

Valid from 2026.FS

Module description: Bank Management in the Era of AI	
Module Code	w.MA.XX.BMEAI.25HS
ECTS Credits	3
Language of Instruction/Examination	English
Module Description	Students learn and apply the concepts and methodologies of performance management to support strategy implementation in corporations and also in their careers. They are aware of the potential impact AI might have on future job profiles and processes within financial services companies. The module focuses on traditional and more recent management models for large corporations with a focus on banking. It leverages current industry insights, and it also benefits from input from practitioners. It enables students to design and discuss management control systems, key performance indicators, and current developments associated with the rise of AI applications in financial services. Throughout the module, parallels to concepts and results of motivation psychology and performance coaching will be discussed and applied.
Organizational Unit	Institut für Wealth & Asset Management
Module Coordinator	Patrick Hauf
Deputy Module Coordinator	Johannes Höllerich
Legal Framework	Academic Regulations MSc in Banking and Finance dated 29.09.2011, Appendix to the Academic Regulations for the degree program in Banking and Finance, first adopted on 28.08.2012
Module Category	Module Type Compulsory Elective
Prerequisite Knowledge	Students should have a basic understanding of - accounting principles and the concepts of finance & investments. - the regulatory requirements imposed on banks. For students taking this module, work experience in a large corporation is an advantage.
Contribution to Learning Objectives (by the concerned Module)	<ul style="list-style-type: none"> • Professional Competence • Methodological Competence • Social Competence • Self-Competence

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Contribution to Learning Objectives	<p>Professional Competence</p> <ul style="list-style-type: none"> • Knowing and Understanding Content of Theoretical and Practical Relevance • Apply, Analyze, and Synthesize Content of Theoretical and Practical Relevance • Evaluate Content of Theoretical and Practical Relevance <p>Methodological Competence</p> <ul style="list-style-type: none"> • Problem-Solving & Critical Thinking • Scientific Methodology • Work Methods, Techniques, and Procedures • Information Literacy • Creativity & Innovation <p>Social Competence</p> <ul style="list-style-type: none"> • Written Communication • Oral Communication • Teamwork & Conflict Management • Intercultural Insight & Ability to Change Perspective <p>Self-Competence</p> <ul style="list-style-type: none"> • Self-Management & Self-Reflection • Ethical & Social Responsibility • Learning & Change 		
Module Learning Objectives	<p>Students...</p> <ul style="list-style-type: none"> • are able to explain the major performance management approaches to support strategy implementation. • understand the various concepts applied in bank management and control. • are able to design adequate management control systems based on key performance indicators. • know about employee performance management principles and compensation approaches. • are in a position to reflect on more recent trends in (agile) performance management such as OKRs and AI applications. • are able to apply concepts of motivation psychology and performance coaching to positively influence their performance. • can design, implement, and present prototypical AI applications in the domain of performance management & beyond. 		
Module Content	<ul style="list-style-type: none"> • Fundamentals of performance management: Strategy implementation and management of decentralized organizations with a focus on management control systems in banks. • Management control and performance management approaches in agile organizations and their evolution over time. • Objectives & key results (OKRs) and behavior-oriented performance management. • Specific performance management tools in banking (e.g., center management, funds-transfer pricing, etc.) including capital management. • Core elements of productivity and performance programs to enhance personal power & achieve pre-set goals • AI use cases in banking with a focus on performance management • AI-based workflow and process optimization 		
Links to other modules	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> w.MA.XX.IRB-PiE.19HS / Institutional Frameworks w.MA.XX.RM-PiE.19HS / Risk Management </td> </tr> </table>	w.MA.XX.IRB-PiE.19HS / Institutional Frameworks w.MA.XX.RM-PiE.19HS / Risk Management	
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Digital Learning Resources	<ul style="list-style-type: none"> • None • Practice and Application Exercises (with Key) 		
Methods of Instruction	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; padding: 5px;"> <ul style="list-style-type: none"> • Exercises • Lecture • Problem-Oriented Teaching • Interactive Instruction • Project Work </td> <td style="width: 40%; padding: 5px;"> Social Settings Used: <ul style="list-style-type: none"> • Individual Work • Group Work </td> </tr> </table>	<ul style="list-style-type: none"> • Exercises • Lecture • Problem-Oriented Teaching • Interactive Instruction • Project Work 	Social Settings Used: <ul style="list-style-type: none"> • Individual Work • Group Work
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Type of Instruction		Classroom Instruction	Guided Self-Study	Autonomous Self-Study
	Lecture	28 h	-	
	Excercise	-	32 h	
	Project Work	-	-	
	Seminar	-	-	
	Total	28 h	32 h	30 h

Performance Assessment	End-of-module exam	Form	Length (min.)	Weighting
	-			
	Permitted Resources			

	Assessment	Format	Length (min.)	Weighting
Written Assignment	Grade	Individual work	0	60.00%
Talk/oral presentation	Grade	Group work	15	40.00%

Classroom Attendance Requirement	<p>Other</p> <p>Journal (60% of module grade): Students need to review, deepen, and expand on the content of some lectures in a structured manner. Which lectures need to be covered will be communicated during the semester. (The journal needs to be submitted in digital form two weeks after the last Performance Management class in the semester. This can also be a high-quality scan of hand-written & readable notes). In particular, for each week's lecture block that needs to be included in the journal, the journal needs to: (i) summarize the student's key takeaways in bullet points. (ii) address the tasks that have been assigned in class in written form (if applicable). (iii) document topic-related questions which arise which have not been completely answered but would have been (also) interesting. (iv) have a section that follows up on one or more of the raised questions from (iii) by referring to external sources such as news articles, white papers, or journal articles. (v) contain a brainstorming section on actionable insights which need to indicate how and when the student could (or plans to) leverage the gained knowledge. An entry documenting a lecture block of two 45-min lessons should have a word count of around 500 to 1,000 words (which is around 2-4 Din A4 pages, Arial 12pt, single line spacing, i.e., a 45-min lesson should be documented using 250 to 500 words). Some tasks to be documented in the journal might not count toward the word count limit of the respective lesson. If so, this will be communicated to you by the respective lecturer. Grading criteria include completeness (the documentation must cover all required lecture blocks to score full points in this category), structure, originality, independence (the use of AI is for writing the sections in the journal is not allowed; however, AI can be used for the underlying research etc.), formal and optical design, depth of reflective capacity, factual correctness, readability/language, reflection on in class experience. Concerning the latter, for each documented week, the student needs to comment on what they liked and disliked concerning the in-class experience and suggest ways, how learning success could have been improved (to do so, they must additionally indicate whether they attended the class - to score full points in this category, 70% of the lecture blocks that are required for the journal need to be attended). Presentation (40% of grade): Students need to prototypical design, test and/or implement an AI-system to boost productivity that relates to performance management and present it (ideally with a demo) in class.</p>
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Compulsory Reading	<ul style="list-style-type: none"> Lecture slides
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Recommended Reading	<ul style="list-style-type: none"> Wilson, T. (2015). Value and Capital Management. Wiley. ISBN 978-1-118-77463-2. Pink, D. (2011). Drive: The surprising truth about what motivates us. Riverhead Books. ISBN 1594484805. Armstrong, M. (2009). Armstrong's Handbook on Performance Management (4th Edition). Kogan Page. ISBN 978-0749453923.
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