



## The Alba Online MBA

### Program Description, ILOs & Structure

Athens, 14 October 2024





## Table of Contents

<b>1. Alba Vision &amp; Mission</b>	<b>2</b>
<b>2. Program Description, Aim &amp; Rationale</b>	<b>3</b>
<b>3. Program Indented Learning Outcomes (PILOs)</b>	<b>4</b>
<b>4. Program Delivery</b>	<b>5</b>
<b>5. Program Structure, Courses and Credits</b>	<b>7</b>
<b>6. Short Courses Descriptions</b>	<b>9</b>
<b>6. Admissions Criteria</b>	<b>12</b>
<b>7. Exit Pathways</b>	<b>12</b>
<b>9. Course Outlines</b>	<b>14</b>
<b>Course Title: Leading People and Organizations – OMB 6005</b>	14
<b>Course Title: Marketing Management – OMB 6006</b>	17
<b>Course Title: Business Economics – OMB 6003</b>	20
<b>Course Title: Business Decisions with Data and Models – OMB 6004</b>	23
<b>Course Title: Accounting for Decision Makers – OMB 6002</b>	26
<b>Course Title: Financial Decision Making – OMB 6001</b>	29
<b>Course Title: Production and Operations Management – OMB 6008</b>	32
<b>Course Title: Strategic Management – OMB 6007</b>	35
<b>Course Title: Business Methods – OMB 6015</b>	38
<b>Course Title: Procurement and Logistics – OMB 6009</b>	41
<b>Course Title: Supply Chain Management – OMB 6010</b>	44
<b>Course Title: Digital Economy and Innovation – OMB 6011</b>	47
<b>Course Title: Digital Strategies – OMB 6012</b>	50
<b>Course Title: Maritime Technology and Applied Shipping Information – OMB 6013</b>	53
<b>Course Title: Maritime Business and Investments – OMB 6014</b>	57
<b>Course Title: Business Project – OMB 6016</b>	60



## 1. Alba Vision & Mission

The Alba Online MBA aligned with Alba's vision, mission and strategic objectives and the curriculum reflects the seven commitments of the School.

### Alba Vision

Our vision is to become one of the leading research-driven Graduate Business Schools in southeastern Europe, on the basis of excellence of teaching and its intellectual impact on the business world, attracting outstanding faculty and students from all over the world.

### Alba Mission

Our mission is to educate visionary leaders of tomorrow who will act as agents for change and help shape the future business world by pushing forward the frontiers of knowledge related to the management of business organizations, while making that knowledge relevant to practitioners. Generating and disseminating knowledge represent our twin objectives.

### Alba Strategic Objectives

1. To be a leading center of *research and teaching excellence* in postgraduate business education in Greece and in Europe, by emphasizing the creation and effective communication of actionable knowledge leading to knowledgeable action.
2. To continue being *catalysts for change* in postgraduate business education in Greece through continuous innovation in our research, teaching, and the educational programs we offer.
3. To be *thought leaders* and actively seek to influence organizational practices in Greece and in Europe.
4. To work in close *partnership* with the business world in Greece and in Europe, while remaining responsive to their needs.
5. To actively pursue *collaboration* in teaching and research with the best Business Schools worldwide.

### Our Commitments to:

#### 1. Scholarship and Actionable Knowledge

Through our commitment to rigorous scholarship and top quality academic research, we aim to generate and disseminate knowledge that makes a difference to the business world; we do not merely seek to understand the world of business but we seek to influence it.

#### 2. Knowledgeable Action

We aim at educating and training individuals who will be equipped with *phronesis* – the capacity for timely, context-based, forward-looking, competent, and responsible action.

#### 3. Acting as Catalysts for Change

We have been and continue to be, as a Business School, a catalyst of change in business education in Greece. We rigorously select our students and aspire them to become forward looking and risk-taking individuals, who see the future as an opportunity for creative action, and are capable of becoming catalysts of innovation and change.

#### 4. Professionalism

We are passionately committed to delivering high quality teaching and services to our students and the business community at large.

#### 5. A Humanistic Culture

We have a strong sense of community and mutual respect for each other and we strive to generate a culture that puts people first at all levels (staff, students, business community).



## 6. Ethical Conduct

We place great emphasis on personal integrity and adherence to the highest ethical standards by all members of the ALBA community.

## 7. Making a Contribution to the Community

We aim at disseminating knowledge to the business community and to society at large. As an academic institution we are fully aware that knowledge is power and we are committed to making business-related knowledge as widely available as possible.

## 2. Program Description, Aim & Rationale

The Alba Online MBA is an AMBA accredited program. It is a master's program targeting working professionals who aim to develop or sharpen their business acumen and aspire to take off their career to upper-level management. It is attended 100% Online, part time, exclusively in English. The program can be completed within a minimum period of 28 months (standard duration) and maximum by 48 months.

The program features an unparalleled management curriculum and online pedagogy that is dynamic and adaptive to online students' learning needs. Predominantly delivered asynchronously, the Alba Online MBA program cultivates autonomous learning skills and offers the convenience and flexibility required by modern professionals. Finally, the program embeds in its courses a unique action learning approach by offering live sessions that augment cognitive and empirical achievements of students.

The program is designed to shape a holistic managerial profile of its participants as future leaders. For this purpose, students will build their core managerial competences through:

- eight (8) core business courses
- one (1) course on Business Methods to assist them in coping with critical business problems,
- two (2) concentration courses and
- the Business Project course in which students are expected to apply their knowledge from the entire program through a gamification approach.

The successful completion of the program requires the study of all 12 courses and the gathering of 36 US Credits (90 ACTS units; 180 UK credits) . Students who obtain all the credits from the 12 courses will receive the **MBA Degree** from Alba Graduate Business School, regardless of their selected concentration courses.

In an attempt to offer our students, the option of customization, the program features four (4) concentrations that allow students to deepen their knowledge and expertise in certain business functions and industries. The concentrations comprise of areas of neuralgic importance for contemporary organizations. The four (4) concentrations are:

1. **General:** The general program rationale allows students to choose their preferred two courses out of the other three concentrations and namely 1) Supply Chain Management, 2) Digital Transformation and 3) Shipping Management, in addition to the core courses.
2. **MBA with Supply Chain Management:** The SCM concentration is made up of two core courses which shall equip participants with the knowledge, methods, and tools to design and evaluate supply chain systems and strategies and understand the essence of procurement and logistics in our contemporary era. Students that complete the concentration successfully will be able to debate, design and evaluate strategic options and change management initiatives vis a vis geopolitical and sector specific changes in the global market environment.
3. **MBA with Digital Transformation:** The Digital Transformation concentration is made up of two core courses which aim to rationalize the disruptions in value creation but also the role of technological change in the economy of intangibles. Students that complete the concentration successfully will be able to make significant contributions both at the macro- (technologies,



economics, industry verticals) as well as the enterprise-level (business models, strategies, organizational transformation).

- 4. MBA with Shipping Management:** The Shipping Management concentration is made up of two core courses which shall provide participants a deep understanding of the shipping field. Students will gain exposure to the industry's macroeconomic and microeconomic forces, the economic and regulatory environment whilst they will also acquire an insight on the technical foundations and the impact of technology on ships. Real-life case studies are being used throughout the courses, enhancing participants' practical understanding of key shipping concepts and structures.

### 3. Program Indented Learning Outcomes (PILOs)

The overall aim of the Alba Online MBA program is to develop change agents capable of realizing their personal leadership potential. With solid theoretical knowledge and practical tools that can be applied to real-world problems these well-rounded professionals will effectively undertake leading business roles.

Upon successful completion of the program students should be able to:

- become subject experts able to evaluate how it is to manage a company end-to-end namely from human capital management to operations and financials.
- through the study of concentrations, develop insights on how certain businesses function (i.e. supply chain), industries (i.e. shipping) and socio-technical trends (i.e. digital transformation) have evolved and shape current corporate reality.
- gain the knowledge, skills, and stimuli for discovering and solving problems in organizations, groups, and their own personal and professional pursuits.
- enact the role of the business leader with confidence and authenticity, through action learning and peer consultations.
- take a sustainable and long-term perspective of business problems, opportunities, and organizational performance; the world is struggling with several interrelated problems and modern business leaders are central change agents for both their organization but also for society at large.

More specifically, the program aims to achieve the following Intended Learning Outcomes:

#### **A KNOWLEDGE AND UNDERSTANDING**

**A1** Identify different theories and concepts for the evaluation of business problems/opportunities across the business organization.

**A2** Use appropriate theories and concepts to real world problems/opportunities, link practice to theory.

#### **B INTELLECTUAL SKILLS**

**B1** Diagnose business problems and uncover business opportunities by critically evaluating business data.

**B2** Critically review and reflect on the existing literature by focusing on academic, popular business press sources and reports from multi-stakeholder initiatives.



## C PRACTICAL SKILLS

**C1** Critically evaluate which subject-specific skills and tools should be applied in focal real-world situations.

**C2** Apply subject-specific skills and tools to real-world problems by making context-specific operational decisions and putting them into action.

## D TRANSFERABLE SKILLS

**D1** Demonstrate professional behaviour and ethical judgment.

**D2** Demonstrate creative capabilities, crafting creative work environments, and converting creative ideas into winning innovations.

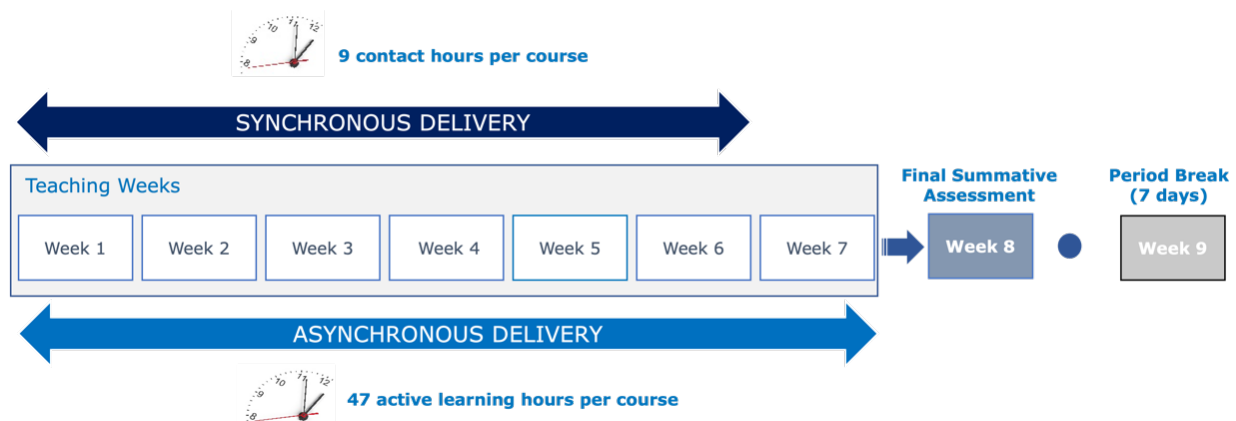
**D3** Exercise team leadership by motivating others; ability to work with others; manage group conflict.

## 4. Program Delivery

The delivery of the courses is primarily done asynchronously through our Learning Management System. Content is delivered over a period of 7 weeks (see below), during which students are steered in the study of the chosen course themes through appropriate narratives which are enhanced with media resources and learning activities to ensure knowledge acquisition.

Additionally, every course offers an integrated synchronous delivery component which is divided in 3 x 3 hourly live sessions.

**Figure 1. Learning Model**



Every week of online asynchronous delivery follows a certain learning routine/cycle (see below in Fig 2). During this cycle students are presented with the asynchronous content which comprises a curation of academic principles, media resources and learning activities. During each week, students are expected to engage in a co-learning activity by actively participating in a discussion (i.e. peer challenge) related to the week's key concepts. Every weekly cycle is closed with a 10-question graded quiz which enables students to self-assess their knowledge.

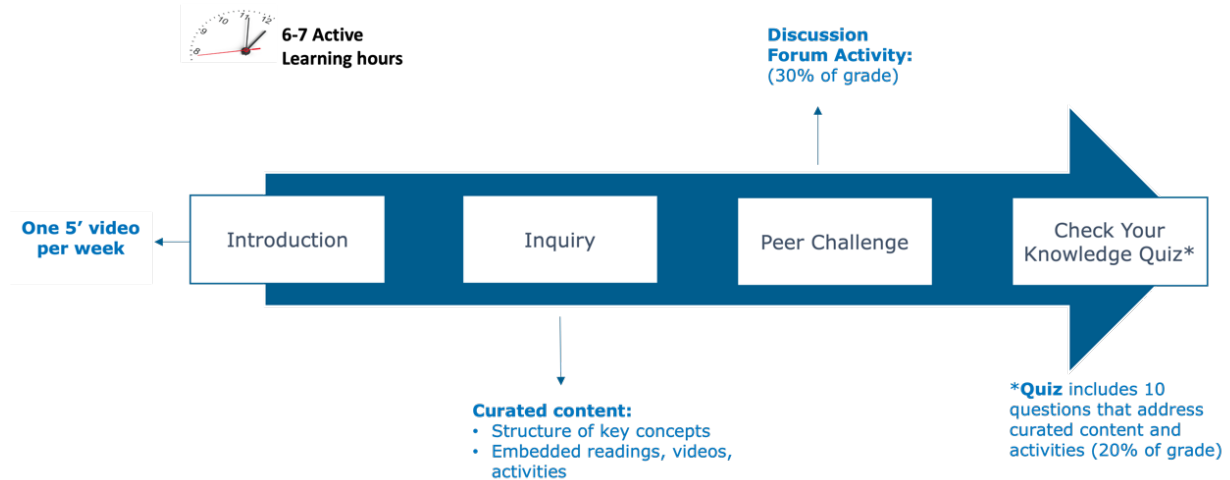
The "peer challenge" is a non-compulsory component that contributes by 30% to the students' final course grade.

The "quiz" is a non-compulsory component that contributes by 20% to the students' final course grade.

Exceptionally and to allow time for familiarization with course content and delivery mode particularly for new students, the grading of Week 1 peer challenge and Check Your Knowledge quiz is formative, i.e. does not contribute to the final grade. All other activities from week 2 onwards contribute towards the final course grade.

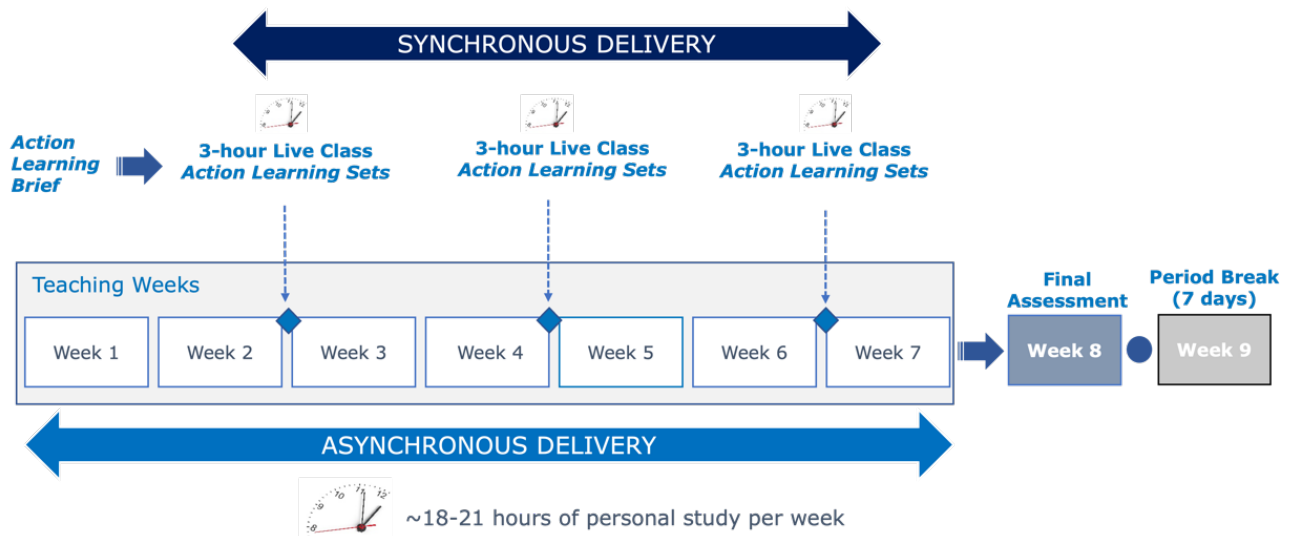


**Figure 2. Asynchronous Weekly Cycle**



The students' learning journey is primarily guided through a carefully designed asynchronous spine as described above in Fig 2. However, one of the program's innovations is the integration of synchronous content delivery in the underlying learning process (see Fig 3). More specifically, the program offers 3 x 3 hourly live sessions every 2 weeks during each course. During these sessions, students and faculty engage through an action learning approach to ensure the assimilation and application of course concepts. The delivery mandate of the three synchronous sessions is prescribed through an appropriate brief at the beginning of every course. Attendance of the synchronous sessions is compulsory for all students (Alba's attendance policy apply).

**Figure 3. Synchronous Learning Journey**



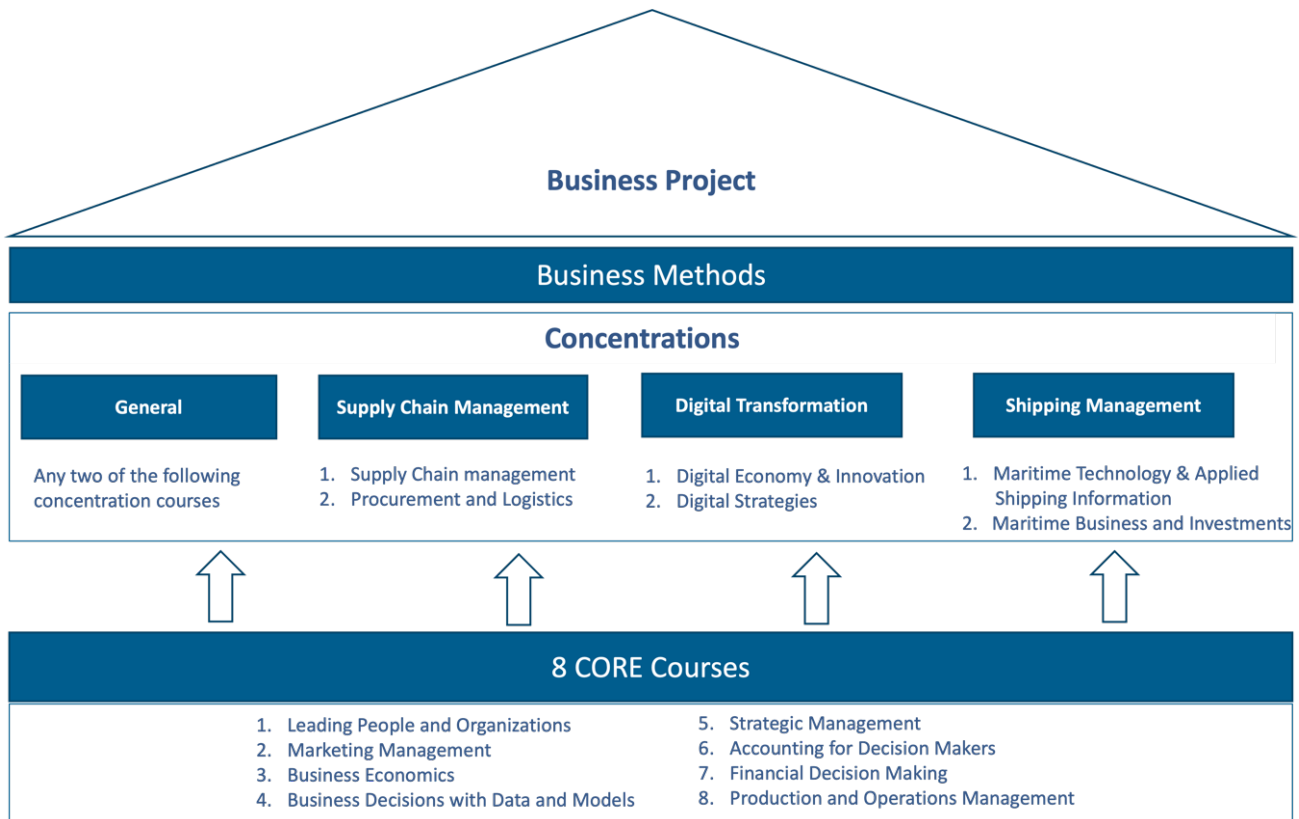
Each course concludes with a final summative assessment at the end of week 8. Students are assessed in each course through their participation in the weekly “peer challenge” (30%), the weekly “quiz” (20%) and the final assessment (either an assignment or an exam) that contributes to 50% of the final grade. After week 8 students have a 7-day period break before the commencement of their next course.



## 5. Program Structure, Courses and Credits

The current Alba Online MBA program offers 4 concentrations. Students build their concentration through the 8 core courses (common for all students), the two concentration courses (specific to concentration only; students with the general concentration can study any two concentration courses they wish), the Business Methods course (common for all students) and the Business Project course. The program's courses are not offered in any particular order, as there are no pre-requisites in the learning journey. AGBS announces the courses that will run in each term and invites students for their enrolment on a course-by-course basis until completion of their program credits is achieved.

**Figure 4. Program Structure**



All the 12 program courses sum up to 168 learning hours of synchronous contact hours, asynchronous active learning hours and independent study time. More specifically, each course offers 9 contact hours of synchronous delivery, 47 hours of active learning delivery (asynchronous) and 112 hours of independent study. Students are expected to work on average 18-22 hours every week in their courses. Given its increased demand for supervision and independent study time the capstone course will offer 21 hours of synchronous delivery and only 10 hours of asynchronous (Figure 5).

The Business Project (capstone) consolidates the program intended learning outcomes through a business game in which students demonstrate the high-level skills and knowledge required to earn their qualification. The capstone project utilizes an extensive business game in which students need to apply knowledge and skills gained in all previously taught courses. The Business Project course is always delivered at the very end of the program. All courses are pre-requisites to the Business Project. There is no other pre-requisite for the study of all other courses and students can start the program at any given intake.

Under extenuating/unforeseen circumstances which may prevent students' progression in their studies, academic programs with the approval of the Associate Dean are allowed to offer an "independent





study” course. The course should be tailored to the current requirements of the curriculum and the program study schedule. The content of the “independent study” course should be approved jointly by the Academic director of the program and by the instructor assigned to teach the “independent study” course. The “independent study” course adheres to the same course requirements as all other courses.

**Figure 5. Course Credits & Hour Distribution**

<b>Course Titles</b>	<b>Course codes</b>	<b>Credits (US)</b>	<b>Synchronous Contact Hours</b>	<b>Asynchronous Active Learning Hours</b>	<b>Total Learning Hours</b>	<b>Students Weekly Workload (in hours)</b>	
<b>CORE COURSES</b>							
Financial Decision Making	OMB 6001	3	9	47	168	18-22	
Accounting for Decision Makers	OMB 6002	3	9	47	168	18-22	
Business Economics	OMB 6003	3	9	47	168	18-22	
Business Decisions with Data and Models	OMB 6004	3	9	47	168	18-22	
Leading People and Organizations	OMB 6005	3	9	47	168	18-22	
Marketing Management	OMB 6006	3	9	47	168	18-22	
Strategic Management	OMB 6007	3	9	47	168	18-22	
Production and Operations Management	OMB 6008	3	9	47	168	18-22	
Business Methods	OMB 6015	3	9	47	168	18-22	
<b>CONCENTRATION COURSES IN:</b>							
<b>Supply Chain Management</b>	Procurement and Logistics	OMB 6009	3	9	47	168	18-22
	Supply Chain Management	OMB 6010	3	9	47	168	18-22
<b>Digital Transformation</b>	Digital Economy and Innovation	OMB 6011	3	9	47	168	18-22
	Digital Strategies	OMB 6012	3	9	47	168	18-22
<b>Shipping Management</b>	Maritime Technology and Applied Shipping Information	OMB 6013	3	9	47	168	18-22
	Maritime Business and Investments	OMB 6014	3	9	47	168	18-22
<b>CAPSTONE COURSE</b>							
Business Project (groupwork)	OMB 6016	3	21	10	168	18-22	



## 6. Short Courses Descriptions

### **Financial Decision Making - OMB 6001**

This course provides a well-balanced understanding of the underlying theory and its most important practical applications that allows managers to take financial decisions regarding the operating, investing, and financing activities of the firm. The course begins with an introduction of the financial landscape. It then examines how corporations create value through capital allocation. Specifically, it focuses on capital budgeting, valuation analysis and financing. Particular emphasis is placed upon the understanding of analytical techniques that provide numerical input to the decision-making process. Finally, the course discusses some key financial functions of MS Excel.

### **Accounting for Decision Makers – OMB 6002**

The course seeks to provide students with a broad introduction to the need for external accounting systems, the principles explicit and implicit within such systems, and the strengths and weaknesses in such systems. The course discusses the concepts and tools needed to understand and apply accounting information in optimizing managerial decisions, corporate planning and control. It focuses on the application of cost management, pricing, customer profitability analysis, budgeting, amongst others, for effective decision making. Key concepts and methods of accounting are discussed by focusing on the reporting of the financial position and financial performance of business organisations, the analysis of the financial statements produced by business organisations and the use of accounting information by management for planning, decision making and control purposes.

### **Business Economics – OMB 6003**

This course concentrates on the economic foundations of management by developing tools to analyse key issues of the industry (Microeconomics) and general economic environment (Macroeconomics) of a company. The first part, Microeconomics, analyses consumer behaviour, producer pricing and production decisions under different market structures. The second part, Macroeconomics, studies the operation of the entire economy, analysing topics such as the determination of aggregate output, employment, inflation, interest rates, exchange rates and other macro variables.

### **Business Decisions with Data and Models – OMB 6004**

This course aims to provide students with a comprehensive understanding of statistical and quantitative techniques essential for effective decision-making in various domains. Throughout the span of seven weeks, students will be gaining practical skills in data manipulation, model construction, and interpretation of its results. Beginning with an exploration of Excel's features, participants will learn to perform regression analysis, forecasting, classification, and optimization techniques. By the end of the course, students will be able to employ Excel to derive insights from data and solve optimization problems in practical settings. Overall, the main objective of this course is to foster understanding of data analytics and equip learners with a skillset that matches the demand of the real world.

### **Leading People and Organizations – OMB 6005**

From the smaller business to the larger organization in the global economy, companies depend on the motivation and behavior of people with diverse backgrounds and cultural values that have to work together effectively and efficiently. It is the role of managers to plan, organize, direct, and control an organization's resources in the manner most effective for it to achieve human, organizational, and social objectives in a changing environment. The specific objectives are to develop an awareness of the knowledge and skills that underlie leadership effectiveness while establishing the foundational knowledge about leadership styles, leadership processes, and leadership contexts.

### **Marketing Management – OMB 6006**

This course helps students understand and practice the marketing management process from the perspective of facts-based decision making and not that of sheer opinions-based decision making. Using marketing management and marketing research concepts, tools and easy to use spreadsheet modelling software students will: a) get a hands-on" experience with the process of marketing management and



b) focus on the analysis of structured (quantitative) marketing data. The Marketing Engineering for Excel (ME>XL) software add-in and the accompanying case studies (they include datasets) allow students to focus on the complexities and challenges of the marketing management decision-making process without having to directly deal with complex statistical models.

### **Strategic Management – OMB 6007**

As the internal and the external environment of firms are in constant flux, managers need to sharpen their strategic skills. Strategy is the set of objectives and policies that set to define how a firm positions itself to gain competitive advantage and increase returns for its owner and stakeholders. Two questions are of importance, then: “What business should we participate in” and “How should we compete?” In answering these questions, the external environment and the internal firm resources and capabilities take a central role. We also examine strategic choices at the business unit, corporate, and network level. Finally, the course examines strategies in different industries and contexts (mature, new economy, global). Through case studies and assignments, participants learn to use tools for analysing, creating, and communicating strategies.

### **Production and Operations Management – OMB 6008**

Production and Operations management can be defined broadly as the process steps that fulfil the production and delivery of “goods”, where “goods” include both material products and intangible services that offer some utility to the end consumer and the overall process subsumes all stages required to transform a product from a rough idea in a brainstorming meeting to the end customer offering. This course focuses on managerial decisions in production and operations and their interrelationships with the other functional areas of the firm. Major areas of study include the design of productive systems, strategic planning, and operations planning and control. Specific topics cover the areas of process and job design, facility planning, capacity planning, distribution planning, inventory management and production planning and control.

### **Procurement and Logistics – OMB 6009**

The course aims to provide up-to-date knowledge on procurement and logistics in an international context. The course will enable students to examine how procurement and logistics generate value for the organization and customers. Procurement is gradually taking a strategic perspective to design efficient procurement cycles. Procurement represents the activities needed to select critical suppliers and manage a significant amount of the organization's cost base. Delivering performance with procurement will in turn generate significant value for the firm. Logistics is instrumental for generating superior customer satisfaction. Core logistics operations include warehousing and storage, as well as transportation. Designing efficient warehouses aligned with the firm's strategy and delivering logistics services exceeding customer expectations will generate lasting value for customers and the organization.

### **Supply Chain Management – OMB 6010**

Supply chain management comprises of the strategic, regional, and global perspective of procurement and logistics operations aiming at formulating new frameworks and perspectives to achieve organizational and sector wide advantages. The course aims to provide up-to-date knowledge on supply chain management practices in an international context and enable students to discern the evolution of supply chain management and its strategic contributions. Supply chain management is also the study of the production systems and their influence on supply chain strategies, leading to ever more complex global networks. End-to-end supply chain visibility is a challenge that can be overcome thanks to technology. Yet the integration of ever more powerful technological platforms pose challenges of their own. Sustainability principles are increasingly integrated into supply chain decisions. Developed economies rely on supply chains to enable their service economy and deliver more value to their customers.



### **Digital Economy and Innovation – OMB 6011**

Our world currently experiences the profound effects of the digitalization of the economy which is altering the nature of competition. The digital economy is changing the way we work, consume, and secure our future. At the heart of this course lies the question of how technological change drives the shift to an economy of intangibles. In this realm of unprecedented transformation, the course will develop student's thinking around the digital economy and how information economics are important to understand in that context. Examples from financial services (i.e. FinTech) and lessons learnt from industry engagement about policy and new rules for competition will signify the learning experience.

### **Digital Strategies - OMB 6012**

This course explores the challenges and opportunities arising from digital disruption and transformation, aiming to equip leaders with strategic insights for navigating the digital era. Inspired by Mark Andreessen's dictum that "software is eating the world," the course acknowledges that no industry is immune to technological shifts. It addresses the uncertainties surrounding the implications of these shifts for business models, organizational structures, and managerial practices. The curriculum advances from examining the external technological environment, with a particular focus on digital disruption, to internal organizational responses. Key topics include digital customer experience and IT infrastructure as critical elements of digital transformation. One overarching issue centers on the alignment of technological investments with strategic business priorities. Emphasizing strategic agility, the course concludes with frameworks to sustain long-term innovation as a countermeasure to disruption. The practice of management as we know it is the product of the industrial era adapted for the "knowledge economy". Today's radically different technological paradigm demands a new model of management. Re-discovering management is the ultimate key to effective digital strategies.

### **Maritime Technology and Applied Shipping Information – OMB 6013**

This course will provide insight on the impact of technology on ships and how such technology is being quantified for commercial as well as safety purposes. Shipping as a profession is a synthesis of skills and knowledge from various professions. The technical foundations though ensure the anticipated sustainability that maritime organisations seek. Basic understanding along with the needed vision for candidates is transferred through this course.

### **Maritime Business and Investments – OMB 6014**

Seaborne transportation is a crucial catalyst for world trade and economic growth. Globalization, increased competition, and rapid technological changes have resulted in lower transportation costs, making shipping even more relevant and important for today's global economy. The shipping industry however is characterized by its cyclicity and capital intensiveness and as a result, stakeholders need to adopt a prudent and diligent approach. The course exposes the participants to the industry's macroeconomic and microeconomic forces, the economic and regulatory environment whilst it also analyses different capital sources that can be employed by shipping companies in order to diversify their capital structure and maximize shareholders value. Real-life case studies are being used throughout the course, enhancing participants' practical understanding of key shipping and ship-financing concepts and structures.

### **Business Methods – OMB 6015**

Firms nowadays are presented with complex problems which require strong systems and design thinking skills and competences. Moreover, the speed of contemporary business transformations dictates a more active role of the workforce towards enabling and co-creating firms' future. In this environment, employees strive for the skills but also the tools to inquire complex problems and design organizationally desirable solutions. The current course comprises a unique introduction to business inquiry methodologies that would allow our students to prepare and take active role in solving business problems and devising future opportunities.



## Business Project – OMB 6016

The course employs a rich curriculum and a gamification approach to learning about sustainability issues, using an interactive and immersive teaching tool in the form of a simulation game. Students will have the opportunity to play the game in groups in several weeks, engage in meaningful discussions and apply skills and strategies they have already developed throughout their MBA studies, which will contribute to long-term success in an ever-changing, dynamic business environment. While playing the game, students will have the opportunity to explore a range of topics, designed to empower them with essential tools and insights for their continuous professional development to be able to lead a sustainable business and address current organizational challenges they may face. Interactive and collaborative learning will allow to reflect on ideas and experiences and contribute to a rich collective experience for all.

## 6. Admissions Criteria

The minimum qualification for admission to the programs is:

- Undergraduate Degree with a GPA of 3.0 or equivalent
- Minimum of 3 years of postgraduate relevant work experience
- English language certification: TOEFL > 100 or IELTS > 6.5 or Proficiency (Cambridge or Michigan or Michigan State University (MSU) or Duolingo English Test (score>125)  
\*Exception: Native English-speakers and Graduates of degrees taught exclusively in English do not need to provide English language certifications.
- The contact details of two referees should be provided on the CV, or on the application; of those referees one must be the most recent or current employer.
- Three short essays including a statement of purpose of 250 words each.

Credit transfers are accepted under conditions as described in the student handbook. The maximum number of transfers allowed is the equivalent of 2 (two) full courses. Students are required to fill up a course transfer form and receive the approval of the Academic Director

## 7. Exit Pathways

Students who, after completing 3/5 of the program, have a CI lower than 2.3, will be **dismissed** from the program. The minimum requirement in order to **graduate** is **2.3**. If the CI is below 2.3 upon completion of the program, the student will receive a *Certificate of Attendance*.



### 8. Program Indented Learning Outcomes (PILOs)

The Alba Online MBA	A. Knowledge & Understanding		B. Intellectual Skills		C. Practical Skills		D. Transferrable Skills		
	A1	A2	B1	B2	C1	C2	D1	D2	D3
Business Economics	√	√		√	√	√	√		
Leading People and Organizations	√	√		√	√	√	√		√
Strategic Management	√	√		√	√	√	√	√	√
Accounting for Decision Makers	√	√	√	√	√	√	√		
Business Decisions with Data and Models	√	√	√		√	√	√	√	
Production and Operations Management	√	√	√	√	√	√	√		√
Accounting for Decision Makers	√	√	√		√	√	√	√	
Financial Decision Making	√	√	√	√	√	√	√	√	
Business Methods	√	√		√	√	√	√	√	
Marketing Management	√	√	√	√	√	√		√	√
Procurement and Logistics	√	√	√	√	√	√	√	√	√
Supply Chain Management	√	√	√	√	√	√	√	√	√
Digital Economy and Innovation	√	√	√	√	√	√	√	√	√
Digital Strategies	√	√	√	√	√	√	√	√	√
Maritime Technology and Applied Shipping Information	√	√	√	√	√	√	√	√	√
Maritime Business and Investments	√	√	√	√	√	√	√	√	√
Business Project	√	√	√	√	√	√	√	√	√



## 9. Course Outlines



### Course Outline

**Program:** The Alba Online MBA  
**Course Title:** Leading People and Organizations – OMB 6005  
**Number of Alba credits:** 3  
**Level:** Graduate, UK Level 7  
**Type of Course:** Core



### Course Description

From the smaller business to the larger organization in the global economy, companies depend on the motivation and behavior of people with diverse backgrounds and cultural values that have to work together effectively and efficiently. It is the role of managers to plan, organize, direct, and control an organization's resources in the manner most effective for it to achieve human, organizational, and social objectives in a changing environment. The specific objectives are to develop an awareness of the knowledge and skills that underlie leadership effectiveness while establishing the foundational knowledge about leadership styles, leadership processes, and leadership contexts.

### Goals & Objectives

The course address themes that pertain to the understanding of organizations and organizational life through the lens of organizational behavior. Students will study how individuals and groups behave within organizations and what are the determinants and forces of these behaviors. The themes that are center-staged in this course are culture, learning and development, change, leadership and teams.

With the completion of this course, students will be able to improve and advance their own presence within organizations through properly distilling contemporary organizational phenomena, but also contribute in the development of improvement interventions either through HRM departments or other managerial positions.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Demonstrate knowledge and understanding of organizational behavior concepts, theories, and models that relate to the effective management of people and organizations.	PILO_A1 PILO_A2
Integrate theoretical knowledge and/or analyze and interpret related data and information to solve complex problems and exercise judgment on issues that relate to the effective management of people and organizations.	PILO_B2 PILO_C1 PILO_C2 PILO_D1
Apply organizational behavior theories, concepts and models appropriately to review critically managerial practices in diverse contexts and make sound suggestions for improvement.	PILO_B2 PILO_C1 PILO_C2 PILO_D1 PILO_D3



### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, Canvas fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on a specific assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
<b>Week 1</b>	An Introduction to Organizations and Organizational Behavior
<b>Week 2</b>	Understanding Organizational Behavior at the individual level
<b>Week 3</b>	Learning and development: the learning organization and the role of technology
<b>Week 4</b>	Organizational culture: the impact of positive psychology
<b>Week 5</b>	Managing Change
<b>Week 6</b>	The Meaning of Leadership in Organizations
<b>Week 7</b>	Developing and Managing Effective Teams





## Teaching Material

Required Material	Brooks, I. (2018). Individuals, Groups and Organisation, 5th ed. UK: Pearson.
Case Studies/Simulations	<p>David S. Lee (2021). Diversity in a Global Context: Making the Right Hire to Lead Asia. University of Hong Kong (Harvard Business Publishing).</p> <p>Zhang, M. and Chuanjiang, M. (2019). Play@Work at Yonyou: A Warm Cultural Empowerment Tool. Tsinghua SEM (Harvard Business Publishing)</p> <p>William Q. Judge, Linda A. Hill (2020). Change Management Simulation: Power and Influence V3. Harvard Business Publishing.</p>
Recommended Material	A number of suggested readings can be found in each week's material.

## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



**Course Outline**

**Program: The Alba Online MBA**  
**Course Title: Marketing Management – OMB 6006**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



**Course Description**

As a business person, have you ever wondered “The products/ services I offer are great, but why don’t customers prefer them?” As a consumer, have you ever wondered “Why on earth did I buy this product”? If so, you are at the right place to find answers.

This course is an introduction to the basic marketing concepts. Its purpose is to familiarize you with strategic (segmentation, targeting, and positioning) and tactical (the Marketing Mix) marketing analysis and implementation, and the two key tools that aid marketing decision making (Marketing Research, and Consumer Analysis). It also discusses the emerging issue of social responsibility that customers increasingly require from brands.

**Goals & Objectives**

The course addresses all stages of the marketing process. Students will study how to analyze the market and learn about their customers, how to develop appropriate strategies to target these customers, and finally how to implement these strategies by making concrete decisions about the marketing mix. This course evolves around the core marketing theme of how to meet the needs of customers, profitably.

With the completion of this course, students will be able to study, understand, and segment the market, and to decide which segments to target. They will also obtain a strategic vision of the marketing efforts, as well as a more tactical understanding of how the different options of the marketing toolbox can synergize to make the marketing strategy work.

**Intended Learning Outcomes**

After the completion of the course students should be able to:

Explain the meaning and use of key strategic marketing tools (i.e., segmentation, targeting, positioning).	PILO_A1 PILO_A2
Analyze the differences among exploratory, descriptive research, and causal marketing research designs.	PILO_A1 PILO_B2 PILO_C1
Appreciate the psychological and behavioral mechanism underpinning consumer decision making.	PILO_B1 PILO_B2



Demonstrate the coherent implementation of marketing strategy through the marketing mix (Product, Delivery, Price, and Communications).	PILO_C1 PILO_C2 PILO_D2 PILO_D3
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**Teaching Methodologies/Learning Activities**

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

**Form of Assessment**

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on a specific assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.

**Detailed Class Schedule / Topics**

**Topics to be covered:**

Class	Remarks
<b>Week 1</b>	Strategic Marketing (segmentation, targeting, and positioning - STP)
<b>Week 2</b>	Marketing Research
<b>Week 3</b>	Consumer Behavior
<b>Week 4</b>	Product and Branding
<b>Week 5</b>	Price and Place (distribution)
<b>Week 6</b>	Promotion (marketing communications)
<b>Week 7</b>	Corporate Social Responsibility (CSR) & Sustainability for Marketers



## Teaching Material

Required Material	Grewal, D., & Levy, M. (2022). Marketing (8th edition). McGraw-Hill
Case Studies/Simulations	Chandon, P. and Yang, H. (2013): L'Oréal in China: Marketing Strategies for Turning Around Chinese Luxury Cosmetic Brand Yue Sai. INSEAD. Stamatogiannakis, A. and Mojica, R. (2016). Payforpresent.com: Consumer Behavior & Expansion Opportunities for a Web-based Start-up. IE Business School.
Recommended Material	A number of suggested readings can be found in each week's material.

## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Business Economics – OMB 6003**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



## Course Description

This course provides a collection of tools and concepts from microeconomics and macroeconomics, in order for students to improve their understanding of (a) the functioning of a free-market economy, (b) the role of prices in a market system, and (c) and the decision-making process at the household, company and national level.

There are four main ways that you can benefit from this course. First, studying economics will make you a more astute participant in the economy, and will give you the appropriate tools to better understand the dynamics of the world in which you live. Second, your exposure to the language, terminology and approach of economics will improve your ability to articulate and present your economic reasoning across a variety of business topics. Third, you will enhance your critical thinking by understanding the complexities and limitations of economics. Fourth, you will appreciate the importance of data-driven decision-making, and you will learn about numerous economic data sources that you can utilize in your personal and professional life.

## Goals & Objectives

### The Microeconomics part of the course intends:

- To analyze the market behavior of businesses and consumers, their interaction in the market place, and show how this behavior determines what it will be produced, how it will be produced, in what quantity and in what price.
- To study the impact of market structure (perfect competition, monopolistic competition, monopoly and oligopoly) on the company's strategic market behavior.
- To introduce the analytical foundations for the formulation of a firm's competitive strategy. Demand and supply analysis, the theories of consumer and producer behavior and game theory will be some of the foundations necessary to understand the decision-making process of the firm.

### The Macroeconomics part of the course intends to:

- Develop an understanding of the key factors determining a country's macroeconomic performance
- Study the variables driving these factors, and the channels through which they exercise their impact on economic performance.
- Develop an understanding of the impact economic policy (fiscal, monetary and structural) can have on economic performance.
- Show that there is a close relationship between the whole economy, domestic and international, and the firm, and to emphasize this relationship as a necessary element of effective management.



### Intended Learning Outcomes

After the completion of the course students should be able to:

Examine the main concepts and tools that are essential to gain managerial insight into real world economic phenomena and trends.	PILO_A1 PILO_A2
Compare the economic outcomes across various market structures.	PILO_B2 PILO_C1
Evaluate the robustness of a national economy using key factors determining a country's macroeconomic performance.	PILO_C1 PILO_C2
Assess the close relationship between the wider economy (both domestic and international) and the firm, and emphasize this relationship as a necessary element of effective management.	PILO_C2 PILO_D1 PILO_D3

### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- "Check your Knowledge" Quizzes (20%): Students will perform every week a "timed" Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students' understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on a specific assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.



## Detailed Class Schedule / Topics

### Topics to be covered:

Class	Remarks
<b>Week 1</b>	The Business Environment, and the Concepts of Demand and Supply
<b>Week 2</b>	Consumer Behavior
<b>Week 3</b>	Production, Cost and Pricing across Market Structures
<b>Week 4</b>	The Labor Market
<b>Week 5</b>	The Aggregate Economy
<b>Week 6</b>	Economic Policies
<b>Week 7</b>	International Trade and the International Financial Environment

## Teaching Material

Required Material	Sloman J. and Jones E. (2024). Essential Economics for Business. 7th ed. Pearson International Content.
Recommended Material	A number of suggested readings can be found in each week's material.

## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112

*Total* 168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



### Course Outline

**Program: The Alba Online MBA**  
**Course Title: Business Decisions with Data and Models – OMB 6004**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



### Course Description

This course introduces fundamental quantitative techniques, such as linear regression, forecasting, classification, and linear programming, enabling students to select relevant information from problem formulations, develop mathematical/statistical models, and assess goodness of their solutions using Microsoft Excel. In addition, the course shows how to apply these techniques to make business decisions that generate revenue for an enterprise or a hypothetical employer.

### Goals & Objectives

This course aims to provide students with a comprehensive understanding of statistical and quantitative techniques essential for effective decision-making in various domains. Throughout the span of seven weeks, students will be gaining practical skills in data manipulation, model construction, and interpretation of its results. Beginning with an exploration of Excel's features, participants will learn to perform regression analysis, forecasting, classification, and optimization techniques. By the end of the course, students will be able to employ Excel to derive insights from data and solve optimization problems in practical settings.

Overall, the main objective of this course is to foster understanding of data analytics and equip learners with a skillset that matches the demand of the real world

### Intended Learning Outcomes

After the completion of the course students should be able to:

Learn to describe and visualize data sets using Microsoft Excel (basic functions with main add-ins)	PILO_A1 PILO_A2
Learn to formulate a statistical/mathematical model suitable for a business application.	PILO_B1 PILO_D2
Apply regression analysis, forecasting, and optimization-based decision theory to produce solutions to business problems.	PILO_D1 PILO_D2
Learn to evaluate performance of statistical/mathematical models and draw meaningful managerial insight.	PILO_A1 PILO_A2 PILO_C1 PILO_C2

### Teaching Methodologies/Learning Activities





A variety of instructional techniques appropriate to the topics and goals of the course, will be delivered asynchronously online, including:

- Instructor-created videos
- Group activities and individual projects
- Discussions on course-related questions
- Research and written assignments
- Personalized feedback via email, Blackboard forums, or other platforms to address individual student needs

**Form of Assessment**

- Peer Challenge (30%): Active, meaningful, and timely participation in weekly discussion forums is required. All peer challenges, except for week 1, contribute 30% of the final grade. In addition to the initial post, students must submit 2-3 follow-up posts to fulfill the participation requirement.
- “Check Your Knowledge” Quizzes (20%): Each week, students will complete a timed quiz consisting of 10 automatically graded questions, contributing 20% to the final grade (except in week 1). Students are given one attempt per quiz, with the goal of assessing their understanding of the weekly material. Detailed feedback is provided for any incorrectly answered questions.
- Final Individual Exam (50%): Students will write a closed book exam at the specified by the program date and time. The final examination is cumulative, i.e., it covers all topics discussed in the course. Students will be provided with a list of questions and problems to solve in real time using invigilating software. The examination includes two parts: multiple choice and open questions. Students are advised to answer all multiple-choice questions, as they are all worth one (1) point. The weight of open questions will be provided next to each question in the respective section of the final examination.

**Detailed Class Schedule / Topics**

Topics to be covered:

Class	Remarks
<b>Week 1</b>	Introduction to data analytics using Microsoft Excel
<b>Week 2</b>	Simple Linear Regression (SLR)
<b>Week 3</b>	Multiple Regression Models (MLR)
<b>Week 4</b>	Forecasting and Time Series
<b>Week 5</b>	Logistic Regression and Classification
<b>Week 6</b>	Mathematical Optimization, Linear Programs (LPs)
<b>Week 7</b>	Integer and Binary Programming

**Teaching Material**



Required Material	Anderson, D. R., Sweeney, D. J., Williams, T. A., Cochran, J. J., & Camm, J. D. (2020). Essentials of Modern Business Statistics with Microsoft Office Excel. Keller, G., & Gaciu, N. (2019). Statistics for Management & Economics.
Recommended Material	A number of suggested readings supplement each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



**Course Outline**

**Program: The Alba Online MBA**  
**Course Title: Accounting for Decision Makers – OMB 6002**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



**Course Description**

The course seeks to provide students with a broad introduction to the need for external accounting systems, the principles explicit and implicit within such systems, and the strengths and weaknesses in such systems. The course discusses the concepts and tools needed to understand and apply accounting information in optimizing managerial decisions, corporate planning and control. The course focuses on the application of cost management, pricing, customer profitability analysis, budgeting, amongst others, for effective decision making. Key concepts and methods of accounting are discussed by focusing on the reporting of the financial position and financial performance of business organizations, the analysis of the financial statements produced by business organizations and the use of accounting information by management for planning, decision making and control purposes.

**Goals & Objectives**

This course aims to develop awareness in students of the way in which accounting is embedded in a particular socio-economic, political and cultural context and challenges the perception that accounting is a purely technical, uninterested and neutral practice. Within this framework, the course seeks to provide students with a broad introduction to the need for external accounting systems, the principles explicit and implicit within such systems, and the strengths and weaknesses in such systems. The course acts both as a standalone and as an underpinning for subsequent modules as required.

**Intended Learning Outcomes**

After the completion of the course students should be able to:

Develop an understanding of the importance of accounting systems in helping corporations pursue their strategic objectives by examining the main concepts and tools that are essential to gain managerial insight into real world economic phenomena and trends.	PILO_A1 PILO_A2 PILO_B1
Identify the core principles underpinning the preparation of key financial reporting statements for business organizations	PILO_B1 PILO_C1 PILO_C2 PILO_D1
Recognize awareness of the limitations of accounting techniques in planning and control.	PILO_C1 PILO_C2 PILO_D1 PILO_D2



### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Exam (50%): Students will work on an exam and answer all questions.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
Week 1	Measuring and Reporting Financial Position
Week 2	Measuring and Reporting Financial Performance
Week 3	Special Issues in Financial Accounting
Week 4	Financial Analysis
Week 5	Cost Accounting
Week 6	Cost Volume Profit Analysis
Week 7	Budgeting

### Teaching Material

Required Material	<p>McLaney, E., &amp; Atrill, P. (2023) 11th ed. Accounting and Finance: An Introduction. Pearson.</p> <p>Bhimani, A., Horngren, C. T., Datar, S. M., &amp; Rajan, M. V. (2023)8th ed. Management and cost accounting.</p>
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Recommended Material	A number of suggested readings can be found in each week's material.
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### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Financial Decision Making – OMB 6001**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



### Course Description

This course introduces the theory and the practical applications that enable managers to make decisions on the firm's financing and investments. The course begins with an introduction of the financial landscape. It then examines how corporations create value through capital allocation. Specifically, it focuses on capital budgeting, valuation analysis and financing. Particular emphasis will be placed upon the understanding of analytical techniques that provide numerical input to the decision-making process. Finally, the course discusses some key financial functions of MS Excel.

### Goals & Objectives

This course aims to develop analytical skills that will enable you to make informed financial decisions. By learning how firms create value through financing and investment decisions, you will appreciate the role that financial markets and institutions in the modern corporate world. Moreover, although the focus is on the financing needs of corporations, many of the techniques learned here can be used to facilitate the financial decisions of individuals. The course acts both as a standalone and as an underpinning for subsequent modules as required.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Interpret the theoretical foundations and methods of corporate financial management	PILO_A1 PILO_A2 PILO_B2
Analyze practical financial problems with the use of appropriate analytical procedures	PILO_B1 PILO_C1
Implement analytical techniques through the use of spreadsheets	PILO_C2 PILO_D2
Evaluate real-life financial situations using the concepts, frameworks and methods learned throughout the course	PILO_B2 PILO_C2 PILO_D1 PILO_D2



### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Exam (50%): Students will work on an exam and answer all questions. They may use a formulas sheet (hard copy) only and have a calculator during the examination (there will be an online calculator but it is more handy to have one separate from the online-exam screen). Access to other notes or books is strictly forbidden.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
Week 1	The Financial Landscape
Week 2	The Corporation
Week 3	Time Value of Money – Discounting and Compounding
Week 4	Asset valuation
Week 5	Investment Rules
Week 6	The Capital Investment Decision
Week 7	Cost of Capital



### Teaching Material

Required Material	Ross, S. A., Jordan, B. D., Westerfield, R., Roberts, G. S., Pandes, J. A., & Holloway, T. A. (2021). Fundamentals of Corporate Finance. McGraw-Hill Higher Education.
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.





**Course Outline**

**Program: The Alba Online MBA**  
**Course Title: Production and Operations Management – OMB 6008**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



**Course Description**

*'Each person fulfilling his or her duties to the utmost can generate great power when gathered together, and a chain of such power can generate a ring of power'.*

Kiichiro Toyoda, Toyota Motor Company founder

A well formulated strategy will never produce the desired business results without the efficient (and effective) planning and alignment of the corresponding processes (technical dimension) and behaviors (people dimension). No plans (on corporate and business unit level) can be perfect as the rivalry amongst competitors grows In our today’s globalized market arena.

This course teaches students how to understand, plan and manage operations, balancing the technical and the human dimension of organizations to support and even strengthen the business strategy decided, in a turbulent market environment with unpredictable costs and ambiguity regarding customer demand and the availability of the resources needed.

**Goals & Objectives**

The content includes core operational models and practices underpinned by relevant theories such as Lean Production Principles, Push and Pull systems, Managing People in Operations, Risk Management and Decision – making, Quality Management and Capacity planning. Acknowledging the importance of Social and Environmental Sustainability, the course has embedded content on Waste Management and Continuous Improvement, following the rigorous PDCA framework that features in many weeks' content.

Additionally, the embedded exercises encourage students to think practically and within the challenges of their own work environment.

**Intended Learning Outcomes**

After the completion of the course students should be able to:

Determine the Purpose and the challenges of Production and Service operations	PILO_A1 PILO_A2 PILO_B2
Map operations, identify issues and propose feasible solutions	PILO_B1 PILO_C1 PILO_C2
Implement models to cover demand and maintain the agreed quality at the least cost	PILO_C1 PILO_C2



Design and evaluate sustainability principles to reduce operational cost and support organizational CSR operational priorities	PILO_C1 PILO_C2 PILO_D1 PILO_D3
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### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on an individual project which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
<b>Week 1</b>	Introduction to Production and Operations Management
<b>Week 2</b>	Mapping and Understanding Operations the Lean way
<b>Week 3</b>	Continuous Improvement
<b>Week 4</b>	Gaining the heart of your People
<b>Week 5</b>	Managing Quality and Risk in operations
<b>Week 6</b>	Creating Pull systems and Managing change
<b>Week 7</b>	Holistic Operations Management: Embedding Innovation and Sustainability



### Teaching Material

Required Material	Krajewski, L. J., Malhotra, N. K., & Ritzman, L. P. (2021). Operations Management: Processes and Supply Chains, Global Edition (13th ed.). Pearson International
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



**Course Outline**

**Program: The Alba Online MBA**  
**Course Title: Strategic Management – OMB 6007**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



**Course Description**

The Strategic Management course deals with the questions of where and how should firms compete in their respective industry and/or marketplace in order to gain a competitive advantage over their rivals. To answer these questions, we will first learn how to identify and assess a firm's external environment in terms of industry-level competition, as well as the role of macroeconomic conditions and institutional setting characterizing the firm's external environment. Second, we will diagnose and assess what firm-specific resources and capabilities play a role in creating a sustained competitive advantage for a firm. What follows is the study and assessment of effective implementation of business and corporate strategies, such as identifying and implementing relevant business models, applying and combining product and market diversification strategy, gaining insights on the increasingly important role of innovation management, and familiarizing ourselves with global strategy. The course offers students the opportunity to work in teams by developing group strategy reports.

**Goals & Objectives**

This course aims to explain how do industry characteristics, the external environment, and firm resources and capabilities determine the strategic positioning of an organization. Emphasis is being put on formulating and implementing a range of corporate- and business-level strategies for a firm to achieve a competitive advantage.

**Intended Learning Outcomes**

After the completion of the course students should be able to:

Identify important concepts in formulating and implementing firm strategy.	PILO_A1 PILO_A2
Assess the industry structure and external environment of a firm.	PILO_B2 PILO_C1
Assess firm-specific resources and capabilities for the creation of a firm's competitive advantage	PILO_C2 PILO_C1 PILO_D2
Apply a different mixture of corporate- and business-level strategies for the creation of a firm's competitive advantage	PILO_D1 PILO_D2  PILO_D3
Develop a sustained firm growth strategy using relevant business- and corporate-level strategies	PILO_C2 PILO_D1 PILO_D3



### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Group Assignment (50%): Students will work on a group assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. A group peer assessment will be applied.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
Week 1	Introduction to strategy
Week 2	Industry analysis and the external environment
Week 3	Resources and capabilities
Week 4	Business strategy
Week 5	Corporate strategy
Week 6	Technology strategy and innovation management
Week 7	Global strategy

### Teaching Material



Required Material	Johnson, G., Whittington, R., Scholes, K., Angwin, D. and Regnér, P. (2023), Exploring Strategy (Text and cases). 13th Ed. Harlow: Pearson (Intl).
Case Studies/Simulations	Dyer, J. and Furr N. (2013). Tesla Motors: Disrupting the Auto Industry? INSEAD (Harvard Business Publishing)
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Business Methods – OMB 6015**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



### Course Description

The idea of how people deal with problems lies in the core of this course. The course approaches this fundamental preoccupation through a learning journey that starts with identifying the dynamics of work-based learning as the context where problem solving manifests most in the life of professionals. Next, we demonstrate the connection between creativity and problem-solving before we delve in the discussion about the nature of problems and their resolution models. The course endeavours to shed light on the relationship between problem solving and project management and is expected to equip students with the key principles, tools and techniques in order to use project management to solve problems. The course concludes with the presentation of design thinking as a methodology for achieving more innovative results by overcoming the weaknesses of the structured and hard problem-solving paradigms.

### Goals & Objectives

This MBA course delves into the art of problem-solving in professional settings, starting with an exploration of work-based learning dynamics. It reveals the critical link between creativity and problem-solving, guiding students to innovative thinking. The journey includes examining diverse problem types and problem-solving approaches, integrating these concepts with practical project management strategies. The course culminates with a focus on design thinking, encouraging a shift from traditional problem-solving methods to more innovative approaches. This comprehensive learning experience aims to equip students with advanced decision-making skills and creative problem-solving techniques, essential for their professional growth and success.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Critically analyze the dynamics of work-based learning in problem solving	PILO_A1 PILO_A2 PILO_B2
Illustrate the integral relationship between creativity and problem solving	PILO_A2 PILO_C2
Effectively develop comprehensive, systemic solutions for complex, real-world business problems within diverse organizational contexts	PILO_B2 PILO_C1 PILO_C2
Foster a skillset that enables students to leverage project management for effective problem resolution	PILO_C2 PILO_D1 PILO_D2



Critically discuss how design thinking can address and overcome the limitations of conventional problem-solving paradigms	PILO_D1 PILO_C1 PILO_C2
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**Teaching Methodologies/Learning Activities**

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

**Form of Assessment**

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Group Assignment (50%): Students will work on a group consultancy proposal with the following requirements:
  - A comprehensive report of 1500 words (excluding diagrams and tables) detailing your analysis, conceptual models, and project management plan.
  - An executive 800 words summary (excluding diagrams and tables) summarizing your recommendations and the proposed plan for the company’s board of directors.
  - A group peer assessment will be applied.

**Detailed Class Schedule / Topics**

Topics to be covered:

Class	Remarks
Week 1	Work-based learning
Week 2	Creative thinking
Week 3	Human problem solving
Week 4	Problem structuring in action – The use of Soft Systems Methodology
Week 5	Project Management I





<b>Class</b>	<b>Remarks</b>
<b>Week 6</b>	Project Management II
<b>Week 7</b>	Design Thinking

### Teaching Material

Required Material	A selection of academic articles, ebook chapters and industry papers/reports are shared throughout the course.
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



**Course Outline**

**Program: The Alba Online MBA**  
**Course Title: Procurement and Logistics – OMB 6009**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Concentration - Supply Chain Management**



**Course Description**

The course aims to provide up-to-date knowledge on procurement and logistics in an international context. The course will enable students to examine how procurement and logistics generate value for the organization and customers. Procurement is gradually taking a strategic perspective to design efficient procurement cycles. Procurement represents the activities needed to select critical suppliers and manage a significant amount of the organization's cost base. Delivering performance with procurement will in turn generate significant value for the firm. Logistics is instrumental for generating superior customer satisfaction. Core logistics operations include warehousing and storage, as well as transportation. Designing efficient warehouses aligned with the firm's strategy and delivering logistics services exceeding customer expectations will generate lasting value for customers and the organization.

**Goals & Objectives**

This course aims to explore the contribution of the procurement function to the firm's competitive advantage. Considering procurement at strategic level enables a host of value generation and cost management approaches as illustrated in Supplier Relationship Management (SRM). Procurement connects the firm's input to its operations, whilst logistics connect the organization's throughput with its customers. Logistics services are critical to customer value. Warehouse design and management will significantly influence productivity and the firm's ability to exceed customer expectations.

**Intended Learning Outcomes**

After the completion of the course students should be able to:

Recognize the importance of procurement strategy in organizations	PILO_A1
Demonstrate the value added by Supplier Relationship Management	PILO_A2
Implement cost analysis and examine the influence of digitization on procurement	PILO_B1 PILO_B2
Critically analyze the importance of logistics on customer value	PILO_C1
Examine the warehousing function from a logistics perspective	PILO_C2 PILO_D2
Appraise the complexity of international logistics	PILO_B1 PILO_C1 PILO_D1 PILO_D2



Evaluate the scope and depth of outsourcing logistics services	PILO_C1 PILO_C2 PILO_D1 PILO_D3
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### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on a specific assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
<b>Week 1</b>	Procurement strategy and the procurement cycle
<b>Week 2</b>	Procurement and the supply network
<b>Week 3</b>	Delivering performance in procurement
<b>Week 4</b>	Introduction to logistics and customer service logistics
<b>Week 5</b>	Warehousing and storage
<b>Week 6</b>	Logistics and freight transport
<b>Week 7</b>	Outsourcing logistics



## Teaching Material

Required Material	<p>Mena, C., van Hoek, R., &amp; Christopher, M. (2021). <i>Leading Procurement Strategy</i> (3rd ed.). Kogan Page</p> <p>Rushton, A., Croucher, P., Baker, P., (2022). <i>The Handbook of Logistics and Distribution Management</i> (7th ed.). Kogan Page</p>
Recommended Material	A number of suggested readings can be found in each week's material.

## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Supply Chain Management – OMB 6010**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Concentration - Supply Chain Management**



### Course Description

The course aims to provide up-to-date knowledge on supply chain management practices in an international context. The course will enable students to discern the evolution of supply chain management and its strategic contributions. Supply chain management is also the study of the production systems and their influence on supply chain strategies, leading to ever more complex global networks. End-to-end supply chain visibility is a challenge that can be overcome thanks to technology. Yet the integration of ever more powerful technological platforms pose challenges of their own. Sustainability principles are increasingly integrated into supply chain decisions. Developed economies rely on supply chains to enable their service economy and deliver more value to their customers.

### Goals & Objectives

This course aims to explore how the external environment has shaped supply chains in modern times, how production systems have influenced supply chain designs, how supply chains have become vulnerable to disruptions but also how resilience and robustness can be built-in. The course aims to evaluate the role of technology and sustainability in supply chain management, as well as supply chains contributions to the service economy.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Examine the influence of the external context on strategic supply chain management	PILO_A2
Analyze supply chain operations	PILO_A1 PILO_A2
Evaluate strategic issues to design robust and resilient supply chain networks	PILO_B1 PILO_B2
Critique the role of technology in supply chain management	PILO_B2 PILO_C1 PILO_D3
Assess modern supply chains and their relevance towards sustainability	PILO_C1 PILO_C2 PILO_D1 PILO_D2
	PILO_C1



Critically analyze the role of supply chains in a service economy	PILO_C2 PILO_D1 PILO_D2 PILO_D3
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### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on a specific assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1. The deadline for submission of the final assignment is the last day of Week 8.

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
<b>Week 1</b>	Introduction and Evolution of Supply Chain Management
<b>Week 2</b>	Supply Chain Strategy
<b>Week 3</b>	Systems and Networks
<b>Week 4</b>	Managing Supply Chain Vulnerability
<b>Week 5</b>	Supply Chains' Digitization
<b>Week 6</b>	Supply Chains and Sustainability
<b>Week 7</b>	The Role of Supply Chains in Service Economies

### Teaching Material



Required Material	John Mangan; Chandra C. Lalwani; Agustina Calatayud (2021). Global Logistics and Supply Chain Management (4th ed.). Wiley.
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Digital Economy and Innovation – OMB 6011**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Concentration – Digital Transformation**



### Course Description

This course explores how digital technologies can enable organizations to achieve a meaningful digital transformation and compete in the context of the digital economy through technological innovation. It also explores the failures and unintended consequences of technologies which can have onward effects within and across industries. The course reviews some of the latest technological trends (e.g., IoT, smart data, APIs, artificial intelligence, blockchains, etc.) and their wider implications in business and society but also explores the economics of technology and digital innovation in that context. It also sets the scene for thinking through technology and adopting a critical thinking approach around digital assets (i.e. data or infrastructures): this is essential as new technologies change frequently and managers need to approach them carefully so the course will equip you to interrogate technology beyond the current trends. A critical stance on technology deployment for organizations is very important. With technology influencing every walk of life and playing a fundamental role in businesses, it is critical that students are able to reflect on technological complexity. The course seeks to develop responsible managers that will perceive technology not only as a tool but as a system embedded in complex socio-economic and geo-political configurations.

### Goals & Objectives

Understand the fundamental concepts and theories related to the digital economy. Analyze the impact of digital technologies on businesses, industries, and economies. Identify emerging digital trends and their potential implications. Explore disruptive business models and their role in the digital economy. Examine the ethical and social considerations associated with the digital economy. Develop strategies for leveraging innovation in the digital era. Evaluate the challenges and opportunities presented by digital transformation. Apply digital tools and techniques to drive innovation and enhance business performance. Critically analyze case studies and real-world examples of digital economy initiatives.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Realize the importance of the digital economy and data in industry and society	PILO_A1 PILO_A2
Explore the implications of new and emerging technologies on business models and investigate the economics of digital innovation	PILO_B1 PILO_B2
Realize the significance of digital assets such as data and technological infrastructure	PILO_B2 PILO_C1 PILO_D3





Examine the challenges (security, privacy, ethics, etc.) that organizations face when they integrate technology and leverage data	PILO_B1 PILO_C1 PILO_D3
Appreciate the importance of decentralized technologies such as blockchain and crypto and explore their applications	PILO_C1 PILO_C2 PILO_D1 PILO_D2 PILO_D3

### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Assessment (50%): The final assessment is consisted of two elements:
  - Development of a video presentation (80%) (accompanied with slides) around the platform strategy at students’ organization and
  - an executive summary (20%) of the presentation written to the senior leadership of their company (2 pages max).

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
Week 1	Introduction to the Digital Economy
Week 2	The Data and Information Economy
Week 3	Digital Business Models: Emergence of Platform Business Models in the Digital Economy
Week 4	Transaction Cost Economics & Network Externalities in Digital Platforms



<b>Class</b>	<b>Remarks</b>
<b>Week 5</b>	From application programming interfaces (APIs) to Innovation Ecosystems
<b>Week 6</b>	Social and Ethical Implications of the Digital Economy
<b>Week 7</b>	Crypto, Blockchain and Decentralized Economy

### Teaching Material

Required Material	Jordan, T. (2020) The Digital Economy. 1st ed. Wiley.
Case Studies/Simulations	Goh, K. and M. Ken (2017) (Part A & B). Agoda: People Analytics and Business Culture. Ivey Publishing.
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Digital Strategies – OMB 6012**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Concentration – Digital Strategies**



### Course Description

This course explores the challenges and opportunities arising from digital disruption and transformation, aiming to equip leaders with strategic insights for navigating the digital era. Inspired by Mark Andreessen's dictum that "software is eating the world," the course acknowledges that no industry is immune to technological shifts. It addresses the uncertainties surrounding the implications of these shifts for business models, organizational structures, and managerial practices. The curriculum advances from examining the external technological environment, with a particular focus on digital disruption, to internal organizational responses. Key topics include digital customer experience and IT infrastructure as critical elements of digital transformation. One overarching issue centers on the alignment of technological investments with strategic business priorities. Emphasizing strategic agility, the course concludes with frameworks to sustain long-term innovation as a countermeasure to disruption. The practice of management as we know it is the product of the industrial era adapted for the "knowledge economy". Today's radically different technological paradigm demands a new model of management. Re-discovering management is the ultimate key to effective digital strategies.

### Goals & Objectives

This course aims:

- To provide students with a comprehensive understanding of the drivers, challenges, and opportunities of digital disruption and transformation
- To equip students with the tools and skills to analyze, design, and implement effective digital strategies that align with the customer needs, business goals, and organizational capabilities
- To foster students' critical thinking, creativity, and problem-solving abilities in dealing with complex and dynamic digital environments

### Intended Learning Outcomes

After the completion of the course students should be able to:

Explain how digitization changes the structure and dynamics of market competition	PILO_A1 PILO_A2
Evaluate the disruptive threats and opportunities arising from digital innovation.	PILO_B1 PILO_A2 PILO_D1
Distinguish the dimensions and components of digital mastery	PILO_C1 PILO_D2



Propose organizational and leadership changes promoting continuous learning, innovation, and adaptation	PILO_C2 PILO_D1 PILO_D2 PILO_D3
Explain the principles and practices of agile organizing	PILO_A1 PILO_B2 PILO_D1
Justify digital initiatives in the context of a firm's digital maturity and strategy	PILO_C1 PILO_C2 PILO_D1

### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- "Check your Knowledge" Quizzes (20%): Students will perform every week a "timed" Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students' understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Drawing on the materials you study in this course, your independent research and your own experiences, you are requested to present a brief case study of digital transformation of your company or a company you have known first-hand (up to 2500 words).

### Detailed Class Schedule / Topics

Topics to be covered:

Class	Remarks
<b>Week 1</b>	Digital Disruption
<b>Week 2</b>	Digital Transformation
<b>Week 3</b>	Digital Customer Experience
<b>Week 4</b>	Information Technology Infrastructure Capabilities



Class	Remarks
Week 5	IT Strategy and Governance
Week 6	Agile Transformation
Week 7	Managing Innovation

### Teaching Material

Required Material	<p>The material is a selection of academic articles, book chapters and industry papers/reports that are shared throughout the course. While there is no set textbook that covers the entire course, a useful textbook that is used is the below:</p> <p>Ross, J. W., Beath, C. M., &amp; Mocker, M. (2019). <i>Designed for digital: How to architect your business for sustained success</i>. MIT Press.</p>
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**

**Course Title: Maritime Technology and Applied Shipping Information – OMB 6013**

**Number of Alba credits: 3**

**Level: Graduate, UK Level 7**

**Type of Course: Concentration – Shipping Management**



## Course Description

The Maritime Technology and Applied Shipping Information Course, offers an in-depth exploration of the critical aspects of the maritime industry. In today's complex and ever-evolving maritime world, understanding Maritime Risk and Statutory Origins, mastering Risk Assessment and Incident Investigation, and utilizing tools for organizational improvement are essential skills.

Safety and risk management are at the heart of this course, reflecting their paramount importance in the maritime industry. We'll discuss fundamental concepts and methodologies, including Vetting, the Bow-tie methodology, Risk Mitigating Measures, and Key Performance Indicators (KPIs).

This online MBA course is thoughtfully designed through real-world scenarios, engaging case studies, and practical, hands-on exercises. By the course's conclusion, you'll be well-versed in the art of managing maritime risks and well-prepared to make meaningful contributions to the safety and prosperity of the maritime industry.

## Goals & Objectives

Course Goals are the following

- The primary goal of this course is to provide participants with a comprehensive understanding of the critical aspects of the maritime industry, with a particular focus on safety, risk management, and the tools and methodologies associated with these areas.
- To instill a deep appreciation for the paramount importance of safety and risk management within the maritime sector, aiming to create a culture of safety consciousness among participants.
- Equip participants with the knowledge and practical skills required to master concepts such as Maritime Risk and Statutory Origins, Risk Assessment, Incident Investigation, Vetting, the Bow-tie methodology, Risk Mitigating Measures, and Key Performance Indicators (KPIs).
- Whether you are a seasoned seafarer, a maritime technology enthusiast, or new to the field, this course seeks to cater to a diverse audience by offering insights and expertise that can be applied across various roles within the maritime industry.
- Offer real-world exposure through scenarios, case studies, and hands-on exercises, ensuring that participants gain practical experience and are well-prepared to tackle the challenges and opportunities in maritime technology.
- By the end of the course, participants should be equipped to contribute meaningfully to the safety and success of the maritime industry, whether it be by enhancing operational efficiency, reducing risks, or improving safety protocols.

In essence, this course aims to equip participants with the knowledge and skills necessary to excel in the maritime industry, whether they are seeking personal development or are aspiring to make significant contributions to the field's safety and success. The journey through this course promises to be a valuable and enlightening experience in the world of maritime technology.



## Intended Learning Outcomes

After the completion of the course students should be able to:

Understand the principles of risk management and apply them effectively in the maritime context.	PILO_A1 PILO_A2 PILO_C2
Comprehend the statutory origins that regulate the maritime industry and ensure compliance with relevant regulations and guidelines.	PILO_A1 PILO_A2
Develop the skills to investigate incidents, identify root causes, and implement corrective measures to prevent recurrence.	PILO_C1 PILO_C2
Utilize tools and methodologies for enhancing organizational performance and safety within the maritime sector.	PILO_C1 PILO_C2 PILO_D1 PILO_D2
Master the process of vetting to evaluate and select vessels, ensuring they meet safety and quality standards.	PILO_B1 PILO_B2 PILO_C1
Learn the intricacies of the Bow-tie methodology for risk analysis and mitigation in maritime operations.	PILO_C1 PILO_C2 PILO_D2 PILO_D3
Understand the significance of Key Performance Indicators (KPIs) and how to use them to monitor and improve maritime performance.	PILO_B2 PILO_C1 PILO_C2 PILO_D1 PILO_A2
Foster a culture of safety and responsibility, promoting best practices and continuous improvement within the maritime industry	PILO_C1 PILO_C2 PILO_D1 PILO_D2 PILO_D3

## Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs



### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- “Check your Knowledge” Quizzes (20%): Students will perform every week a “timed” Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students’ understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Individual Assignment (50%): Students will work on an individual assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1.

### Detailed Class Schedule / Topics

#### Topics to be covered:

Class	Remarks
<b>Week 1</b>	Maritime Risk, Discussion on course topics and final deliverable
<b>Week 2</b>	Incident investigation, Internal resources and impact on risk assessment
<b>Week 3</b>	Vetting regimes
<b>Week 4</b>	Introduction to company SMS and Bow tie Methodology
<b>Week 5</b>	Bow tie methodology and risk mitigation
<b>Week 6</b>	Working and discussion on coursework
<b>Week 7</b>	Working and discussion on coursework

### Teaching Material

Required Material	Haugen, S., & Kristiansen, S. (2023). Maritime transportation : safety management and risk analysis (Second edition). Routledge. Andonov, S. (2017). Bowtie Methodology : a Guide for Practitioners. CRC Press.
Recommended Material	A number of suggested readings can be found in each week’s material.





## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Maritime Business and Investments – OMB 6014**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Concentration – Shipping Management**



### Course Description

The course aims to provide up-to-date knowledge on Maritime Economics and Shipping Finance. Students will be exposed to the shipping business, sectors and organizations and the maritime economic principles and policies related to the effective management of shipping companies operating within the global competitive environment. The course focuses particularly on the relevant shipping markets, supply and demand conditions and decision making based on the structure of the cash flows that shipping companies generate. In addition, students will develop an understanding of the problems, issues and alternative methods involved in shipping finance. Due to the fact that the shipping industry is a capital intensive and volatile industry, the course focuses on the critical evaluation of the various financial methods under risky and uncertain situations. The course focuses on the general principles of financial management by shipowning and ship operating companies and the impact economic variables on the financial operations of shipping business organizations.

### Goals & Objectives

This course aims to explore the dynamics of the Shipping Industry both from a Macro and Micro-Economics perspective. Demand – Supply, the importance of Timing in order to mitigate the Cyclicity of the Industry, as well as Cost-Minimization strategies are analyzed and discussed in order for Students to develop a strong understanding of the Maritime Business.

The Ship-Financing aspects of the industry are also well covered in order to provide students with the tools necessary to conduct accurate financing analysis for capital raising purposes in the shipping industry. At the end of the lectures, the students will be able to develop, appraise, negotiate and choose among alternative financing proposals in shipping.

### Intended Learning Outcomes

After the completion of the course students should be able to:

Develop a basic understanding of the economic structure of the shipping industry and its subsectors.	PILO_A1 PILO_A2
Understand the sources of demand for shipping services, the types of ships carrying the cargoes and the matching of these two parts.	PILO_A1 PILO_B2
Analyze the relevant shipping markets, such as the freight, the shipbuilding, the demolition and the vessel sale and purchase markets, and understand the inter-relationships between them.	PILO_B1 PILO_C1 PILO_C2



Evaluate the importance of the industry's cost structure and the necessity for cost minimization.	PILO_B2 PILO_C1 PILO_D1 PILO_D2 PILO_D3
Understand the importance of 'Timing' – Cyclicity in Shipping.	PILO_C1 PILO_C2 PILO_D1 PILO_D2
Understand the environment into which shipping companies operate, and the types of risks faced by market participants in the sector.	PILO_B2 PILO_C1 PILO_D1
Develop an understanding of credit in shipping, loan process and different types of shipping finance.	PILO_C2 PILO_D1 PILO_D2 PILO_D3

### Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Discussion and sharing on various topics related to current trends and issues
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs

### Form of Assessment

- Peer Challenge (30%): Timely, meaningful, and complete engagement in weekly discussion forum activities. All peer challenges (except week 1) carries 30% of the overall grade. Besides initial contribution, students will be expected to submit 2-3 follow-on posts for their participation to be considered complete.
- "Check your Knowledge" Quizzes (20%): Students will perform every week a "timed" Quiz of 10 automatically marked questions which carries 20% of the overall grade (except week 1). Students will have one attempt for each quiz. The aim is to genuinely assess students' understanding of weekly concepts. Specific feedback is provided for each question that may be answered wrongly.
- Final Group Assignment (50%): Students will work on a Group assignment which will be based on the weekly teaching material. The assignment brief is made available in week 1.



## Detailed Class Schedule / Topics

### Topics to be covered:

Class	Remarks
<b>Week 1</b>	Shipping and World economy   Shipping operation, vessels, cargo, chartering   Introduction to shipping demand and supply
<b>Week 2</b>	Freight Rates determination   Four shipping markets
<b>Week 3</b>	Shipping Cash Flows   Revenues and Expenses   Financial statements
<b>Week 4</b>	Shipping Investment & Risk   Shipping Cycles   Forecasting   Regulation
<b>Week 5</b>	Credit analysis   Debt Financing
<b>Week 6</b>	Private vs Public Equity   Bareboat leases   Mezzanine Financing   High yield bonds
<b>Week 7</b>	Group Project (Finalization & Submission)

## Teaching Material

Required Material	Martin Stopford, (2009), Maritime Economics, 3rd edition, Routledge Kavussanos, Manolis G., Visvikis, Ilias D., (2016), The International Handbook of Shipping Finance, Palgrave Macmillan
Recommended Material	A number of suggested readings can be found in each week's material.

## Learning hours

Synchronous Contact Hours:	9
Asynchronous Active Learning Hours:	47
Independent study:	112
<i>Total</i>	168

On average, students should estimate approximately 16 hours of self-study per week/per course outside active learning engagement on Blackboard.



## Course Outline

**Program: The Alba Online MBA**  
**Course Title: Business Project – OMB 6016**  
**Number of Alba credits: 3**  
**Level: Graduate, UK Level 7**  
**Type of Course: Core**



### Course Description

The course employs a rich curriculum and a gamification approach to learning about sustainability issues, using an interactive and immersive teaching tool in the form of a simulation game. Students will have the opportunity to play the game in groups in several weeks, engage in meaningful discussions and apply skills and strategies they have already developed throughout their MBA studies, which will contribute to long-term success in an ever-changing, dynamic business environment. While playing the game, students will have the opportunity to explore a range of topics, designed to empower them with essential tools and insights for their continuous professional development to be able to lead a sustainable business and address current organizational challenges they may face. Interactive and collaborative learning will allow to reflect on ideas and experiences and contribute to a rich collective experience for all.

### Goals & Objectives

A successful career in a dynamic and sustainable business world requires continuous professional development and a comprehensive range of essential skills and capabilities. You have embarked on a transformative MBA journey, which has already equipped you with a mindset of continuous learning and adaptability.

The objectives of this course are to help you reflect on the skills you have already acquired, identify organizational challenges in your work environment that relate to sustainability and require your intervention, apply contemporary sustainability theories and models and set a concrete professional development plan.

The course addresses themes that pertain to a comprehensive appreciation of management issues and how these relate to your professional development. The simulation game Conscious Capitalism will help you develop a new way of thinking about business that goes considerably beyond the traditional way that most people think about business. You will be equipped with a holistic understanding of sustainability, encompassing environmental, social, and economic dimensions. With the completion of this course, you will have developed and strengthened a variety of skills, including self-assessment and communication skills, team management and leadership with purpose skills, strategic career planning capabilities, sustainability literacy, adaptability and flexibility, innovative thinking, global awareness, systems thinking, ethical decision making, responsible finance and digital literacy.



## Intended Learning Outcomes

After the completion of the course students should be able to:

Demonstrate knowledge and understanding of sustainability concepts, theories, and models that emphasize responsible and sustainable business practices, aligning with global ethical standards.	PILO_A1 PILO_A2 PILO_B2 PILO_C1 PILO_D1
Integrate sustainability into decision-making processes and recognize the interconnectedness of business, society and the environment.	PILO_B1 PILO_C1 PILO_D1 PILO_D2 PILO_D3
Develop a professional plan that builds on skills already acquired through the MBA journey and identifies skills that need to be developed to lead a sustainable business.	PILO_C2 PILO_D1 PILO_D2 PILO_D3

## Teaching Methodologies/Learning Activities

A variety of instructional techniques appropriate to the topics and goals of the course, will be implemented asynchronously online. These include:

- Instructor-created video
- Use of other videos
- Whole group sharing of readings, group activities, and individual projects.
- Research and written assignments
- Feedback through personal e-mail, BlackBoard fora, or other means to meet individual needs
- Simulation game

## Form of Assessment

**Part A:** Simulation game (60%): Timely, meaningful, and complete engagement in the simulation game 'Conscious Capitalism' is expected throughout the course. From Day 1 of the course, you are expected to join your team, assign roles to team members and get started. You will work in your team in weekly rounds and you will be expected to prepare and submit a business plan and a report to board. While playing the game doesn't require synchronous collaboration, you are advised to meet at least weekly as a team to coordinate your actions and next steps. The simulation game includes sharing of readings, peer reviews and group activities. There are two main group deliverables in week 4 (business plan) and in week 7 (report to board). Peer review reports will be submitted in weeks 2, 4 and 6.

The grade for this part is based on:

- Business plan 40%
- Report to board 40%
- Peer review 20%.

**Part B:** Professional development report (40%). The report consists of two parts:

- Part 1 (500-1000 words). In part 1 of your report, you are asked to reflect on the skills you have already acquired. Think how the MBA program has helped you so far to develop a mindset that encourages you to design products, processes and services that minimize environmental impact and promote resource efficiency. Clearly articulate your short-term and long-term career goals. Describe the type of role you aspire to, the industry or sector you wish to work in (if different from the one you are already in), and any specific organizations you are targeting. You may have to explore potential employers and industry trends. Develop a plan, outlining



the steps you will take to achieve your career goals. This plan should include actions, such as networking opportunities, skill development, gaining relevant experience, and pursuing additional education or certifications if necessary.

- Part 2 (500-1000 words). In part 2 of your report, delve into an insightful reflection on your organization's existing sustainability initiatives and practices. Identify internal and external stakeholders associated with the organization, identify and outline potential sustainability challenges that may impact the organization. Consider if/how sustainability principles and practices align with your career goals. Reflect on if/how you can incorporate sustainability into your future career path and contribute to positive social and environmental impact. Consider what kind of skills and mindset you need to further develop to help your organization address the sustainability challenges you have identified that go beyond traditional business acumen and contribute to long-term success in an ever-changing, dynamic business environment. These competencies should not only focus on achieving short-term goals, but also emphasize ethical, social, and environmental responsibility.

### Detailed Class Schedule / Topics

#### Topics to be covered:

Class	Remarks
Weeks 1 - 2	An Introduction to Sustainability
Weeks 3 - 4	Identifying Sustainability Challenges
Weeks 5 - 6	Addressing Sustainability Challenges
Weeks 7 - 8	Becoming an Agent for Change

### Teaching Material

Required Material	Bril, H., Kell, G. and Rasche, A. (2022). Sustainability, Technology and Finance. 1st edn, Taylor and Francis. Leleux, B., & Van Der Kaaij, J. (2018). Winning sustainability strategies: Finding Purpose, Driving Innovation and Executing Change. Springer
Case Studies/Simulations	Marketplace Simulations : Conscious Capitalism® Business Simulation
Recommended Material	A number of suggested readings can be found in each week's material.

### Learning hours

Synchronous Contact Hours:	21
Asynchronous Active Learning Hours:	10
Independent study:	137
<i>Total</i>	168



<b>Version</b>	<b>Amended by</b>	<b>Revision summary</b>	<b>Date</b>
V1.00 <sup>1</sup>	Alba	Version 1	14 October 2024

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<sup>1</sup> Alba Graduate Business School reserves the right to amend, alter, change, or repeal any provision of the current document.