




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Meeting the Management Challenge (in a Business, International and Management Professional Context)				
Module Code	UMCD9G-30-1	Level	1	Version	1.1
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Contributes towards	BA (Hons) Business Management (Leadership, Change & Organisations); BA (Hons) Business & Management; BA (Hons) International Business; BA (Hons) Business & HRM.				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co-requisites		
Excluded Combinations	UMCD9J-30-1 UMCDDK-30-1 UMCD9H-30-1	Module Entry requirements			
Valid From	September 2013	Valid to			

CAP Approval Date	7 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ul style="list-style-type: none"> - have a holistic understanding of contemporary business and organisations, and an overview of the main disciplines & functions of business (B1). - understand the nature of contemporary organisations, i.e. their management structures and challenges; and the changing environment in which these organisations operate (B1). - have had a simulated experience of managing in an organisational context (B2) - understand what it means to be a professional within a given context and will have started to build their professional learner identity and skill set and will have made short, and longer term plans to achieve learner objectives (A). - have made the successful transition into HE learning and made an early assessment of their core skills set so as to identify skills gaps and be able to plan their further development (A). - have started to enhance their lifelong learning skills set and be able to take charge of their ongoing personal and professional development so as to contribute to society at large (A). - have started to develop various individual literacies – personal, numeric, information and digital – required for effective learning and academic achievement (A)
Syllabus Outline	<p>The syllabus addresses 5 key themes (not necessarily delivered in this order):</p> <ol style="list-style-type: none"> 1. Introduction to Organisations & Management <ul style="list-style-type: none"> - The Nature of Contemporary Organisations (small, medium and large, commercial and not-for-profit) - Introduction to Core Business Functions - The Contemporary Nature of Management

	<ul style="list-style-type: none"> - The Entrepreneurial Manager (Entrepreneurial thinking/conceiving/behaving) - Managing Me (self-management - student responsibilities as professional learners and the development of a professional attitude in working with others and managing self) <p>2. Understanding Critical Issues in Management</p> <ul style="list-style-type: none"> - Globalisation and the Global Manager (understanding the role of the manager in a global business context) - Ethics, Sustainability and Corporate Social Responsibility (the impact of these factors on the role and responsibility of the manager) - Business Performance – The Role of Strategy and the Triple Bottom Line (understanding the management imperative to achieve and be responsible for business outputs) <p>3. The ‘Management Challenge’ – Gaining Project and Business Experience</p> <ul style="list-style-type: none"> - Planning and Working Together (group work - project and task based management skills i.e. for the ‘Management Challenge’ Project) - Management Communications (Written and oral communication skills, presentation skills, listening and feedback, negotiation skills, project and report writing) - Managing Management Information (information literacy – locating & evaluating resources & acknowledging resources) - Managing Decisions (Business Statistics & Numeracy /manipulation of number <ul style="list-style-type: none"> ◦ Data analysis: Use Excel to create appropriate charts of business data, such as bar charts, pie charts, line graphs and histograms and to calculate summary measures such as the mean and standard deviation. ◦ Making inferences from sample data: Distribution of sample means and percentages. Confidence intervals for population mean and percentage. Hypotheses tests for population mean and percentage. Chi-square test. ◦ Decision Making Techniques: Payoff tables, decision trees, linear programming, managing stock levels <p>4. Managing Organisation and ICT Interface</p> <ul style="list-style-type: none"> - Impact of Technology (The impact of technology and how it is changing and transforming organisations, e.g. electronic business) - IT Applications in Business (The potential of IT applications within a business context) - Technology Support for Managers (how technology supports managers and assist students in their role as professional learners) - Technology Tools for Managers (management use of cloud computing tools e.g. www.huddle.com, www.dropbox.com and basic data bases for business activities) <p>5. Understanding The World of the Management Professional</p> <ul style="list-style-type: none"> - Professional Management (Managerial Work, Skills and Competence in a Business, International and Management Professional Context) - Management – The Employability Market (the nature of employability and the labour market for Business, International & Management graduates).
Contact Hours	<p>Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of:</p> <ul style="list-style-type: none"> - 1 weekly lecture plus 1 workshop for Management Theory & Practice – core management concepts in relation to the themes above.

	<ul style="list-style-type: none"> - 1 weekly lecture plus 1 workshop for Management Competencies – for the development and practice of management and learner competencies. - 1 weekly integrative lecture plus 1 workshop for the Management Challenge, in these sessions students will have the opportunity to apply the various management concepts and competencies developed and discussed each week to the context of a business simulation. 																									
<p>Teaching and Learning Methods</p>	<p>Central to the module approach to Learning & Teaching will be the ‘Management Challenge’ business simulation which acts to integrate the different elements of the module, timely delivery of content and skills allow students to put concepts into immediate practice. The project therefore acts as the driver of students’ learning. The ‘Management Challenge’ business simulation will see students working in company groups to work through the issues in running a start-up business.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students’ learning; to facilitate interactions between students e.g. for group project work, and as a repository for students’ own work thereby promoting a sense of learning community.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																									
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="443 1223 1358 1615"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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				30																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
300	72	228	0	300																						

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		80%	
Practical exam assessment percentage		20%	
		100%	

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

Due to the interdisciplinary nature of this module there is no set text for this module.

Instead students will be pointed towards a wide variety of resources to support them in their learning and development. Therefore students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:

- The MySkills Study Skills website at <http://www.uwe.ac.uk/library/resources/hub/> [Of particular interest will be the pages on 'Being a student at level 1' <http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm>
- Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]
- iSkillzone <http://iskillzone.uwe.ac.uk> ['Getting Started' ;'Lost in the Library' ; workshops for information retrieval and evaluation skills <http://www1.uwe.ac.uk/library/help.aspx>]
- Learn Higher <http://www.learnhigher.ac.uk/Students.html>
- espressoMaths <http://www.uwe.ac.uk/espressomaths> .

By necessity students will need to develop towards autonomy in their learning and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

- Boddy, D. (2008) *Management: An Introduction* (4th ed) Pearson/ FT Prentice Hall
- Buckingham, M. and Clifton, D. (2001) *Now Discover Your Strengths*. New York: The Free Press.
- Burns, T. Sinfield, S. (2008) *Essential study skills: the complete guide to success at university*
- Cameron, S. (2009) *The business student's handbook: skills for study and employment*.(5th ed) FT Prentice Hall.
- Caproni, P.J. (2004) *Management skills for everyday life: the practical coach*. PrenticeHall
- Chaffey D., and Wood S. (2005) *Business Information Management*. Prentice Hall, UK.
- Cole, G.A. & Kelly, p. (2011) *Management Theory and Practice*. (7th ed) Cengage Learning.

- Cottrell, S. (2003) *Skills for success: the personal development planning handbook*. Palgrave Study Skills
- Daft, R. (2010) *New Era of Management*. (10th ed) CENGAGE Learning
- De Jansz, S.C., Dowd, K.O., Schneider, B.Z (2009) *Interpersonal Skills in Organizations*, (3rd ed) McGraw Hill
- Drucker, P.F.(2008) *Management*. Revised ed. Oxford : Butterworth-Heinemann.
- Drucker, P.F. (2007) *The Practice of Management*. Revised ed. Oxford : Butterworth-Heinemann
- Harrison, M. (2005) *Introduction to Business & Management Ethics*. Palgrave.
- Jones, G. (2007) *Introduction to Business: How Companies Create Value for People*. McGraw Hill
- Knights, D. & Willmott, H. (eds) 2007: *Introducing Organizational Behaviour and Management*. London: Thomson Learning
- Kumar, A. (2007) *Personal, Academic and Career Development in Higher Education: SOARing to Success*. Routledge
- Lussier, R.N. (2012) *Management Fundamentals: Concepts, Applications, Skill Development* (5th ed) CENGAGE Learning
- Oakshott, L, 2009, *Essential Quantitative Methods for Business, Management and Finance*.4th edition, Basingstoke, Palgrave Macmillan
- Pettinger, R. (2007) *Introduction to Management* (4th edition) Palgrave
- Routledge, C. & Carmichael, J. (2007) *Personal Development and Management Skills*. CIPD.
- Winstanley, D. (2006) *Personal Effectiveness – A Guide to Action*. CIPD.

Part 3: Assessment

Assessment Strategy	<p>The assessment methods are chosen to assess the full range of students' skills and knowledge. Formative assessment and feedback opportunities are built into module delivery.</p> <p>Component A - Personal Development Portfolio which consists of a series of learning tasks plus a reflective commentary (minimum 500 words) in which students reflect on the experience and processes of the module and summarize their learning. (30% of the module)</p> <p>Component B – B1: Individual Project Report (1500 words) in which students select a local business and explore e-commerce opportunities (50% of the module). B2: group presentation (minimum 20 minutes) – on the experience and outcomes of the Management Challenge business simulation (20% of the module)</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 30%	B: 70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio (learning tasks with a 500 word summarising reflective commentary)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Individual Project Report (1500 words)	70%	
2.Group Presentation (20minutes)	30%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Extended Portfolio summarising reflective commentary (1500 words)	100%
Component B Description of each element	Element weighting (as % of component)
1. Individual Project Report (1500 words)	100%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	