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Requirements for Credit Risk under Basel II; 4.5 Internal Ratings; 4.6 Estimating Loss Given Default; 4.7 Estimating Exposure at Default; 4.8 Interaction between Basel II and International Accounting Standards; 4.9 Alternative Approaches to Modeling Credit Portfolio Risk; 4.10 Comparison of Main Credit Portfolio Models; 4.11 Summary; 4.12 Further Reading; CHAPTER 5: Operational Risk and Business Risk 5.1 Capital Requirements for Operational Risk Measurement under Basel II 5.2 Objectives of Operational Risk Management; 5.3 Quantifying Operational Risk: Building the Data Sources; 5.4 Quantifying Operational Risk: From Loss Frequency and Severity to Operational Risk Capital; 5.5 Case Study: U.S. Bank Progress on Measuring Operational Risk; 5.6 The Role of Measures of Business Risk and Earnings at Risk; 5.7 Measuring Business Risk in Practice: Defining a Measure of Earnings at Risk; 5.8 From Earnings at Risk to Capital at Risk; 5.9 Summary; 5.10 Further Reading
CHAPTER 6: Risk Capital Aggregation 6.1 The Need for Harmonization: Time Horizon, Confidence Level, and the Notion of Capital; 6.2 Risk Aggregation Techniques; 6.3 Estimating Parameters for Risk Aggregation; 6.4 Case Study: Capital Aggregation within Fortis; 6.5 A Synthetic Comparison of Alternative Risk Aggregation Techniques; 6.6 Summary; 6.7 Further Reading; CHAPTER 7: Value at Risk and Risk Control for Market and Credit Risk; 7.1 Defining VaR-Based Limits for Market Risk: Identifying Risk-Taking Centers
7.2 Managing VaR Limits for Market Risk: The Links between Daily VaR and Annual Potential Losses

Sommario/riassunto

While the highly technical measurement techniques and methodologies of Value at Risk have attracted huge interest, much less attention has been focused on how Value at Risk and the risk-adjusted performance measures such as RAROC or economic profit/EVA„· can be effectively used to improve a bank¡¦s decision making processes. Academic books are typically concerned primarily with measurement techniques, and devote only a small section to describing the applications, usually without discussing the problems that changing organizational processes in banks may have on business units¡¦ behaviour. Practitioners¡¦ books are often based on a single experience, presenting the approach that has been pursued by a single bank, but often do not adequately evaluate that approach. In actual practice, the choice of how to use Value at Risk and risk-adjusted performance measures has no single optimal solution, but requires effective decision making that can identify the solution that is consistent with the bank¡¦s style of management and coordination mechanisms, and often with characteristics of individual business units as well. In this book, Francesco Saita of Bocconi University argues that even though risk measurement techniques have greatly improved in recent years for market, credit and now also operational risk, capital management and capital allocation decisions are far from becoming purely technical and mechanical. On one hand, decisions about capital management must consider handling different capital constraints (e.g. regulatory vs. economic capital) and face remarkable difficulties in providing a measure of ¡§aggregated¡¨ Value at Risk (i.e. a measure that considers the overall value at risk of the bank after diversification across risk types). On the other hand, the aim of using capital more efficiently through capital allocation cannot be achieved only through a sort of centralized asset allocation process, but rather by designing a Value at Risk limit system and a risk-adjusted performance measurement system that are designed to provide the right incentives to individual business units. This connection between sophisticated and cutting edge risk measurement techniques and practical bank decision making

		about capital management and capital allocation make this book unique and provide readers with a depth of academic and theoretical expertise combined with practical and real-world understanding of bank structure, organizational constraints, and dec...
2.	Record Nr.	UNINA9910299517103321
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	Nota di contenuto	Chapter1: Playing with Integer Concepts: A Quest for Structure -- Chapter2: Integer Play and Playing with Integers -- Chapter3: Students' Thinking about Integer Open Number Sentences -- Chapter4: Teaching Integers to Students with Disabilities: Three Case Studies -- Chapter5: Take it Away or Walk the Other Way? Finding Positive Solutions for Integer Subtraction -- Chapter6: Different Differences: Metaphorical Interpretations of 'Difference' in Integer Addition and Subtraction -- Chapter7: Challenges of Promoting Conceptual Change with Instructional Contexts -- Chapter8: Nuances of Prospective Teachers' Interpretations of Integer Word Problems -- Chapter9: Prospective Teachers' Attention to Children's Thinking about Integers, Temperature, and Distance -- Chapter10: Using Models and

Representations: Exploring the Chip Model for Integer Subtraction -- Chapter11: Commentary on Chapters 1 to 3 – Using Meaningful Analogies to Reflect on and Make Sense of Integers -- Chapter12: Commentary on Chapters4 to 7 – Students' Learning of Integer Addition and Subtraction using Models -- Chapter13: Commentary on Chapters 8 to 10 – Teachers' Knowledge and Flexibility: Understanding the Roles of Didactical Models and Word Problems in Teaching Integer Operations -- Chapter14: Reflecting on the Landscape: Concluding Remarks.

Sommario/riassunto

Over the past few decades there has been increased interest in how students and teachers think and learn about negative numbers from a variety of perspectives. In particular, there has been debate about when integers should be taught and how to teach them to best support students' learning. This book brings together recent work from researchers to illuminate the state of our understanding about issues related to integer addition and subtraction with a goal of highlighting how the variety of perspectives support each other or contribute to the field in unique ways. In particular, this book focuses on three main areas of integer work: students' thinking, models and metaphors, and teachers' thinking. Each chapter highlights a theoretically guided study centered on integer addition and subtraction. Internationally known scholars help connect the perspectives and offer additional insights through section commentaries. This book is an invaluable resource to those who are interested in mathematics education and numerical thinking. .