University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introduction to Management Decision Making					
Module Code	UMODLY-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes	
Owning Faculty	FBL		Field	Organisation Studies		
Department	BBS: Business and Management		Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
First CAP Approval Date	14 July 2016		Valid from	September 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On completion of the module students will be able to: 1. Identify a range of processes, procedures and practices for effective management decision making. (Component B) 2. Understand the impact of contextual factors on decision making in organisations (Component A) 3. Identify, evaluate and apply relevant theoretical frameworks used in the study of organisational decision making (Component A, B) 4. Identify, apply and evaluate appropriate quantitative techniques to collect and analyse data to inform management decision making (component A,B) 5. Demonstrate capacity for self- and social- awareness in relation to management decision making (Component B) 6. Demonstrate creativity, analytical ability and reflection skills in relation to theory and practice of management communication and decision making (Component A,B)
Syllabus Outline	Students will be introduced to theories, models, frameworks, and the role of management communication and decision making. They will be encouraged to

	develop their management communication and decision making capabilities through learning set activity. Topics to be covered include: - Small groups, and teams: Working and learning in groups - Culture, communication and decision-making - Stakeholder engagement, communication and decision-making - Evidence based decision making and Decision making models - Quantitative decision making techniques - Networks and channels - Effective interpersonal communication for decision making organisations - Verbal and non-verbal communication and active listening - Symbolic behaviour, influence and persuasion - Ethical and Governance issues in management decision making -
Contact Hours	• The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block. • There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.
Teaching and Learning Methods	This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module. The module is primarily experiential (Kolb, 1984) involving each of the four phase cycle of: active experimentation (testing out management capabilities in real time), concrete experience (implementing the project), reflective observation (facilitated reviews in set meetings), and abstract conceptualisation (engaging with management and organisation theory). Students will work in learning sets where each participant will find creative ways to develop their understandings and practice of management capabilities. These will be negotiated and agreed with the module leader. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **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.

Key Information Sets Information	

Key Information Set - Module data

Number of credits for this module	15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Reading Strategy

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. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Blackboard – This module is supported by Blackboard and will be the pivotal form of delivery as this module uses a flipped classroom delivery; hence, students will be provided with learning materials (PowerPoint slides, video clips, key articles, podcasts). Students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard. Blackboard will be

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes mySkills / iSkills zone, and the Skills4Study resources.

Essential Reading:
The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any set text without the guidance of the module tutor. There is no single core text for this module Blackboard will be used to provide supporting materials and link students to other sites.

Indicative Reading List	• Alvesson, M. (1996) Communication, power and organization. London: De Gruyter • Armstong, M (2014) 9th edition How to be an even better manager: a complete A-Z of proven techniques and essential skills London: Kogan Page • Arvanitoyannis, I. S. and Varzakas, T. H. (2007), Application of failure mode and effect analysis (FMEA), cause and effect analysis and Pareto diagram in conjunction with HACCP to a potato chips manufacturing plant. International Journal of Food Science & Technology, 42: 1424–1442. doi: 10.1111/j.1365-2621.2006.01361.x • Blanchard, K; Nelson, B (1997) Recognition and situational leadership II. Emergency Librarian, Mar/Apr97, Vol. 24, Issue 4 • De Bono, Edward (2000) Six Thinking Hats London: Penguin • Geir Thompson , Lars Glasø , (2015) "Situational leadership theory: a test from three perspectives", Leadership & Organization Development Journal, Vol. 36 Iss: 5, pp.527 - 544 • Hargie (2011) 5th editionSkilled interpersonal communication: research, theory and practice London: Routledge • Harris, T. and Nelson, M. (2008*). Applied Organizational Communication: Theory and Practice in a Global Environment*, (3rd Edition). London: Routledge • Kiyoteru Tsutsui and Alwyn Lim (eds.) (2015). Corporate Social Responsibility in a Globalizing World. [Online]. Business and Public Policy. Cambridge: Cambridge University Press. • Oakshott, L. (2016) essential Quantitative Methods for Business, management and Finance (6thed) London: Palgrave MacMillan • Pedler, M.; Burgoyne, J. & Boydell, T. (2013) *A Manager's Guide to Self-Development.* (6th edition) McGraw Hill. • Simon, H (1979). Rational Decision Making in Business Organizations The American Economic Review Vol. 69, No. 4 (Sep., 1979), pp. 493-513 • Slobodan, (2014) Analysis Of Technological Process Of Cutting Logs Using Ishikawa Diagram. Acta Technica Corvininesis - Bulletin of Engineering, 10/2014, Volume 7, Issue 4, Page: 93 • Whetten, D.A. & Cameron, K.S.(2006) *Developing Management Skills.* Prentice Hall

Part 3: Assessment	
Assessment Strategy	The assessment strategy has two components: A) which is a 20 minute presentation including Q&A focussed on organisation decision making processes within their organisation ; and B) Coursework: which is a learning diary evidencing their learning throughout the module and which includes a reflection on practice within their organisation. While summative assessment is as described above, formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria. The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.

Identify final assessment component and element	**Component B**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	40%	**60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Work Based Presentation (20 mins including Q&A)	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. Reflective Learning diary (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. individual analysis of workplace decision making process (1500words)	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. Reflective Learning diary with amendment overview (1500 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	