of the Foreign Exchange Market -Structure of the Foreign Exchange Market 	<p>Practical Session + Problem-solving on Forex</p> <p>Students will be given problem-solving sets related to the topic on a separate worksheet.</p> <p>Individual</p> <p>Duration of class activity: 30 minutes</p>		<p>Madura, J. (2020). Financial Markets & Institutions. Cengage Learning EMEA.</p> <p>p. 407-411</p>
	<p>Class 8:</p> <p>The Foreign Exchange Market:</p> <ul style="list-style-type: none"> - Transactions in the Foreign Exchange Market - Foreign Exchange Rates and Quotations - Intermarket Arbitrage 	<p>Practical Session + Problem-solving on Forex</p> <p>Students will be given problem-solving sets related to the topic on a separate worksheet.</p> <p>Individual</p> <p>Duration of class activity: 30 minutes</p>	<p>Formative Assessment 3: Quiz 2 - 15%</p> <p>Calculate the depreciation/appreciation of different currencies.</p> <p>Find the profit/loss of a \$2 million investment in the Forex market in an Intermarket Arbitrage</p> <p>To be uploaded on the VLE.</p>	<p>Continued: Madura, J. (2020). Financial Markets & Institutions. Cengage Learning EMEA.</p> <p>p. 411-429</p>
Week 5	No Classes			
Week 6	<p>Class 9:</p> <p>International Parity Conditions:</p> <ul style="list-style-type: none"> - Prices and Exchange Rates - Interest Rates and Exchange Rates 	<p>Learning-by-Doing</p> <p>Students will find out why McDonald's Big Mac is priced differently across the globe.</p> <p>Individual</p> <p>Duration of class activity: 30 minutes</p>	<p>Formative Assessment 4: Case Study Deliverable 2 - 15%</p> <p>Refer to section 4.1.4 for more details.</p> <p>To be uploaded on the VLE.</p>	<p>Knight, E., Daymond, J., & Paroutis, S. (2020). <i>Design-led Strategy: How to Bring Design Thinking into the Art of Strategic Management</i>. California Management Review, 62 (2), 30-52.</p>
	<p>Class 10:</p> <p>International Parity Conditions:</p> <ul style="list-style-type: none"> - Prices and Exchange Rates 	<p>Discussion</p> <p>Students will discuss what they found out in the previous session regarding the price of the Big Mac.</p> <p>Groups of 3</p>		<p>Continued: Knight, E., Daymond, J., & Paroutis, S. (2020). <i>Design-led Strategy: How to Bring Design Thinking into the Art of Strategic Management</i>. California Management</p>

	- Interest Rates and Exchange Rates	Duration of class activity: 30 minutes		Review, 62 (2), 30-52.
Week 7	Class 11: Future Markets: <ul style="list-style-type: none"> - Definitions - Forward Contracts - Futures (Stocks and Forex) - Conclusions 	Practical Session + Problem-solving on Futures <p>Students will be given problem-solving sets related to the topic on a separate worksheet.</p> <p>Individual</p> <p>Duration of class activity: 20 minutes</p>	Formative Assessment 5: Case Study Deliverable 3 – 15% <p>Refer to section 4.1.5 for more details.</p> <p>To be uploaded on the VLE.</p>	Nickols, F. (2016). <i>Strategy, Strategic Management, Strategic Planning and Strategic Thinking. Management Journal</i> , 1 (1), 4-7.
	Class 12: Future Markets: <ul style="list-style-type: none"> - Definitions - Forward Contracts - Futures (Stocks and Forex) - Conclusions - Currency Derivatives 	Practical Session + Problem-solving on Currency Derivatives <p>Students will be given problem-solving sets related to the topic on a separate worksheet.</p> <p>Individual</p> <p>Duration of class activity: 20 minutes</p>		Continued: Nickols, F. (2016). <i>Strategy, Strategic Management, Strategic Planning and Strategic Thinking. Management Journal</i> , 1(1), 4-7.
Week 8	Class 13: Bonds and their Valuation <ul style="list-style-type: none"> - Who Issues Bonds? - Key Characteristics of Bonds - Bond Valuation - Bonds with Semi-annual Coupons 	Case Study + Up-to-date Case Study on Bonds <p>Students should download the following case study and answer the following questions:</p> <ol style="list-style-type: none"> 1. What are green bonds? 2. What is the difference between a green bond and a corporate bond? 3. What lessons have China learned from green bonds? <p>https://link.springer.com/article/10.1007/s40804-021-00231-1</p> <p>Groups of 2</p> <p>Duration of class activity: 60 minutes</p>		Basu, C. (2019). <i>What Factors Influence the Rates of Return on an Investment?</i> Retrieved from https://finance.zacks.com/factors-influence-rates-return-investment-1420.html

	<p>Class 14:</p> <p>Bonds and their Valuation:</p> <ul style="list-style-type: none"> - Bond Yields - Changes in Bond Values over Time - Interest Rate Risk - Various Types of Corporate Bonds - Bond Ratings 	<p>Practical Session + Problem-solving on Bonds and their Valuation</p> <p>Students will be given problem-solving sets related to the topic on a separate worksheet.</p> <p>Individual</p> <p>Duration of class activity: 30 minutes</p>	<p>Formative Assessment 6: Case Study Deliverable 4 – 15%</p> <p>Refer to section 4.1.6 for more details.</p> <p>To be uploaded on the VLE.</p>	<p>Continued: Basu, C. (2019). <i>What Factors Influence the Rates of Return on an Investment?</i> Retrieved from https://finance.zacks.com/factors-influence-rates-return-investment-1420.html</p>
Week 9	<p>Class 15</p> <p>Revision</p> <p>Revision Session</p>	<p>Practical Session + Problem-solving on different topics</p> <p>Students will be given problem-solving sets related to the different topics on a separate worksheet.</p> <p>-Groups of 3</p> <p>Duration of class activity: 60 minutes</p>		
Week 10 & 11	Submission of the Summative Assessment Activities			

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 below:

Table 1:

Face-to-Face 100%	
Formative	Summative
22 hours	18 hours
Quizzes - 40%	Set Exercise/Case Study (1500 words) – 50%
Set Exercise/Case Study - 50%	Set Exercise/Case Study (1500 words) – 50%
Practical Skills Assessment	

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have more than 50 points of the prefinal grade to be allowed to submit summative assessment activities which represent module final grade.***

Table 2:

Formative	Summative
<p>Oral Assessment/ Online Participation: On a weekly basis, students will have to participate in a</p>	

discussion forum, with questions covering the topics of the week. This will help students to be in contact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.	
Quizzes: Used as part of formative assessment to allow both the instructor and the students to assess whether they are excelling or need more focus in their studies. The questions asked in quizzes aim to measure and track students' progress in understanding concepts, development of critical thinking (discussion questions) and make a follow-up with readings.	
Practical Skills Assessment: These are fundamental problems in finance, stressing general concepts and tools. Practice of Microsoft Excel for accounting purposes.	
Set Exercise/Case Study: Set exercises and case studies consist of both problem-solving and analysis and decision-making. Students will have an opportunity to demonstrate what they have learnt and what they can do.	

The passing grade for the module is 60%.

4.1. Formative Assessment

4.1.1. Formative Assessment 1: Quiz 1

4.1.2. Formative Assessment 2: Case Study 1 Deliverable 1 on The Euro: its challenges and threats

This part of the case study should include an introduction of the Euro and its birth and all the historical facts. The font size must be 12, 1.5 line spacing and a maximum of 350 words. In-text citations and a reference list using APA need to be included.

4.1.3. Formative Assessment 3: Quiz 2

4.1.4. Formative Assessment 4: Case Study 1 Deliverable 2 on The Euro: its challenges and threats

This part of the case study should include a description of the current situation and its impact on the Euro. The font size must be 12, 1.5 line spacing and a maximum of 350 words. In-text citations and a reference list using APA need to be included.

4.1.5. Formative Assessment 5: Case Study 1 Deliverable 3 on The Euro: its challenges and threats

This part of the case study should include numeric data and fact on the Euro and its challenges and threats. The font size must be 12, 1.5 line spacing and a maximum of 350 words. In-text citations and a reference list using APA need to be included.

4.1.6. Formative Assessment 6: Case Study 1 Deliverable 4 on The Euro: its challenges and threats

This part of the case study should include the future perspective of the Euro. The font size must be 12, 1.5 line spacing and a maximum of 350 words. In-text citations and a reference list using APA need to be included.

4.2. Summative Assessment

4.2.1: Summative Assessment 1: Case Study 1 – 50%

- **Task:** It is a combination of the previous task, “The Euro: its challenges and threats” Case Study, taking into consideration all the feedback received from the lecturer, the new knowledge acquired and most important conclusions and recommendations.
- **Objective:** Students must demonstrate the impact of the Euro currency devaluation on the Euro zone in times of recession and how this will change the future of currencies. Also, students must anticipate how much this currency will devalue or revalue in the future.
- **Guidelines:** This report is a combination of all the deliveries of Case Study 1 of the Formative Assessment. In-text citations and a reference list using APA need to be included.
- The font size must be 12, 1.5 line spacing.

Allocation of Marks

		100 Possible Marks
Report	Format	10
	Length	10
	Profile	15
	Identification of Problem / Issue	15
	Affected country (s) / Stakeholders	15
	Proposed solution(s)	20
	Possible challenges and obstacles	5
	References	10
Sub-total	100	

Evaluation Rubric

Criteria	Identification of Main Issues <ul style="list-style-type: none"> • Clear explanation of key strategic issues. • The problems, scope and seriousness were clearly identified in the discussions. • There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. • Effective Executive Summary. • Did not waste space summarizing information already found in the case. 	Analysis <ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified. • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported. 	Solutions <ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in an effective manner. 	Research	APA structure and format <ul style="list-style-type: none"> • Proper organization, professional writing, and logical flow of analysis. APA formatting. • Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. • Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. • Proper grammar, spelling, punctuation, third person objective view, professional writing, and syntax.
0-60 pts	Identifies and understands a few of the issues in case study.	Incomplete or no analysis of the issues.	Little or no action suggested, and/or inappropriate solutions to all the issues in the case study.	Incomplete research and links to any readings.	Many errors and a lack of organization.
60-80 pts	Identifies and understands some of the issues in the case study.	Superficial analysis of some of the issues in the case.	Superficial and/or inappropriate solutions to some of the issues in the case study.	Limited research and documented links to any readings.	There are more than occasional errors. Variety of formatting styles, with some inconsistencies throughout the paper.
80-90 pts	Identifies and understands most of the key issues in the case study.	Thorough analysis of most of the issues.	Appropriate, well thought out comments about solutions or proposals for solutions, to most of the issues in the case study.	Good research and documented links to the material read.	There are occasional errors. Good skill level in formatting and organizing material in assignment. Above average level of preparedness, with few formatting errors.
90-100 pts	Identifies and understands all the fundamental issues in the case study.	Insightful and thorough analysis of all the issues.	Well documented, reasoned and pedagogically appropriate comments on solutions or proposals for solutions, to all issues in the case study.	Excellent research into the issues with clearly documented links to the course text and/or outside readings.	Writing is free of errors. Meets all APA standards. Formatting is excellent.

Grade					

4.2.2 Summative Assessment 2: Case Study 2 – 50%

- **Task:** You must submit a case study on **The impact of the Russian – Ukrainian war on the future of oil prices.**
- **Objective:** The objective of this task is to study how a conflict between 2 countries can affect oil prices globally.
- **Guidelines:** The report should be maximum 1500 words, font size must be 12, 1.5 line spacing and should include:
 - ✓ Introduction and historical facts (20%)
 - ✓ Description of current situation (20%)
 - ✓ Numeric data and facts (20%)
 - ✓ The future perspective (30%)
 - ✓ Use of APA referencing (10%)

- **Allocation of Marks**

		100 Possible Marks
Report	Format	10
	Length	10
	Profile	15
	Identification of Problem / issue	15
	Affected country (s) / Stakeholders	15
	Proposed solution(s)	20
	Possible challenges and obstacles	5
	References	10
Sub-total	100	

Evaluation Rubric

Criteria	Identification of Main Issues <ul style="list-style-type: none"> • Clear explanation of key strategic issues. • The problems, scope and seriousness were clearly identified in the discussions. • There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. • Effective Executive Summary. • Did not waste space summarizing information already found in the case. 	Analysis <ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified. • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported. 	Solutions <ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in an effective manner. 	Research	APA structure and format <ul style="list-style-type: none"> • Proper organization, professional writing, and logical flow of analysis. APA formatting. • Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. • Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. • Proper grammar, spelling, punctuation, third person objective view, professional writing, and syntax.
0 to 60 pts	Identifies and understands few of the issues in case study	Incomplete or no analysis of the issues	Little or no action suggested, and/or inappropriate solutions to all the issues in the case study	Incomplete research and links to any readings	Many errors and a lack of organization
60 to 80 pts	Identifies and understands some of the issues in the case study.	Superficial analysis of some of the issues in the case.	Superficial and/or inappropriate solutions to some of the issues in the case study.	Limited research and documented links to any readings.	There are more than occasional errors. Variety of formatting styles, with some inconsistencies throughout the paper.
80 to 90 pts	Identifies and understands most of the fundamental issues in the case study.	Thorough analysis of most of the issues.	Appropriate, well thought out comments about solutions or proposals for solutions, to most of the issues in the case study.	Good research and documented links to the material read.	There are occasional errors. Good skill level in formatting and organizing material in assignment. Above average level of preparedness, with few formatting errors.
90 to 100 pts	Identifies and understands all the key issues in the case study.	Insightful and thorough analysis of all the issues.	Well documented, reasoned and pedagogically appropriate comments on solutions or proposals for solutions, to all issues in the case study.	Excellent research into the issues with clearly documented links to the course text and/or outside readings.	Writing is free of errors. Meets all APA standards. Formatting is excellent.

Grade					
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5. Module Requirements

A. Core Readings List

1. Baghai, R., Becker, B., & Pitschner, S. (2020). *The Use of Credit Ratings in Financial Markets*. Swedish House of Finance Research Paper, (18-13).
2. Basu, C. (2019). *What Factors Influence the Rates of Return on an Investment?* Retrieved from <https://finance.zacks.com/factors-influence-rates-return-investment-1420.html>
3. Corporate Finance Institute: Rate of Return. Retrieved from <https://bit.ly/39i4Xj5>
4. European Commission: Investment Services and Regulated Markets - Markets in Financial Instruments Directive (MiFID).
5. Fukuda, S. I., & Tanaka, M. (2017). *The Impacts of Emerging Asia on Global Financial Markets*. *Emerging Markets Finance and Trade*, 53(12), 2725-2743.
6. Habib, M. M., & Venditti, F. (2018). *The Global Financial Cycle: Implications for the Global Economy and the Euro Area*. *Economic Bulletin Articles*, 6. Retrieved from: [The global financial cycle: implications for the global economy and the euro area \(europa.eu\)](https://www.ecb.europa.eu/press/pr/20180606_en.html)
7. Knight, E., Daymond, J., & Paroutis, S. (2020). Design-led Strategy: How to Bring Design Thinking into the Art of Strategic Management. *California Management Review*, 62(2), 30-52.
8. Madura, J. (2020). *Financial Markets & Institutions* (13th ed.). Cengage Learning EMEA. <https://www.perlego.com/book/4208780/financial-markets-institutions-pdf>
9. Nickols, F. (2016). *Strategy, Strategic Management, Strategic Planning and Strategic Thinking*. *Management Journal*, 1(1), 4-7.
10. Rule, G. (Bank of England): *Understanding the Central Bank Balance Sheet*. Centre for Central Banking Studies. Retrieved from: <https://www.bankofengland.co.uk/ccbs/understanding-the-central-bank-balance-sheet>

B. Supplementary Reading List

1. Armstrong, P. (2017). *Disruptive Technologies: Understand, Evaluate, Respond*. Kogan Page Publishers.
2. Cusumano, M. A., Gawer, A., & Yoffie, D. B. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. New York, NY: HarperCollins.
3. How Corporates Co-innovate with Startups: The BMW Startup Garage. Retrieved from <https://bit.ly/39rRSDG>
4. Khitskov, E. A., Veretekhina, S. V., Medvedeva, A. V., Mnatsakanyan, O. L., Shmakova, E. G., & Kotenev, A. (2017). Digital Transformation of Society: Problems Entering in the Digital Economy. *Eurasian Journal of Analytical Chemistry*, 12(5), 855.
5. Mamady, C. (2019). *Strategy in the Digital Age: How to Disrupt or Respond to Disruptors*. BookBaby.
6. Morden, T. (2016). *Principles of Strategic Management*. Routledge.
7. Purdy, M., Klymenko, M., Purdy, M. (2021): *Business Scents: The Rise of Digital Olfaction*. *MIT Sloan Management Review*, May.
8. Reeves, M. (2018). The Strategy Palette: Five Approaches to Strategy for a Complex World. *Harvard Business Review*, September.
9. Segars, S. (2018). *Seven Technologies Remaking the World*. *MIT Sloan Management Review*, February.
10. Sharma, M., Srinivasan, N. (2021). Sponsor's Content | Toward a Greener Future: Digital Transformation in the Energy Industry. *MIT Sloan Management Review*, March.
11. Susskind, D. (2020). *A World Without Work: Technology, Automation and How We Should Respond*. Penguin UK.

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarize him/herself with the *Plagiarism Handbook* available in the VLE.

Written assignments should be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: The VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

D. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g., medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible medical institution. Under no circumstances, is the lecturer involved in consideration of absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students over 10 minutes late should NOT be allowed into the classroom until the next break. In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e., students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

Note: *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*

