

# American College Dublin

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## **MBA502 MARKETING MANAGEMENT IN A GLOBAL ENVIRONMENT**

<b>Credits:</b>	6
<b>Mandatory:</b>	Yes
<b>Academic Year:</b>	2020-2021
<b>Semester:</b>	II
<b>Lecturer:</b>	Philip Byers
<b>E-mail:</b>	<a href="mailto:philip@philipbyers.ie">philip@philipbyers.ie</a>

### **MODULE DESCRIPTION**

Focuses on the major decisions that marketing managers and top management face in their efforts to mesh the objectives, core competencies and resources of an organization with the opportunities and threats in an increasingly global marketplace. Applications of marketing thinking to products and services for any organization, whether profit or not for profit. The student will leave this class with the ability to analyze data, formulate strategies and implement decisions.

### **PURPOSE OF THE MASTER OF BUSINESS ADMINISTRATION**

Today, the modern business enterprise is in constant transformation as it responds to technological innovations linking local communities to the global marketplace. The Irish American University MBA is an advanced degree designed to prepare and equip managers with the knowledge and competencies necessary to administer controllable forces within their organization in order to adapt successfully to variables and changes in the uncontrollable environment.

### **INTENDED LEARNING OUTCOMES**

1. To develop skills for deciphering and forecasting external forces and in the process become effective leader-managers in the increasingly multicultural environment of the 21<sup>st</sup> century.
2. Individually and collectively develop the skills needed to analyze and solve complex marketing problems through case analysis
3. To sharpen oral, written communication and listening skills with respect to their own case solutions and that of classmates
4. To enhance understanding of marketing concepts, analytical tools and techniques, the marketing process, functions, and the environment of marketing from both a domestic and global perspective.

5. To examine and develop international marketing strategies for product and service firms seeking to operate beyond the boundaries of the domestic market
6. To understand the international market environment along with the corporate objectives achieved by globalization.

### TEACHING METHODOLOGIES

Teaching strategies used in this course include analyses of relative articles, assignments, class discussion and lectures that cover key aspects of management and administration. The student should supplement class lectures with independent reading of the assigned text and articles in order to fully understand the scope and key elements of management theory and practice.

### LEARNING OUTCOMES MAP

Learning Outcomes	Standard	Delivery	Assessment
1.	Know-How and skill	Lectures, class exercises and discussions.	Class exercises, assignments, and participation.
2.	Know-How and Skill	Class exercises, analysis and discussions.	Class examples, assignments, and participation.
3.	Know-How and Skill	Lectures, class exercises and presentations.	Presentations
4.	Knowledge	Lectures, readings, class exercises, discussions and case studies.	Class exercises and participation.
5.	Competence	Lectures, speakers and class exercises.	Class participation and assignment.
6.	Knowledge	Lectures, class exercises and discussions and case studies	Class exercises, participation.

### MODULE OUTLINE

Class 1: Syllabus Overview  
Case Overview  
Formation of teams  
Defining Global Marketing

Class 2: Developing Marketing Strategies and Plans  
Market opportunity analysis  
Value Chain and Holistic Marketing

- Class 3: Collecting and collating market data  
Analysis of consumer and customer markets  
Culture, Consumer Behaviour and Trends  
Business market analysis
- Class 4: Segmentation and targeting  
Identifying Brand equity  
Developing value proposition  
Delivering value
- Class 5: Points of Difference (POD), and  
Points of Parity (POP)  
Value Differentiation
- Class 6: Study week
- Class 7: Setting Product strategy  
Product/Service differences and strategies
- Class 8: Marketing Mix – 4P’s  
Service Mix – 3 more P’s
- Class 9: Drawing it all together!  
Case analysis and review
- Class 10: Assignment presentations

### **RECOMMENDED TEXTS**

Kotler, P and Keller, K. (2009) *A Framework for Marketing Management*. Upper Saddle River, NJ: Prentice Hall, 3<sup>rd</sup> Edition, ISBN:978-0-13-602660-0

### **MODULE REQUIREMENTS**

All students are required to participate in classroom activities. This will provide students with an opportunity to examine various issues related to marketing management and to build a professional background knowledge utilizing journal articles and possibly case studies as qualitative data sources for the purpose of providing leadership that instills global communication, responsiveness and learning. Requirements include: completing all reading assignments and projects, participating in all asynchronous communication forums, completing individual papers.

## **COMPOSITION OF OVERALL COURSE GRADE:**

### **CONTRIBUTION TO CLASS: 35%**

Students are expected to keep up with the class readings and to engage in lively class discussions. One of the purposes of this class is to improve professional skills that the student can take to the business world. The class will be conducted in a professional manner: thoughtful participation and class preparation is vital. Class participation includes preparing exercises, offering instructive comments, answering questions, contributing questions, offering information on current, relevant topics that can be based on the information from newspapers, magazines, journals, television and the internet, and discussing relevant knowledge from other courses.

Your class contribution grade for this course will be assessed in terms of the quality, quantity and relevance of your participation in the discussion of the assigned cases, including but not limited to:

1. Your depth of analysis;
2. The realism of your comments or analysis;
3. The clarity of your presentation;
4. The integration of your comments into the ongoing discussion (i.e., willingness to listen to classmates);
5. Your ability to respond to questions and to defend your arguments; and
6. The contribution of your comments to the class's learning.

Essentially, you will be graded on the thoroughness, sophistication, persuasiveness, and logic of your classroom comments.

To gain the greatest number of participation points in this course, please prepare completely for each case discussion. Comments should be based on careful analysis for greater participation points. Because one cannot contribute to a class if they are not there, please plan to participate actively in the class discussion throughout the entire class period and for each case. Please arrange your schedule so that you will be able to arrive on time, attend each class, and stay for the entire class period.

### **PROJECT: 65%**

The group project requires the team to develop a plan for a new product or service for an existing company. Basically, your team is asked to select a firm, analyse that firm's marketing activities, and develop a new product for that firm and discuss how it fits into that organization's marketing activities and how this new product idea would be executed.

This is a major project and there are very high expectations for the finished product and it is to be completed and submitted in hard copy to me by 17.00 on April 9<sup>th</sup>, 2021

Finally, your points for this project/presentation will be calculated as a group

### **OVERALL COURSE EVALUATION:**

- |                                      |        |
|--------------------------------------|--------|
| - Contribution in and to Course work | - 35%  |
| - Group Project                      | - 65%  |
| - Total                              | - 100% |

## **POLICIES AND EXPECTATIONS:**

**Classroom Conduct:** Students are expected to participate in class discussions and contribute their own personal experiences in management and administration. This enhances class discussion and collaborative learning opportunities for all members of the class. Students are expected to be self-directed, responsible, and accountable.

**Assignments:** All assignments must be submitted at the time specified on the assigned due date. Late assignments will be docked one full letter grade for each day they are submitted late. All students are responsible for all classroom material regardless of attendance. Poor grammar and unclear writing styles will have a negative impact on written assignment grades.

### **Attendance**

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

### **Academic Discipline**

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

No late papers will be accepted and the instructor reserves the right to change or modify the syllabus as necessary in order to meet the objectives of the course

### **Netiquette**

1. Find a quiet, comfortable space at a desk or table where you can work, preferably with a blank wall behind you so when you turn on your camera during a live session that no other people, pets, personal items, or any distractions can be seen behind you by the group. Couches, beds and in your car are not ideal and should be avoided, remember you are at work and so is your lecturer.
2. Unless you are using your mobile phone as a device to access the session or as a Wi-Fi Hotspot please keep your phones turned off. Ideally you will log on using a laptop or PC and only use your phone if instructed to do so by your lecturer.
3. Remain in front of your device for the duration of the live session and avoid movement away from the screen. If you are moving/walking/ getting up and down a) you are not working and b) you are a distraction to colleagues and the teacher. An online class cannot be taken while you are commuting – walking/driving or on a car or train etc.
4. As a courtesy to the group, please be on time - to do this log in a few minutes early to check video and audio settings – the access ping in some meeting software is a distraction and some faculty who use the “waiting room” facility may not admit you after a certain period as elapsed.
5. Download any material required prior to the live session and have all of your notes, textbooks, pen & paper etc. at hand for the live lecture/tutorial

6. Please follow guidance from your lecturer on protocols in relation to when to turn cameras on or off during lectures and classes and follow their instructions on how they would like you to interact – raise the hand, post in chat or by unmuting – various teachers have various preferences
7. Keep your device mic on mute while not speaking
8. Please avoid consuming food/snacks during the live sessions
9. Keep the meeting chat box for comments and discussions related directly to the topic in hand and please avoid unrelated conversations with other participants during live classes or lectures
10. Please follow any further guidance from your lecturers with regard to netiquette
11. No unauthorised recording, visual or audio, of the class. The lecturer holds Intellectual Property rights over some aspects of their class and unauthorised copying/using it may result you getting in trouble with the law. There has already been one such case in Dublin.

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## **(MIB504 / MBA503) Designing and Conducting Research**

Instructor: Wouter Rys (MSc, PhD)  
rysw@tcd.ie

### **COURSE OBJECTIVES & LEARNING OUTCOMES**

The course is designed to help students develop the knowledge and skills required in order to design and conduct a research project at masters level.

By the end of course you will have gained the following knowledge/skills:

- Understanding of different research approaches
- How to define and refine research questions
- Planning/designing a research project
- Analytical Techniques

### **TEACHING METHOD**

The course utilises a flipped classroom approach

Lessons consist of PowerPoints with audio recordings on every slide

You **MUST** watch these prior to the lesson

Classes mainly will be an opportunity for:

- Questions
- Discussions
- Practical Exercises

Attendance is mandatory: **80% attendance** is required to be able to pass

### **MODULE ASSESSMENT**

The course has two major assignments:

1. Group Assignment: Action Research Proposal
  - I. The actual proposal (40%)
  - II. Presentation on Progress (10%)
2. Individual Assignment: SPSS Interpretation
  - I. Short Research Paper (30%)
3. Online Engagement, Attendance & Participation (20%)

### **GROUP ASSIGNMENT: ACTION RESEARCH**

Due Date: 20<sup>th</sup> November 2020 5pm

Submit Electronic Copy ***only*** to: rysw@tcd.ie

Late Penalty of -3% per day

Extensions can be requested but require valid reasoning (i.e. medical illness with a medical certificate)

## **GROUP ASSIGNMENT: ASSIGNMENT BRIEF**

In groups of 2-3 students, you will study two short hypothetical video scenarios that depict ineffective intercultural relationships (these videos will be posted in week 2 of the course)

Assignment: develop an action research plan to diagnose, understand and solve the relationship problems

Your research should use a mixed methods approach (see week 2 and 4 & 5)

Do not forget to use ***appropriate*** references in the APA style format

## **GROUP ASSIGNMENT: PRESENTATION**

- Week 7: presentation of you preliminary AR project
- The presentation will be 15 minutes maximum, evenly divided over the group members
- Talk about the project you devised so far:
  - What is the problem?
  - Diagnosis of the problem?
  - Plan for implementing and evaluating some action?
  - What research methods?
- Presentation = verbal summary of your written proposal

## **CALENDAR**

<b>Week</b>	<b>Topics (Online Independent Learning)</b>	<b>Activities (In Class Practical)</b>
<b>1</b>	What is Research?	Course & Assessment Overview Learning Format Action Research Project Group Formation
<b>2</b>	Approaches to Research Action Research	Action Research Applied Learning Scenario & Assignment Discussion

<b>3</b>	Conducting A Literature Review Writing a Research Proposal Writing a Research Report Language Guidelines	Common Writing Mistakes Research Protocol
<b>4</b>	Primary Data Collection Methods: Primary vs Secondary Data Questionnaires & Surveys	Operationalising Variables Survey Critique
<b>5</b>	Experiments Interviews & Focus Groups Observation	Observational Study Critique
<b>6</b>	Research Ethics Sampling Techniques	<b>Research Proposal Presentations</b>
<b>8</b>	Levels of Measurement Basic Descriptive Statistics	Descriptive Statistics
<b>9</b>	Principles of Inferential Statistics:	Principles of Inferential Statistics Individual Assignment
<b>10</b>	Inferential Statistics	Inferential Statistics SPSS/PSPP Introduction
<b>11</b>	SPSS practical	SPSS/PSPP Practical
<b>12</b>	Advanced Statistical Techniques	General Questions Individual Assignment

## **COURSE MATERIALS**

All materials will be on Moodle

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## MBA504 MANAGING FOR FINANCIAL ACCOUNTABILITY

<b>Credits:</b>	6
<b>Prerequisites:</b>	Finance module at Level 8 or equivalent.
<b>Mandatory:</b>	Yes
<b>Academic Year:</b>	2020 - 2021
<b>Semester:</b>	2 (18 <sup>th</sup> January 2021 - 7 <sup>th</sup> May 2021)
<b>Lecturer:</b>	Mícheál Ó Raghallaigh
<b>e-Mail:</b>	moraghallaigh@iamu.edu
<b>Enrolment Key:</b>	MBA504ACD

### MODULE DESCRIPTION

Accounting as a managerial tool for business strategy and implementation. Key topics include: customer satisfaction, total value-chain analysis, continuous improvement, and planning and control techniques linked to key success factors.

### INTENDED LEARNING OUTCOMES

1. Explain the functions and purposes of management (planning, organizing, directing and controlling) in a quantitative context.
2. Create strategies for decision-making based on information obtained through activity analysis.
3. Understand the set business functions in the value chain and relate value added activities to success and non-value added activities to sub-optimization.
4. Understand the role of managerial accounting in an organization that operates in a competitive marketplace. This is becoming increasingly critical due to globalization.
5. Examine the risk-return trade-off and how that trade-off impacts managerial decisions and how those decisions impact the value of the firm.
6. Explain that the amount, timing and risk to the cash flows generated by an organization are determined by investment decisions, dividend decisions, financing decisions and ownership structure decisions.
7. Create strategic and tactical decisions for meeting customer needs.
8. Analyze the impact of a total quality management program on an organization's ability to compete effectively in the international marketplace.

These competencies will be measured through examinations and case studies.

## **Teaching Methodologies:**

Teaching strategies incorporated into this course include: traditional lecture, student discussion of course concepts, video appropriate to course concepts and faculty - student-peer review. Learning activities are designed to promote analytic and creative thinking and development of a professional demeanor. Analytical strategies include: reading didactic material before class, concrete problem solving, step-by-step procedures, taking time to organize, writing things down, seeking clear directions and expectations, and written examinations. Creative and intuitive strategies include: allowing for intuition and reflection, simulations, seeing how things fit, general alternatives, negotiating, role play, future oriented problem solving, thinking out loud, debate, case studies, active self-assessment, seeking feedback, group process and personalized learning.

*The module places considerable emphasis on self-directed learning; students are required to take responsibility for initiating research, developing strategies for the analysis of problems, and using critical independence in producing, papers, projects and presentations.*

## **READINGS**

### **Required text**

Horngrén, C.T., Datar, S.M., Foster, G., Rajan, M. and Ittner, C. (2018). Cost Accounting: A Managerial Emphasis. New Jersey: Prentice Hall, Sixteenth Edition. ISBN: 0-13-612663-4

### **Recommended Periodicals:**

Abacus, Accounting and Business Research, Accounting Horizons, The Accounting Review, Advances in Management Accounting, CMA Magazine, Financial Executive, Financial Practice and Education, Fortune, Harvard Business Review, The Internal Auditor, Journal of Accounting Education, Journal of Accounting Literature, Journal of Business Finance and Accounting, Journal of Cost Analysis, Journal of Cost Management, Journal of Management Accounting Research, Management Accounting, Management Science, Wall Street Journal.

Students can also avail themselves of Lynn University Library databases ProQuest, Lexis Nexis, Findarticles.com and business specific databases such as: ABI/Inform, BCRC, and Emerald.

Directions to access article databases and e-books:

Go to Lynn University Website: [www.lynn.edu](http://www.lynn.edu)

Click the Libraries Tab

Click Article Data Bases

## **MODULE OUTLINE**

Course material will be covered as outlined below. The schedule is subject to change. Any changes will be announced in class. Students are responsible for keeping up-to-date on any schedule changes. Students who miss a class are responsible for all material covered in class whether an absence is excused or unexcused.

First	<ul style="list-style-type: none"><li>• Define and illustrate a cost object</li><li>• Distinguish between direct costs and indirect costs;</li><li>• Explain cost drivers, variable costs, and fixed costs;</li><li>• Understand why unit cost amounts must be interpreted with caution;</li><li>• Distinguish among service-sector, merchandising-sector, and manufacturing-sector companies;</li><li>• Differentiate between capitalized cost and non-capitalized costs;</li><li>• Describe the three categories of inventories commonly found in many manufacturing-sector companies;</li><li>• Explain how different ways of computing product costs are appropriate for different purposes.</li><li>• Distinguish between the general case and special case of CVP;</li><li>• Explain the relationship between operating income and net income;</li><li>• Describe the assumptions underlying CVP;</li><li>• Demonstrate three methods for calculating the breakeven point and target operating income;</li><li>• Explain how sensitivity analysis can help managers cope with uncertainty;</li><li>• Illustrate how CVP can assist cost planning;</li><li>• Describe the effect of revenue mix on operating income;</li><li>• Illustrate how CVP can incorporate income taxes.</li></ul>	Ch.2: 19,20,25,34 Ch.3: 21,22,27,30,34
Second	<ul style="list-style-type: none"><li>• Explain four cost categories in a costs of quality program;</li><li>• Describe three methods that companies use to identify quality problems;</li><li>• Identify the relevant costs and benefits of quality improvements;</li><li>• Provide examples of non-financial quality measures of customer satisfaction and internal performance;</li><li>• Understand why companies use both financial and non-financial measures of quality;</li><li>• Describe customer-response time, and explain the reasons for and the cost of lines and delays;</li><li>• Define the three main measurements in the theory of constraints;</li><li>• Describe four steps in managing bottlenecks.</li></ul>	Read Chapter 19 Problems Ch. 19: 17,25,28,34
Third	<ul style="list-style-type: none"><li>• Describe the building block concepts of costing systems;</li><li>• Distinguish between job costing and process costing;</li><li>• Outline a six-step approach to job costing;</li><li>• Distinguish among actual costing, normal costing, and extended normal costing methods;</li><li>• Explain under-costing and over-costing of product;</li></ul>	Read Chapter 4 & 5 Problems Ch. 4: 19, 21, 32 Ch. 5: 34, 35

- Describe three guidelines for refining a costing system;
- Describe the distinctive feature of activity-based costing;
- Prepare product-line profitability reports for companies in the merchandising sector.
- Describe three key source documents used in job-costing systems;
- Distinguish between the Work-in-Process subsidiary ledger and the Work-in-Process control account in the general ledger;
- Understand how the steps in the production process are tracked in a job-costing system;
- Describe alternative methods of prorating of period-end under- or over- allocated indirect costs;
- Describe how the cost hierarchy notion can be used in manufacturing;
- Distinguish between the traditional and the activity-based costing approaches to designing a costing system in manufacturing.

Fourth

Examination One

Chapter 1,2,3,19,4,5

Fifth

- Define master budget and describe its major benefits to an organization;  
Read Chapter 6 & 7
- Describe major components of the master budget;  
Problems
- Prepare the budgeted income statement and its supporting schedules;  
Ch. 6: 31, 32
- Describe the uses of computer-based financial planning models;  
Ch. 7: 30, 33
- Explain kaizen budgeting and its importance for cost management;
- Illustrate an activity-based budgeting approach;
- Describe responsibility centers and responsibility accounting;
- Explain how controllability relates to responsibility accounting;
- Describe the difference between a static budget and a flexible budget;
- Illustrate how a flexible budget can be developed;
- Use the flexible-budget approach to compute flexible-budget and sales-volume variances;
- Interpret the price and efficiency variances for direct-cost input categories;
- Describe two different ways to develop budgeted input prices and budgeted input quantities;
- Explain why purchasing performance measures should focus on more factors than just price variances;
- Describe how the continuous improvements theme can be integrated into a variance analysis;
- Describe benchmarking and how it can be used by managers in variance analysis.

Sixth

- Explain differences in the planning of variable-overhead costs and the planning of fixed-overhead costs;  
Read Chapter 8  
Problems
- Explain the computation and meaning of spending and efficiency variances for variable variances for variable overhead;  
Ch. 8: 18,19,40
- Illustrate how to compute the budgeted fixed-overhead rate;
- Give two reasons why the production-volume variance may not be a good measure of the opportunity cost of unused capacity;
- Explain how a 4-variance analysis can provide an integrated overview of

overhead cost variances;

- Explain the differing roles of cost allocation bases for fixed manufacturing overhead when a) planning and controlling, and (b) inventory costing;
- Prepare journal entries for variable-and fixed-overhead variances;
- Explain why managers frequently use both financial and non-financial variables to plan and control overhead costs.

Seventh

- Identify the fundamental feature that distinguishes variable costing from absorption costing; Read Chapters 9 & 11 Problems
- Construct income statements using absorption costing and variable costing; Ch. 9: 16, 17, 28
- Explain differences in operating income under absorption costing and variable costing; Ch. 11: 19,20,22,25
- Understand how absorption costing influences performance-evaluation decisions;
- Describe the various denominator-level concepts that can be used in absorption costing;
- Explain how the choice of the denominator-level quantity affects reported operating income and inventory cost.
- Describe a five-step sequence in the decision process;
- Outline the meaning of relevant cost, and describe its two key aspects;
- Distinguish between quantitative factors and qualitative factors in decisions;
- Indicate two ways in which per-unit cost data can mislead decision makers;
- Identify two common pitfalls in relevant-cost analysis;
- Describe the opportunity cost concept; explain why it is used in decision making;
- Describe the key concept in choosing which among multiple products to produce when there are capacity constraints;
- Explain why the book value of equipment is irrelevant in equipment-replacement decisions;
- Explain how conflicts arise between the decision model used by a manager and the performance model used to evaluate the manager.

Eighth

- Discuss the three major influences on pricing decisions; Read Chapters 12 & 13 Problems
- Distinguish between short-run and long-run pricing decisions; Ch. 12: 16, 17, 23, 25
- Describe the target-costing approach to pricing; Ch. 13: 18, 22
- Distinguish between cost incurrence and locked-in costs;
- Describe the cost-plus approach to pricing;
- Describe two pricing practices in which non-cost reasons are important when setting price;
- Explain how life-cycle product budgeting and costing assist in pricing decisions;
- Explain the effects of antitrust laws on pricing.
- Recognize which of two generic strategies a company is using.
- Identify key aspects of reengineering.
- Present the four perspectives of the balanced scorecard.
- Analyze changes in operating income to evaluate strategy.
- Identify and manage unused capacity.

Ninth

Examination Two

Chapters 6,7,8,9,12,13

## ASSESSMENT AND GRADING

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

### *Assessment will take the form of:*

Assignment	25%
Participation	5%
Final Examination	<u>70%</u>
	<u>100%</u>

- Assignment:** An **individual assignment paper of 3,000 words** regarding key components of the course will be assigned. **Due date: 30<sup>th</sup> March 2021.**
- Participation:** Student's participation will be assessed according to their constructive contribution to the case study and reading discussion during the semester. See also below re attendance and punctuality.
- Examination:** The examination will be three hours long.

### **Grading**

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: (page 23).

## ATTENDANCE AND PUNCTUALITY

Attendance is crucial. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer. See Academic Policies and Procedures in the ACD Catalogue.

Late arriving students will not be admitted under any circumstances - 10 minutes maximum tolerance. Lateness and attendance will be taken into account in assessing participation marks.

## ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue.

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## **MBA506 INTERNATIONAL FINANCE / MBA571 INTERNATIONAL FINANCE & RISK IN THE ENERGY INDUSTRY/ MIB503 INTERNATIONAL CORPORATE FINANCE**

<b>Credits:</b>	6
<b>Prerequisites:</b>	Finance module at Level 8 or equivalent
<b>Mandatory:</b>	Yes
<b>Academic Year:</b>	2020 - 2021
<b>Semester:</b>	2 (18 <sup>th</sup> January 2021 - 7 <sup>th</sup> May 2021)
<b>Lecturer:</b>	Mícheál Ó Raghallaigh
<b>e-Mail:</b>	moraghallaigh@iamu.edu
<b>Intranet Key:</b>	MIB503ACD

### **MODULE DESCRIPTION**

This course focuses on International Corporate Finance in the context of a globalised and integrated world economy. A comprehensive examination of International Financial and Capital markets will equip the student with the knowledge and tools necessary for the Multinational Enterprise (MNE) in order to make effective financial management decisions that maximise shareholder value.

### **LEARNING OUTCOMES**

On successful completion of the module the student will have attained the following learning outcomes:

1. A critical awareness of the contemporary concepts in Multinational Corporate Finance in the context of a rapidly evolving global market.
2. Develop the skills to analyse the different types of risk to which the MNE is exposed and to select the appropriate instruments to effectively manage these risks.
3. Master skills for assessing short and long-term financing considerations for the multinational corporation.
4. Apply advanced analytical techniques, models and theories to develop global financial strategies for the multinational corporation.
5. Organising and managing oneself and groups to lead and initiate activity;
6. Learn to self-evaluate and take responsibility for continuing academic/professional development throughout the course of the module.

### **TEACHING & LEARNING METHODOLOGY**

Teaching will comprise weekly lectures on key theories, followed by robust discussion and participation in respect of pertinent case studies and relevant current articles in the business press. This will be supplemented by guest speakers and multimedia.

Learning will comprise of weekly reading of pertinent chapters, articles and case studies prior to lectures, active class participation, group case study presentation, and assignments.

## MODULE REQUIREMENTS

Learning Outcomes	Content	Delivery	Assessment
1.	Sections 1-5	Lectures, readings, cases, presentations, guest lecturers.	Case presentation, assignment, exam and participation.
2.	Sections 2	Lectures, discussion of readings and cases, assignments and feedback from these.	Case presentation, participation, exam.
3.	Section 4, 5	Lectures, discussion of readings and cases.	Cases, participation, assignment and exam.
4.	Sections 3-5	Case presentations, assignments and feedback from these.	Cases, participation, exam and assignment.

## MODULE OUTLINE

1. Corporate Finance Abroad
2. Exchange Rate Behaviour
3. Exchange Rate Risk Management
4. Short-Term Asset and Liability Management
5. Long-Term Asset and Liability Management

## WEIGHTING

- 30%
- 15%
- 20%
- 15%
- 20%

## READINGS

### Textbook

Shapiro, A. C. (2019), *Multinational Financial Management*, 11th Edition, Wiley.

### Supplementary readings and media

Madura, J. (2015), *International Corporate Finance*, 12th Edition, Thomson South Western.

Biger, N. and Hull, J. (1983), *The Valuation of Currency Options; Introduction*, *Financial Management*, Tampa: Spring 1983. Vol. 12, Iss. 1; Pp. 24-29; Berg, D.M. and Guisinger, S.E. (2001) "Capital flows, capital controls, and international business risk", in Rugman, A.M. and Brewer, T.L (Eds). *The Oxford Handbook of International Business*, Oxford: Oxford University Press, Pp. 259-281; Bowe, M. and Dean, J.W. (2001) 'International Financial Management and Multinational Enterprises', in Rugman, A.M. and Brewer, T.L (Eds). *The Oxford Handbook of International Business*, Oxford: Oxford University Press, Pp. 558-590; Dunbar, Nicholas. (2000), *Inventing Money: The story of Long-Term Capital Management*, Wiley; Eden, L. (2001), *Taxes, Transfer Pricing and the Multinational Enterprise*, in Rugman, A.M. and Brewer, T.L (Eds). *The Oxford Handbook of International Business*, Oxford: Oxford University Press, Pp. 591-619; Fama, E.F. (1984) 'Forward and Spot Exchange Rates', *Journal of Monetary Economics*, 14, pP. 319-338; Rajan, R. (2006) 'Has Financial Development Made the World Riskier' *European Financial Management* 12: 499. Porzecanski, A.C. *Sovereign Risk: The call for a new measure*, *Emerging Markets Debt Report*, 18/1/1999, Vol. 12, Issue 3; UN, *World Investment Report* 2006.

## **JOURNALS**

Journal of Finance  
American Economic Review  
Journal of International Business  
Journal of Multinational Financial Management

## **ASSESSMENT/GRADING**

The following must be completed satisfactorily by any student undertaking the standard assessment of the course. Important Note: in order to pass this module, students must pass the exam AND pass overall.

### *Assessment will take the form of:*

Assignment	30%
Participation	10%
Final Exam	<u>60%</u>
	<u>100%</u>

**Assignment:** A **group assignment paper of up to 4,000 words** regarding one of the key components of the course will be assigned. **Due date: Thursday, 1<sup>st</sup> April 2021**

**Participation:** Student's participation will be assessed according to their constructive contribution to the case study and reading discussion during the semester. See also below re attendance and punctuality.

**Exam:** The end of semester examination will be three hours long with students asked to answer three questions out of a total of four.

## **Grading**

Each component of the course will be assessed separately. Students will be graded according to the attached grading system as outlined in the HETAC Marks and Standards 2009, available at: (page 23).

## **ATTENDANCE**

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see Academic Policies and Procedures in the ACD Catalogue and the QA Manual).

## **ACADEMIC DISCIPLINE**

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

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### **MBA573 The historical economy of oil and gas 2018**

<b>Credits:</b>	3 (6 ECTS)
<b>Credit level:</b>	Stage award
<b>Prerequisites:</b>	None
<b>Mandatory:</b>	For the oil and gas concentration of the MBA
<b>Lecturer:</b>	David Horgan
<b>E-mail:</b>	dhorgan@iamu.edu

### **MODULE DESCRIPTION**

This course examines the economic history of the oil and gas business, from its beginnings in Titusville, Pennsylvania, to the globalized world of the post-Cold War era. It emphasizes the role of the interactions between geo-political and business decision making in shaping both the oil and gas industry and much of the history of the twentieth and twenty-first centuries. Topics considered include the beginnings of the industry in the United States, the emergence of Standard Oil and its role in shaping the oil business, the role of the internal combustion engine and the Great War in escalating demand for oil, the globalizing of the industry in the interwar years and the continuing escalation of demand, the role of oil security in widening and shaping World War Two, the emergence of nationalism and nationalization in recasting the business in the postwar world, the rise of OPEC, and the changes wrought by the ending of the Cold War, including the emerging influence of increasing demand in the developing world, environmental considerations and energy industry innovations.

### **LEARNING OUTCOMES**

On successful completion of the module the student will have attained the following learning outcomes:

1. An awareness of the historical development of the interplay between supply and demand in the oil and gas business;
2. A critical awareness of how the shape of the oil and gas business first developed in the United States and underwent subsequent developments worldwide in the course of the twentieth century;
3. A comprehensive understanding of the influence of historical and geo-political forces on the oil and gas industry and the impact that industry has had on world history since the early 1900s; a sophisticated

- understanding of the tensions and resulting adaptations between the government, the nation state and nationalization on the one hand, and capitalist free enterprise on the other;
4. A critical awareness of how in the post-Cold War world new and emerging perceptions of energy supply and demand, economic development, the environment and energy innovation are shaping the global oil and gas business and influencing contemporary economic and geo-political activities;
  5. An ability to select from complex and advanced insights into the historical development of the oil and gas business for the purpose of evaluating and executing strategically aware, nuanced and effective decisions in the present-day oil and gas business.

## TEACHING AND LEARNING METHODOLOGY

Teaching will comprise weekly lectures on key theories, followed by robust discussion and participation in respect of pertinent case studies and relevant current articles in the business press. This will be supplemented by guest speakers and multimedia. Learning will comprise of weekly reading of pertinent chapters, articles and case studies prior to lectures, active class participation, group case study presentation, and assignments. The module places considerable emphasis on self-directed learning; students are required to take responsibility for initiating research, developing strategies for the analysis of problems, and using critical independence in producing, papers, projects and presentations

## LEARNING OUTCOMES MAP

<b>Learning outcomes</b>	<b>Content</b>	<b>Delivery</b>	<b>Assessment</b>
<b>1.</b>	Sections 1,2	Readings, case study, lecture, group work, guest lecturers.	Case study, assignment, exam and participation.
<b>2.</b>	Sections 2,3	Readings, case study, lecture, group work	Exam, participation, and assignment.
<b>3.</b>	Sections 4-10	Readings, case study, lecture, group work	Case studies, exam, participation, and assignment.
<b>4.</b>	Sections 7-9	Readings, case study, lecture, group work	Case studies, exam, participation, and assignment.
<b>5.</b>	Sections 9, 10	Readings, case study, lecture, group work	Case studies, exam, participation, and assignment.

6.	All sections	Readings, case study, lecture, group work	Case study presentation, assignments and participation.
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## COURSE OUTLINE

## WEIGHTING

<b>1. Introduction: context, geology, production</b>	10%
<b>2. The new light</b> Readings: Yergin, chapters 1, 2	10%
<b>3. Standard Oil</b> Readings: Yergin, chapters 2, 3	10%
<b>4. Royal Dutch and Shell</b> Readings: Yergin, chapters 4-9	10%
<b>5. Anglo-Persian</b> Readings: Yergin, chapters 10-15	10%
<b>6. The inter-war years</b> Readings: Yergin, chapters 16-19	10%
<b>7. The post-war world</b> Readings: Yergin, chapters 20, 21	10%
<b>8. Capitalism, nationalism and the new shape of the business</b> 10% Readings: Yergin, chapters 22-8	
<b>9. The OPEC ascendancy</b> Readings: Yergin, chapters 29-32	10%
<b>10. Oil and gas, energy innovation and the environment since 1989</b> Readings: Yergin, chapters 33-7, epilogue	10%

## REQUIRED TEXT

**Class notes will be distributed.**

Daniel Yergin, *The prize: the epic quest for oil, money and power* (Free Press, 2008)

Vaclav Smil, *Energy and Civilization: A History* (MIT Press, 2017)

Antonia Juhasz, *The Tyranny of Oil* (Harper, 2008)

## READINGS

Eirik Albrechtsen and Denis Besnard, *Oil and Gas, Technology and Humans: Assessing the Human Factors of Technological Change* (Ashgate , 2013);  
Carol A. Dahl, *International Energy Markets: Understanding Pricing, Policies and Profits* (PennWell, 2004);  
Peter Dicken, *The Global Shift* (5th Edition, Sage Publication, 2007);  
Morgan Downey, *Oil 101* (Wooden Table Press, 2009);  
Davis Edwards, *Energy Trading and Investing: Trading, Risk Management and Structuring Deals in the Energy Market* (McGraw – Hill, 2010);  
R. Gilpin, *Global Political Economy: Understanding the International Economic Order*, (Princeton University Press, 2001);  
Trevor Houser and Shashank Mohan, *Fueling Up: The Economic Implications of America's Oil and Gas Boom* (Peterson Institute for International Economics, 2014); Andrew Inkpen and Michael H. Moffett, *The Global Oil and Gas Industry: Management, Strategy and Finance* (PennWell, 2011)  
Geoffrey Picton-Turbervill (ed), *Oil and Gas: A Practical Handbook* (2<sup>nd</sup> Edition, Globe Business Publishing, 2014);  
Daniel Yergin, *The quest: energy, security, and the remaking of the modern world* (Penguin, 2012)

## INFORMATION RESOURCES

Electronic:

[www.eia.gov](http://www.eia.gov) (US Energy Information Administration)

[www.iea.org](http://www.iea.org) (International Energy Agency)

[www.oqj.com](http://www.oqj.com) (Oil and Gas Journal)

PennNET

Petroleum Journal Online

*American Oil and Gas Reporter*

*The Economic Journal*

*Journal of International Business*

*Oil and Gas Eurasia*

*Oil and Gas Financial Journal*

*Oil and Gas Investor*

*Oil and Gas Journal*

*Oil Review Middle East*

*Petroleum Africa Magazine*

*World Energy*

## ASSESSMENT/GRADING

### Assessments

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

#### ***Assessment will take the form of:***

<b>Individual presentation</b>	20%
<b>Paper</b>	20%
<b>Class participation</b>	10%
<b>Final Exam</b>	<u>50%</u>
	100%

**Individual presentation:** Students will deliver a ten minute presentation on an agreed topic. Students will be assessed on their knowledge of the issues, level of analysis, recommendations and presentation skills. The student will then lead a discussion on the case study after the presentation. The other students in the class must read the presentation for that week and prepare questions for the student presenting.

**Assignment:** A paper of 2,000 words on one of the themes of the course will be assigned.

**Short tests:** A number of short tests will assess the student on material covered in class.

**Exam:** The end of semester examination will be three hours long; students will be asked to answer three questions out of a total of five.

### Grading

Each component of the course will be assessed separately. Students will be graded according to the grading system in the ACD Quality Assurance Manual.

## ATTENDANCE

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

## ACADEMIC DISCIPLINE

Refer to the subsection on Academic Discipline in the current ACD Catalogue and QA Manual.

## Essay and presentation

Write an essay of approximately 2000 words on one of the following:

1. How do you assess John D. *Rockefeller's* achievements, and the ultimate undoing of *Standard Oil*? Was John D. Rockefeller a hero or a villain? Does this depend on whether you judge Standard Oil by the standards of his time or today? Are there modern parallels to Standard Oil?
2. Compare and contrast the development of Shell and Royal Dutch up to their merger in 1907. What role, if any, did personalities play? Did both sides win in the merger into Royal Dutch Shell? What parallels, if any, do you see with Shell's 2015 acquisition of BG (British Gas)? Why do companies acquire? Who wins and who loses?
3. Why was the '*Texas Railroad Commission*' established and by whom? Did it succeed? Was it unique? How did it influence countries other than the USA? How did it differ from *OPEC*? How should such market regulation work?
4. To what extent was *World War 2* a war about energy and natural resources? Was acquiring oil reserves part of German and Japanese war aims? How did they pursue their objectives? How did the Allies respond? What lessons can we learn?
5. Why were the *oil price* (and costs) so volatile? Were they always volatile? Why were there some periods of stability? What lessons can we learn?
6. To what extent, if any, has friction between *western and Islamic* civilisations influenced the oil & gas industry? Compare and contrast the different histories of the Anglo Persian Oil Company, Iraq, Saudi Aramco, and Libya. What will happen next?
7. How did the *Indian* (and/or, if you prefer, Nigerian or Chinese) energy industries develop differently from colonial powers? Was British rule good or bad for Indian industry? Would you have supported the British or Japanese in WW2 - or stayed neutral – and why? How has Indian energy and industrial policy evolved since 1947?
8. Why do *Oil Shocks* happen? How, if at all, was the 1973/74 war Oil Shock different to the 1979/80 Iranian Revolution Oil Shock? How could the next crisis happen?
9. Does oil & gas history explain why some producers suffer from a 'resource curse'? Which countries managed their industries well and

badly? Why did the successful countries develop without corruption while many stagnated? What lessons can we learn?

10. What are the uses and shortcomings of 'what-if' or 'alternative history'? How would events have differed if the pre-WW1 Royal Navy had not switched to oil? What if the USA had not embargoed oil exports to Japan in 1941? Could WW2 Germany have seized adequate oil production, and if so where and how?

A presentation on the main findings to date of the research essay should be made to the class. The presentations will be delivered in November 2018.

Essay due date: 1st November 2018

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## **MIB501 INTERNATIONAL REGULATORY ENVIRONMENT MBA 501 LEGAL, ETHICAL AND SOCIAL ISSUES IN BUSINESS**

<b>Credits:</b>	6 ECTS/ 3 MSCHE
<b>Credit level:</b>	Stage award
<b>Prerequisite:</b>	Law module at Level 8 or equivalent.
<b>Mandatory:</b>	Yes
<b>Academic Year:</b>	2020 – 2021
<b>Semester:</b>	1
<b>Lecturer:</b>	Lily Casey

### **MODULE DESCRIPTION**

A study of legal, ethical and social issues in international business as they pertain to national and multinational enterprises, with particular emphasis on regulation, dispute settlement, intellectual property, ethics, social enterprise and corporate social responsibility.

### **INTENDED LEARNING OUTCOMES**

On successful completion of the module the student will have attained the following learning outcomes:

1. A critical awareness of business ethics and social responsibility in a global business environment.
2. An understanding of the legal and ethical considerations that should be considered at the strategic planning stages of business activities.
3. A systematic understanding of the international regulatory environment in which the multinational enterprise operates.
4. The ability to appraise the evolving international regulatory environment in order to update corporate policies.
5. The ability to self-evaluate and take responsibility for continuing academic/professional development throughout the course of the module.
6. The ability to comprehend and critically analyse legal concepts and decisions.

### **TEACHING & LEARNING METHODOLOGY**

Teaching will consist of weekly lectures on key theories, followed by robust discussion of pertinent legal decisions and relevant articles.

Learning will consist of weekly reading of pertinent chapters, articles and case studies prior to lectures and active class participation. The module places considerable emphasis on self-directed learning and independent critical thought; students are required to take responsibility for initiating research and developing strategies for the analysis of problems.

## MODULE REQUIREMENTS

### Learning outcomes map

Learning Outcomes	Content	Delivery	Assessment
1.	All sections	Lectures, readings, class discussion.	Mid-term exam, final exam and participation.
2.	All sections	Lectures, readings, class discussion	Mid-term exam, final exam and participation.
3.	All sections	Lectures, readings, class discussion	Mid-term exam, final exam and participation.
4.	All sections	Lectures, readings and class discussion.	Mid-term exam, final exam and participation.
5.	All sections	Lectures, readings and class discussion.	Mid-term exam, final exam and participation.
6.	All sections	Lectures, readings and class discussion.	Mid-term exam, final exam and participation.

## MODULE OUTLINE

## WEIGHTING

### 1. Introduction to International and Comparative Law

15%

- What is international law?
- The making of international law
- Sources of international law
- The scope of international law in actual practice
- Comparison of municipal legal systems

### 2. Introduction to Business Ethics and Social Responsibility in the International Business Environment

15%

- Ethics
  - What is Business Ethics?
  - Why is it important?
  - Public Policy, Law and Ethics
  - Categories of Ethical Behaviour
  - Resolving Ethical Dilemmas
- Social Issues in Business
  - Social Enterprise
  - Community Involvement
  - Environmental Sustainability
  - Discrimination and Harassment

3. **State Responsibility** **20%**  
State responsibility  
- Doctrine of imputability  
- Nonimputable acts  
- Fault and causation  
Standard of care  
- National standard  
- International standard  
- Expropriation  
- Denial of justice  
Objections which states may raise  
- Lack of standing  
- Lack of nationality  
- Lack of a genuine link  
- Failure to exhaust remedies  
- Laches and Dirty Hands
4. **Dispute Resolution and Arbitration** **20%**  
Settlement of disputes through diplomacy  
Settlement of disputes in international tribunals  
- International Court of Justice  
- International Criminal Court  
- WTO Dispute settlement procedures  
- International Centre for the Settlement of Investment Disputes  
Settlement of international disputes in domestic courts  
- Jurisdiction in criminal cases  
- Jurisdiction in civil cases  
Choosing the governing law  
Refusal to exercise jurisdiction
5. **Regulation of Multinational Enterprises** **15%**  
Strategies for Doing Business Globally  
The multinational organisation  
- Parent company  
- Subordinate company structure  
Home state regulation of multinational enterprises  
- Unfair Competition law  
- Product liability law  
Host state regulation of multinational enterprises  
- Consent to Jurisdiction  
- Common enterprise liability  
- Piercing the corporate veil
6. **Intellectual Property** **15%**  
Creation of intellectual property rights

Copyright  
Patents  
Trademarks

## READINGS

### Main text:

August, R.A. *International Business Law*, (6<sup>th</sup> ed., Pearson Prentice Hall 2013) or (5<sup>th</sup> ed., Pearson Prentice Hall, 2009)

### Supplementary reading:

Binchy, William, *Irish conflict of law* (2<sup>nd</sup> ed., Butterworth Ireland, 2006)

Born, Gary, *International Arbitration: Law and Practice* (Walters Kluwer, 2012)

Craig and de Burca, *EU Law: Text, cases and materials* (5<sup>th</sup> ed., Oxford University Press, 2011)

Nagle, Eva, *Intellectual Property Law*, (Round Hall, 2012)

Poudret, Jean Francois, *Comparative law of international arbitration* (2<sup>nd</sup> ed., Thomson Sweet & Maxwell, 2007).

Wallace, Rebecca, *International law* (5<sup>th</sup> ed., Sweet & Maxwell, 2005)

### Journals:

International Company & Commercial Law Review (Sweet and Maxwell)

European Journal of International Law

Journal of International Arbitration

## ASSESSMENT

The following must be completed satisfactorily by any student undertaking the standard assessment of the course.

### *Assessment will take the form of:*

Participation	20%
Mid-term presentation & report	30%
Final Exam	<u>50%</u>
	<b>100%</b>

### Participation:

Each lecture will commence with an overview of the material covered in the previous lecture. Students will be expected to discuss and answer questions on the material. At the end of each lecture, the class will be assigned reading from the textbook to prepare for the next lecture. The following week, students will be called on at random to discuss and answer questions on the material. Students will be assessed on their knowledge of the issues, ability to apply theory, level of analysis and presentation skills.

**Mid-term:** The mid-term presentation will require students to present on an assigned topic. Students will also be required to furnish a supplemental report (1000 words) on their assigned topic. Students will be assessed on their awareness and understanding of the issues, case study analysis, level of investigation and presentation skills.

**Exam:** The end of semester examination will be three hours long, with students asked to answer three essay style questions out of a choice of four.

### **Grading**

Each component of the course will be assessed separately. Students will be graded according to the grading system as outlined in the HETAC Marks and Standards 2009, available at:

[http://www.hetac.ie/docs/Assessment\\_and\\_Standards\\_2009.pdf](http://www.hetac.ie/docs/Assessment_and_Standards_2009.pdf) (page 23).

### **ATTENDANCE**

Class attendance is necessary for the achievement of intended learning outcomes. In the case of illness it is the student's responsibility to telephone the College office to notify the lecturer (see *Academic Policies and Procedures* in the ACD Catalogue and the QA Manual).

### **ACADEMIC DISCIPLINE**

Refer to the subsection on Academic Discipline in the current ACD Catalogue and the QA Manual.