

Module Guide

Concepts of Management

BBS_4_COM

School of Business

Level 4



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The teaching team's details will be provided on Moodle VLE.

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1. **MODULE DETAILS**

Module Title: Concepts of Management
Module Level: Level 4
Module Reference Number: BBS_4_COM
Credit Value: 20
Student Study Hours: 200
Contact Hours: 65
Private Study Hours: 135
Pre-requisite Learning (If applicable): None
Co-requisite Modules (If applicable): None
Course(s): Common First Year
Year and Semester: Year 1, Semester 1
Module Coordinator: Helen Ismael
MC Contact Details (Tel & Email): +44 (0)7767 326 891 - ismaelh@lsbu.ac.uk
Teaching Team & Contact Details (If applicable): See Moodle Site for details
Subject Area: Business and Enterprise
Summary of Assessment Method: 100% Coursework
External Examiner appointed for module: Helen Connies-Lang

2. **SHORT DESCRIPTION**

This module introduces you to the basic concepts and theories of management in business including the management of others and self. You will build a virtual tool box of key communication, professional and academic skills essential for success at University and beyond. This module will introduce you to the process of personal development planning supporting you in identifying your goals and achieving your aims via participation in a structured and facilitated coaching process. It will also support you via the development of key IT and academic skills, entrepreneurial reasoning and acquisition of knowledge necessary for success on an academic business programme or in a professional business setting.

3. **AIMS OF THE MODULE**

This module aims to introduce you to management concepts and issues. It also supports you in identifying your goals and achieving your aims through a structured and facilitated process. Furthermore, it enables you to attain the necessary key skills, entrepreneurial reasoning and knowledge to enable you to be successful on an academic business programme or in a professional business setting.

4. **LEARNING OUTCOMES**

4.1 Knowledge and Understanding

A1: Explore the concept of lifelong learning and understand how it can empower an individual and enable them to flourish

A2: Identify key responsible management themes and understand how your application can facilitate the creation of sustainable value within a business.

A3: Understand and apply simple management concepts within the framework of planning, organising, leading and controlling

A4: Select and apply simple management tools and techniques to manipulate data, evaluate, estimate and model business problems to support business decision making.

4.2 Intellectual Skills

B1: Operate as an autonomous, resourceful and curious learner who is able to make reasoned judgements, take decisions and reflect on results.

4.3 Transferable Skills

C1: Act with greater confidence, determination, motivation and resilience,

C2: Be creative and persuasive, communicating information and ideas in a variety of forms;

C3: Work with others, demonstrating compassion; gratitude; honesty; humility; integrity and respect.

5. ASSESSMENT OF THE MODULE

Formative Assessment:

You will be encouraged to engage in online learning resource activities as well as completing any set homework by your lab tutors.

Group presentations throughout the delivery of the module will enable you to communicate your understanding and application of key skills and techniques to working on case study and live briefs.

Summative Assessment:

This module will be 100% Coursework-assessed, consisting of two sub-components 50%/50% as indicated below:

<u>Submission Dates</u>	<u>Assessment subcomponents</u>	<u>Type of submission</u>
Thursday 12th of March 2020 Time: 10:00 am Week 7 Week 7	Individual Business Report 1500 words (+/-10%) [50%]	Electronic copy via Moodle site Time 10:00 am
Monday 3rd of December 2019 Time: 10:00 am Week 12	Team Presentation 15 Minutes [50%]	Electronic copy submitted via Moodle site Thursday 7th of May 2020, Time 10:00 am Team presentations will be in your normal timetable lab sessions throughout this week so please take a ONE Hard Copy of the Presentation to class for your lecturer to mark.

If the deadline is not met, then **penalties** will apply. (See Course Handbook for details). Please **do not** ask your module leader for deadline extensions as they **are not** permitted to provide this.

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6. FEEDBACK

Students will receive feedback on assessments of Concepts of Management within three working weeks of the deadline date. Students will be notified through announcements on Moodle VLE site when results are available therefore it is essential to check regularly.

7. **INTRODUCTION TO STUDYING THE MODULE**

7.1 Overview of the Main Content

- Life coaching – goal setting & personal development
- Introduction to management and leadership theory
- Introduction to responsible management principles
- Ethical team working
- Professional presentations
- Simple mathematical tools and techniques underpinning decision-making
- Writing essays and reports, structure and language, proof reading, referencing
- Evidence-based reasoning and critical thinking
- Evaluation and critique of an argument
- Persuasive advocacy

7.2 Overview of Types of Classes

This module will be delivered via weekly 1-hour lectures, 2-hour seminars, and 2-hour IT lab classes. Personal coaching sessions will be embedded within the module seminars to enable you to understand self and identify goals. Practical application of techniques will be developed around case studies. Engagement with local employers to facilitate case study work will be used where possible.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. You are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. You will be encouraged to identify for yourselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. You must regularly access the Moodle site for this module. You should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class. Where appropriate, you are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

Employability skills are embedded and developed within the teaching and learning of this module. The practical skills of debating, critical reasoning, team working and communication skills will provide fundamental practical and intellectual skills to help differentiate the student in the market place.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

<u>Module Leader: Dr Helen Ismael</u> <u>Dates - Lecture content</u>	<u>Concepts of Management</u> <u>Weekly Topics and Lab content</u>	<u>Coaching content</u>
Week beginning 27th January 2020 3 rd of September 2019	Week 1 Topic: <i>BE AWARE</i> - Introduction to Concepts of Management	
Lecture	Lab	BE AWARE Weeks 1 & 2 <i>Self-awareness is key to building self-esteem, cultivating relationships and achieving goals.</i>
Introduction to Concepts of Management [Dr Helen Ismael]	In this lab session students need to do the following:	Worksheets
Module and Assessment Structure	1. Assessment overview	Learning in a Nutshell
Quinn Video Introduction to Coaching [Ms Faye Kilgour / Dr Carrie Rutherford]	2. Explanation of formative and summative assessment	Interview question sheet [<i>Appendix of Individual Business Report</i>]
Coaching Framework/student feedback	3. Feedback	
	4. Create Email Signature [add image]	
	5. Open LinkedIn Account	
	6. Set up LSBU email on smartphone	
	7. Timetable access	

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Week beginning ~~3rd February 2020~~
~~30th September 2019~~

Week 2 Topic: *BE AWARE* - Organisation Structure

Lecture

Lab

BE AWARE Weeks 1 & 2
Self-awareness is key to building self-esteem, cultivating relationships and achieving goals.

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Organisational Structures

1. Students to research and identify different organisational structures within a business

Worksheets
Learning in a Nutshell

The importance of organisational design

2. Identify the strengths and weaknesses of each organisational structure.

Self-Mapping Worksheet [*Appendix of Individual Business Report*]

Different Types of Organisation

3. Students to research and outline different types of organisations [real life examples]

Week beginning ~~10th February 2020~~
~~7th October 2019~~

Week 3 Topic: *BE CURIOUS* - Introduction to Management and Leadership

Lecture

Lab

BE CURIOUS Weeks 3 & 4
Coaching is a powerful communication tool. When we start from the Heart, we make decisions in alignment with who we are and what we want.

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Understanding management and Leadership in organisations

In this lab session students need to do the following:

Worksheets

Learning in a Nutshell

Effective Questions Worksheet [*Appendix of Individual Business Report*]

Different types of management and leadership styles

Individually explore the library database and complete the following:

Library Team

2. Using LSBU library E-books gathering two definitions of leadership and two definitions of management with reference.

3. Explain different types of leadership styles with examples of which organisation would benefit from adopting such leadership style.

4. Outline two characteristics of a manager and two characteristics of a leader.

Week beginning ~~17th February 2020~~ ~~14th October 2019~~

Week 4 Topic: BE CURIOUS - Leadership and Management Styles

BE CURIOUS Weeks 3 & 4

Lecture

Lab **Formative Peer Assessment** Tesco Case Study

Coaching is a powerful communication tool. When we start from the Heart, we make decisions in alignment with who we are and what we want.

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Leadership and management styles

Read case study provided and answer the following:

Worksheets

Autocratic or Authoritarian leadership.

In groups of 3 or 4 people you will produce a presentation in your groups answering the below questions. You need to read the Tesco case study and undertake independent research:

Learning in a Nutshell

Democratic or Participative leadership.

1. Describe how Henri Fayol explained the management function.

BE Curious sheet of your choice [*Appendix of Individual Business Report*]

Charismatic Leadership

2. Explain the differences (and similarities) between leadership and management.

The Laissez-faire leadership.

3. Compare examples of management styles to analyse the differences (and similarities) between leadership and management.

4. Suggest other situations or decisions when different leadership styles could be used. Evaluate which style would be appropriate in each case.

5. Discuss which of the leadership style (autocratic, democratic, laissez-faire) allows employees to carry out activities freely within broad limits.

Timeline

40 minutes to read case study and prepare presentation – use flip chart paper and pens to write down your answers if you don't have a laptop.

10 / 15 minutes each group to present findings back to class, all members must participate. [Peer assessment – students to give feedback 2 stars and a arrow]

Week beginning ~~24th February 2024~~
~~October 2019~~

**Week 5 Topic: *BE FULFILLED* -
Entrepreneurs and Entrepreneurship**

BE FULFILLED Weeks 5 & 6

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Lecture

Lab

Fulfilment and happiness are both active choices. When we know what is most important to us, we can make choices that bring fulfilment.

Entrepreneurs and Entrepreneurship - [Mr Carl Thomas]

Assessment 1 workshop

Worksheets

Report Writing – [Ms Pamela Thomas] 30 Minutes

In this lab session students need to do the following:

Learning in a Nutshell

1. Structure a draft report layout for assessment 1.
2. Include headings and sub-headings

Happiness Milestones [*Appendix of Individual Business Report*]

3. Write your introduction, clearly outlining what the report will consist of.
 4. Put information under the right headings.
- Assessment 1 progress, review and feedback

Week beginning ~~2nd March 2020~~ 28th October 2019

Week 6 Topic: *BE FULFILLED* - Careers & Employability: Possible Selves and Action Planning.

BE FULFILLED Weeks 5 & 6

Fulfilment and happiness are both active choices. When we know what is most important to us, we can make choices that bring fulfilment.

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Lecture

Lab

[Ms Angela Ellermeier]

Worksheets

- Take the 16 personalities and VIA strengths assessments
- Map out team MBTI – team contract: how we are going to work together
 - Celebrating strengths, stretching strengths
 - Map out team strengths & complete “call on me” exercise

Understanding yourself and others – MBTI

Learning in a Nutshell

Introduction to strength

BE Fulfilled Worksheet of your choice
[Appendix of Individual Business Report]

Week beginning ~~9th March 2020~~
~~4th November 2019~~

**Week 7 Topic: BE CONNECTED-
Working in Teams and Groups**

BE CONNECTED Weeks 7 & 8

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Lecture

Lab

Then more we are willing to connect with ourselves and with others, the more able we will be to build positive relationships and be the best version of ourselves.

Working in groups and teams

Assessment 2 Overview: Group Presentation on EPIIC Bag

Worksheets [You do not have to submit this week's worksheets]

Belbin Team Roles

Students get into groups of 4 and fill in the worksheet provided by lab tutor with student names, ID and email.

Learning in a Nutshell

1. Each member of the group must select one of the roles outlined below:

Champion Worksheet

- CEO (Chief Executive Officer)
- FC (Financial Controller)
- SD (Sales and Marketing Director)
- LM (Logistics Manager)

Refer to: BELBIN team role

2. Students are required to work in their groups and complete a purchase order form and email to lab tutor.

Note: **Summative Assessment Deadline:**
~~Monday 4th November 2019~~
~~Thursday 12th March 2020~~ at Time: 10:00 am

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Week beginning ~~16th -March 2020~~
~~14th -November 2019~~

Week 8 Topic: *BE CONNECTED*- Society and Corporate Social Responsibility

BE CONNECTED Weeks 7 & 8

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Lecture

Lab

Then more we are willing to connect with ourselves and with others, the more able we will be to build positive relationships and be the best version of ourselves.

Corporate Social Responsibility

In this lab session students need to do the following:

Worksheets [You do not have to submit this week's worksheets]

LSBU EPIIC Values [David Phoenix: Vice-Chancellor/ Sarah Dean of Business School /Angela D]

Review LSBU EPIIC Values
<http://www.lsbu.ac.uk/jobs/our-values>

Learning in a Nutshell

Group discussion on:

Be Connected worksheet of your choice

1. Students to identify "which of the EPIIC values are intrinsic and which are the most important to them" (Students can pick more than one value).

2. Students to outline "How they can be EPIIC at University"

3. Students to explain "how they can incorporate and or build CSR into their time at university"

Students will design their EPIIC bags.
Students will need to do the following:

EPIIC Bag Creation

1. Have a company name and logo
2. Discuss how to design their bags and work on this during the lab session and in their own time.
3. The bags will be virtually sold using selling platforms such as Twitter, Instagram and YouTube.

Note: Likes convert to sales at the following rates:

A LIKE on:

Instagram = £5

Twitter = £10

Twitter Re-Tweet = £10

YouTube = £15

Week beginning ~~23rd March 2020~~18th November 2019

Week 9 Topic: BE ACCOUNTABLE-Quantitative Analysis for Decision Makers

BE ACCOUNTABLE Weeks 9 & 10

Managing how we think has a positive impact on our experiences and our ability to follow through and achieve our goals.

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Lecture

Lab - Break-Even Analysis

Break-Even Analysis [Dr Carrie Rutherford]

In this lab session students need to do the following:

Worksheets [You do not have to submit this week's worksheets]

1. Produce a break even analysis [show evidence of this in your presentation].
2. Outline who the target market is for your EPIIC bags (age, occupation, marital status).
3. Identify the best method of promotion to reach your target market and justify choice of promotion.
4. Provide evidence (images) of the selected promotional campaigns e.g. Instagram, Twitter, YouTube campaign you designed.

Learning in a Nutshell

Gremlin Profile Worksheet

Week beginning ~~30²⁵th March 2020th~~
~~November 2019~~

**Week 10 Topic: BE ACCOUNTABLE-
Quantitative Analysis for Decision
Makers**

BE ACCOUNTABLE Weeks 9 & 10

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Lecture

Managing how we think has a positive impact on our experiences and our ability to follow through and achieve our goals.

Percentages and Mathematics
[Mr Howard White]

Lab session exercises - all material will be provided on Moodle.

Worksheets [You do not have to submit this week's worksheets]

Learning in a Nutshell

A to B Worksheet

Week beginning ~~27th April 2020nd~~
~~December 2019~~

Week 11 Topic: *BE EFFECTIVE-*
Communication and Presentation Skills-
Tuckman's Theory

BE EFFECTIVE Weeks 11 & 12

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Lecture

Lab - Assessment 2 Workshop

Being effective requires us to put all our strength into the tasks we are undertaking. Positive habits help people be more effective, habits are important to consider and develop. There are habits that can enhance our effectiveness in life and habits that can inhibit our effectiveness in life. Be effective always.

Communication and Presentation Skills

In this lab session students need to complete the following:

1. Use Tuckman 1965 theory to discuss stages of their group formation and development (Forming, Storming, Norming and Performing)
2. Work in their groups to put together their Team presentation
3. Get Feedback on presentation from lecturer and make final changes
4. Practise presentation

Worksheets [You do not have to submit this week's worksheets]

Learning in a Nutshell

Lenses Feedback Worksheet

Week beginning ~~4th May 2020~~^{9th December 2019}

Week 12 Topic: *BE EFFECTIVE*- Higher Order Thinking Skills

BE EFFECTIVE Weeks 11 & 12

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Lecture

Lab - **Summative Assessment Team Presentations will be in your lab sessions**

Being effective requires us to put all our strength into the tasks we are undertaking. Positive habits help people be more effective, habits are important to consider and develop. There are habits that can enhance our effectiveness in life and habits that can inhibit our effectiveness in life. Be effective always.

[Ms Lyn Hamblin] Introduction of theory of the Higher Order Thinking Skills

Note: Team Presentations to be uploaded by **ALL** members of the team on VLE. Deadline ~~Thursday 7th May 2020~~^{9th December 2019} at Time 10:00am

Worksheets [*You do not have to submit this week's worksheets*]

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Brief introduction to EI, to use HOTS in own development.

Learning in a Nutshell

BE Effective Worksheet of your choice

9. **STUDENT EVALUATION**

Students expressed satisfaction with the quality of teaching and learning of this module and were certainly satisfied with the teaching team for the help and support they provided to the students on the module. Most students valued the academic skills and preparation this module provided them with for success at university and beyond.

10. **INDIVIDUAL COURSEWORK GUIDE TO ACADEMIC WRITING**

All tasks require you to use academic sources to support your answers.

What are academic sources? (also termed scholarly sources)

Sources which can include books, academic journal articles, and published expert reports. The content has usually been peer-reviewed. This means that it has been reviewed by experts for accuracy and quality before being published.

Which sources are not 'academic/scholarly' sources?

Anything written/published by someone who is not an academic expert in the field. E.g.:

- **Wikipedia**
- **Various blogs**
- **Professional writers (e.g. journalists)**
- **Consultants**
- **Random websites**

Access journal articles available through the Reading List.

Academic articles have an abstract (summary), introduction, review of the literature, methodology, findings/results, discussion and conclusions. You can use the abstract to see if the article is relevant to your topic. You can use the literature review to quote or paraphrase arguments which you will use in your answer. You can also read the discussion and conclusion for any important information you may want to incorporate in your answer.

What is plagiarism and how to correctly reference sources in your work:

You should never copy-paste directly from other sources. You should include a list of references at the end of your work.

https://my.lsbu.ac.uk/my/portal!/ut/p/a0/04_Sj9CPykssy0xPLMnMz0vMAfjlk3Ot8jNTrKLM4o0DLJw9DIMNvP29HF0MHD28vFwtgl2NDZ3N9QuyHRUB9Jsd5Q!!/

11. **LIBRARY SUPPORT**

If you need any help and or support with finding academic books and or support with referencing using LSBU Harvard Style, please visit the Perry Library: 250 Southwark Bridge Road

London SE1 6NJ. The Business School librarians can be contacted on the following:

Email: LLRbus@lsbu.ac.uk

Telephone: 020 7815 6603

Website: <https://libguides.lsbu.ac.uk/library>

Further details on library opening items are shown on the image below:

Perry Library



12. SKILLS FOR LEARNING

The Skills for Learning Centre offers an extensive range of workshops, drop-ins and one-to-one sessions designed for all levels of study, from foundation year to PhD. They are there to support all students enrolled at LSBU, at both Southwark and Havering campuses. Contact details for Skills for learning team are below:

Location: K2 Building on the 7th floor.

Phone: 020 7815 6454

Website: <https://my.lsbu.ac.uk/my/portal/Study-Support/Skills-for-Learning>

13. LEARNING RESOURCES

Reading List

Mullins, J. (2016) *Management & organisational behaviour*, 11th Edition. Pearson

Boddy, D. (2017) *Management - an Introduction*, 7th Edition. Pearson

Lee-Davis, L. (2015) *Developing Work and Study Skills*, 1st Edition. Cengage.

Background Reading:

Cotrell, S., (2011) *Critical Thinking Skills*. Palgrave.

Cotrell, S., (2011) *The Study Skills Handbook*. Palgrave.

Dewhurst, K., (2006) *Quantitative Methods for Business & Management*, 2nd Edition. McGraw-Hill.

Etheridge, D. (2010) *Excel Data Analysis*. 3rd Edition. Wiley.

Morris, F. C., (2012) *Quantitative Approaches in Business Studies*, 8th Edition. Pearson.

Salkind, N. J, (2010) *Statistics for People Who Hate Statistics*. 1st Edition. Sage.

Optional Reading:

VLE (Moodle) with a variety of learning-supporting materials.

14. **Assessment of Module**

14.1 Assessment 1 - Individual Business Report [1500 words (+/-10%)
50%]

You are to produce a report on Virgin Atlantic **[Airline]**. You are required to answer the following questions undertaking thorough research into all aspects of the business as well as reading academic books and journals.

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1. Introduce Virgin Atlantic, the countries they operate in [local, national or international], the products and services they offer to the public and the financial revenue and/or turnover for the year. (3 marks)
2. Suggest a suitable organisational structure for Virgin Atlantic and justify your suggestion by outlining the advantages and shortcomings of the structure you have suggested. (10 marks)
3. Explain and define some of the key definitions of leadership and management taking into consideration the roles Richard Branson has had within Virgin Atlantic. You need to provide references for these. (5 marks)
4. Which aspects of the coaching sessions would you say managers and leaders would benefit from, in terms of skills development. Justify your answer. (5 marks)
5. (1) Review and analyse some of the key leadership styles of your choice (autocratic, charismatic, democratic, laissez-faire). (2) Using Richard Branson as a role model, provide examples of where you think he has demonstrated one of the leadership styles (10 marks)
6. Using the being aware and curious techniques that you have explored in your coaching session, identify four techniques of your choice, providing examples of how you might use them as an entrepreneur. (10 marks)

7. Report format, structure, organisation and referencing (1 mark). In your appendices, you are required to include Week 1, Interview question sheet; Week 2, Self-Mapping Worksheet; Week 3, Effective Questions Worksheet; Week 4, Curious sheet of your choice; Week 5, Happiness Milestones; Week 6, Fulfilled Worksheet of your choice. (6 marks)

Note: This is an individual report hence must be submitted in report style. Please make sure your work is structured well and use correct LSBU Harvard referencing. Text in appendices is NOT counted towards your report word count.

Total 50 Marks

Deadline date: ~~Thursday 12th of March 2020~~ **Monday 4th November 2019**

Time: 10:00 am

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14.2 Assessment 2 – Team Presentation [15 Minutes 50%]

A fifteen-minute presentation using PowerPoint. This is a team activity; teams need to keep a record of five weeks' worth of meeting minutes as evidence. Team membership will be self-selecting. You will need to work in teams of 4 people, each person having one of the following roles:

- CEO (Chief Executive Officer)
- FC (Financial Controller)
- SD (Sales and Marketing Director)
- LM (Logistics Manager)

You are a new company in the bag market that designs and sells unique tote bags based on LSBU's EPIIC values (Excellence, Professionalism, Integrity, Inclusivity and Creativity) catering to the male and female market. What would be your key considerations in setting up the business, bearing in mind that this business will be based online. You will be provided with a tote bag and a transfer sheet which you will apply to your bag. You are required to include the points below in your presentations:

1. Introduction to the new business, what EPIIC values mean and how that relates to corporate social responsibility (CSR). (5 marks)
2. Explain the many ways advanced technology has supported businesses in achieving success as well as outlining how your new business would use technology to its advantage. (5 marks)
3. Provide an analysis of the bag market; identify the key competitors of the new business. (5 marks)
4. Provide an explanation of the different ways you can build your brand. In this section, outline the brand, logo and slogan of the new business. You are also required to include an image of your bag design. (10 marks)
5. Outline and evaluate the different ways of advertising and promoting the new business (brand) to reach your target customers using social media marketing (Instagram, YouTube, Twitter). You need to provide evidence (images) of your marketing campaign. (5 marks)

Note: The bag that you produce will be sold virtually using selling platforms such as Twitter, Instagram and YouTube. Likes in this case convert to sales at the following rates:

A LIKE on:

Instagram = £5

Twitter = £10

Twitter Re-Tweet = £10

YouTube = £15 (*one-minute video advertisement of your bags*)

6. Provide an explanation of the importance of break-even analysis with references. You need to produce a break even analysis for your bag. You will need to make sure your fixed costs are £55 for premises and other direct overheads. The variable cost per bag will depend on how much it costs you to produce your bag. For breakeven purposes, you are producing as many bags as you sell virtually. (5 marks)
7. Using Tuckman 1965 theory, briefly discuss stages of your team formation and development (Forming, Storming, Norming and Performing). In this section, discuss how you as a team employed coaching skills within your teams in order to successfully complete this task. Take into consideration "BE Connected" and "BE Accountable" coaching sessions. (5 marks)
8. 10 Marks will be awarded individually based on delivery:
 - Voice and body language of presenter/s (3 marks)
 - Confidence and familiarity with material (3 marks)
 - Quality of presented materials (consistent fonts, colours, diagrams etc.) (2 marks)
 - Describe your role, and discuss what you did within your role. (2 mark).

Note: All members of the team **must** present during the presentation.

Total 50 Marks

Deadline date: ~~Week beginning Thursday 7th May 2020~~ **Monday 9th of December 2019.**

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Note: *All presentations should be ready to present within your lab sessions during this week, it is your responsibility to ensure your work is complete as a team and ready to present.*