



unit guide

Management Skills
Part-time BABS

MHR_2_214

Faculty of Business,
Computing & Information
Management

Semester 1 2008/09

become what you want to be

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1.0 UNIT DETAILS

Unit Title:	Management Skills
Unit Level:	Level 2
Unit Reference Number:	MHR_2_214
Credit Value:	15 CAT
Student Study Hours:	150
Contact Hours:	40
Private Study Hours:	110
Pre-requisite Learning (If applicable):	Organisational Behaviour & Business Skills or L4W
Co-requisite Units (If applicable):	None
Course(s):	BA Business & HND in Business
Year and Semester	Level 2 S1
Unit Coordinator:	Helen George
UC Contact Details (Tel, Email, Room)	0207 815 8242 Room Technopark 2B29 helen.george@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	Jane Caswell – contact via Helen George
Subject Area:	HRM
Summary of Assessment Method:	100% Coursework: Written Individual 35%; Oral Team Presentation 30%; Written Individual 35%

2.0 SHORT DESCRIPTION

This Unit is concerned with developing the critical, interpersonal and organisational skills needed by a manager, or aspiring manager, to function effectively in the internal and external organisational environment. It achieves this by adopting an activity-based approach to learning. Students are expected to reflect on the experiences they have in the facilitated workshops and to consider how they need to develop their own skills in order to prepare for the move into the workplace. Central themes of the unit are the management of change and continuing personal and professional development it is therefore relevant both to students who have little work experience and also to those who have already gained some work experience before choosing to study further.

3.0 AIMS OF THE UNIT

The unit aims to develop a broad understanding of effective management practice and the skills that underpin it. It provides an introduction to strategic planning and the management of change. It emphasizes self-awareness and the development of personal effectiveness in managing key business functions.

The Unit will build a practical skills base on the knowledge and competencies gained via other course units. As well as building

directly on the personal development planning undertaken at Level 1 the unit develops further understanding of the theories and concepts introduced in Organizational Behaviour or Organizations and Behaviour. The unit offers students the opportunity to integrate and apply knowledge and skills gained through their study and experience to the solution of live business problems.

It provides an important link to the working environment in preparation for those students taking the industrial placement year, as well as forming a basis for all students' longer term career planning. It also lays conceptual foundations for the final year of the degree programme, by introducing students to business strategy.

4.0 LEARNING OUTCOMES

On completion of this unit students will be able to:

4.1 Knowledge and Understanding

Recognise the qualities, capabilities and skills that can contribute to effective management in today's competitive business environment.

Recognise and respond to the issues involved in the management of change

Identify a range of strategic options available to organisations

Identify the factors that impact on the choice of strategic direction.

4.2 Intellectual Skills

Recognise and select appropriate techniques to solve problems related to the management of change at both an organisational and a personal level.

4.3 Practical Skills

Plan and deliver a team presentation

Select appropriate sources of information in order to carryout business focussed research

4.4 Transferable Skills

Undertake a team-based project

Communicate information using a variety of formats and techniques

Reflect on their personal effectiveness as learners and assess their own career development needs

5.0 ASSESSMENT OF THE UNIT

As befits a skills course, learning and assessment is continuous, there is no final examination. Formative assessment will take place throughout the unit by a combination of self-assessment activities and class-based skills exercises involving peer feedback.

The formal assessment is by three pieces of coursework:

1. Individual - Case Analysis 35%
2. Team project – based on the case analysis in CW1 30%
3. Individual – Management Skills Development Plan 35%

Courseworks 1 and 3 are written, coursework 2 is an oral team presentation combined with a question and answer session where the tutors will assess students' critical understanding of the material presented. The team will also need to produce evidence of the process by which they worked together and the way in which each team member contributed to the project.

The full details of the tasks involved and grading criteria are contained in the Appendices to this unit guide.

PLEASE NOTE: Regular attendance is essential as non-attendance will inhibit high quality team working and the completion of coursework 3.

ASSESSMENT DATES:

Coursework	Submission	Feedback
1. Individual Case Analysis	6 th Nov	22 nd Nov
2. Team Presentation	6 th Dec	6 th Dec
3. Personal Development Plan	12 th Jan	13 th Feb

To pass the unit you must:

- Complete all the work within the set deadline (**The nature of the linked assessment between the case analysis and the team presentation means that there are no extensions for coursework 1).**
- Achieve an overall grade across all the elements of assessment of at least 40% with not less than 30% in any one piece of work.

6.0 INTRODUCTION TO STUDYING THE UNIT

6.1 Overview of the Main Content

The unit will provide a practical introduction to the core management skills that individuals are likely to be expected to have or to develop, including an awareness of cross cultural issues. These are:

- Accessing, evaluating and using information
- Communication – written, oral, visual
- Problem solving and decision making
- Teamworking and Leadership
- Personal development and effective learning

It will also develop students understanding of the management of change and introduce the core strategic concepts required in undertaking an environmental analysis and developing strategic plans.

6.2 Overview of Types of Classes

Classes will take the form of whole-day Saturday workshops. Please check section 7.0 The Programme of Teaching & Learning to see which dates and times you are required to attend.

The workshops will develop theoretical and analytical frameworks of management and survey relevant literature, developing key concepts and approaches in modern management theory and practice. Students will need to prepare for the sessions and participate fully on each day.

Workshops are designed to be participative and interactive in order to develop the students' skills base. The management of change and cross-cultural awareness are consistent themes integrated into workshop activities. Workshop and lecture input will also directly support both individual and team assessments.

Details of each day's activities and the relevant materials will be given at the start of each workshop. Each day begins with an introductory lecture highlighting the learning outcomes and setting out the specific focus for the day. Students then move into their seminar groups and work through a range of activities, facilitated by their tutor. At the end of the day there is a second lecture with assessment related input. It is therefore important for their own, and others, learning that students attend **for the whole** of each workshop.

At the end of each workshop students are directed to relevant reading and activities intended to consolidate the day's learning and to prepare them for the next session.

6.3 Importance of Student Self-Managed Learning Time

In addition to reading and working on their individual assessments students are expected to meet with their project teams outside the workshops to prepare their team presentation.

6.4 Employability

The unit is an essential element within the Business Programme in the preparation of students' for future employment. It provides an insight into the skills and knowledge expected by employers and offers students the opportunity to develop these in a supported context. The unit facilitates students' personal development and career planning, both through the workshops and in particular in Coursework 3.

7.0 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Workshops are on Saturday 10 – 4. Please check below to see which dates you are required to attend. At the end of each workshop there will be an opportunity to discuss assessment issues with the tutor.

The dates of the workshops for part-time students in 1 are:

27th September

11th October

25th October

8th November

22nd November

6th December – Assessed Presentations

This is a skills course and the assessment is linked to attendance. Non-attendance will make it difficult for you to do well in your assessment tasks, so please ensure you are able to attend on all the scheduled days and stay for the whole workshop. If you are experiencing difficulty in attending it is important to discuss the reasons for this with your tutor or with the Unit Co-ordinator. The full programme consists of:

27/9	Introduction to Management Skills What are Management Skills? What are employers looking for? Effective learning & personal development planning
11/10	Managing Change Strategic planning Sourcing & evaluating information
25/10	Effective Communication, Cross-cultural awareness Stakeholders

6/11	Hand in CW1
8/11	Teams & Leadership CW2 - Team formation
22/11	Creative problem solving Working on team project
6/12	CW2 Assessed Presentations CW3 - Assessment surgery

8.0 LEARNING RESOURCES

The following books are recommended reading for student preparation for the key topics introduced in the workshops and to support assessment. Suggested readings for each session will be given in the resource pack handed out at the start of each workshop.

As a skills unit the emphasis is on **practical** work but all students should try and keep up-to-date in the areas relevant to Management Skills, during, and indeed after, the course. The suggested readings will assist this process.

All the recommended texts have additional web-based resources for students provided by the publishers, details of how to access these are contained within the books themselves. You should check these details with the bookshop before purchasing the text, to ensure you get the correct version. The publisher may make an additional charge for the right to access these additional on-line resources.

8.1 Core Materials

CORE TEXT BOOKS

Johnson G., Scholes K. & Whittington R., 2005 Exploring Corporate Strategy, Prentice Hall, London (this is available as text only or text & cases, you will use it again in the final year unit Corporate Strategy)

Chapters 3, 4, 5 & 8 are specifically recommended for the team project.

ESSENTIAL JOURNALS AND OTHER READING

Students studying this unit should read any of the national quality press, especially The Financial Times (FT) each weekday. The FT "Management" pages carry useful articles. Most of the daily and weekend press are also available on-line, you will find relevant articles in both the Business and the News sections of the paper. You will find a selection of recent articles relating to the case analysis and team project on the Blackboard site and in the workshop handouts.

ELECTRONIC SOURCES

These will be the most important sources of current information in successfully completing the assessment for this unit. You will need to make extensive use of the on-line facilities in the library and the learning resources centre to keep up-to-date. The following will be of particular interest for the case analysis and team project and can be accessed via www.lisa.lsbu.ac.uk or from the university homepage via the Student Gateway. You will be required to use these resources to complete coursework 1. There will be taught input on how to access these resources and how to search effectively in the second workshop.

These recommended web data bases are accessed through the Business subject portal – and will provide quality information which is not always available via free web sites. If you experience any difficulties accessing them, consult the on-line help sheets or seek assistance from the Help Desks in the Library or LRC.

- Business Source Premier
- Economist.com
- European ASAP
- FAME
- Global Market Information Database
- Key Note
- LSBU Full Monty
- MarketLine
- Mintel
- ProQuest Newspapers

Also look at relevant company homepages e.g. <http://www.tesco.co.uk>

The **LSBU Careers Service** in Caxton House also has a wealth of on-line resources to support your Personal Development Plan that can be accessed via their website at

<http://www.lsbu.ac.uk/careers/>

Additional Learning Resources

Blackboard - www.lsbu.ac.uk/bb

You need your LSBU user name and password to get into Blackboard. If you have any difficulty accessing the site please consult the on-line help sheet on the Blackboard sign-in page or speak to the Unit Co-ordinator. If you have not used Blackboard before then there is an on-line tutorial on how to use it also available at the sign-in page.

The Unit Guide, the assessment and the lecture slides will be available, on Blackboard. The workshop materials, exercises and readings, will be handed out at the start of each workshop.

Centre Learning Support and Development -

<http://www.lsbu.ac.uk/caxton/>

You may find the open workshops and other resources offered in Caxton House of benefit. Details are displayed on noticeboards in the LRC and the Library and can be found on the CLSD website.

8.2 Optional Materials

OPTIONAL TEXT BOOKS

The texts to support career planning vary considerably in price and depth. You are advised to look at them and select one that is appropriate to your individual development needs.

- Jenner S 2000 The Graduate Career Handbook Pearson Education London
- Cassidy N & Lamb P 2004 Starting Out: Essential Steps to Your Dream Career Pearson Education London
- Pyke G & Neath S 2002 Be Your Own Career Consultant: work out where you want to be – and how to get there Pearson Education London
- Guirdham, M. 2002 Interactive Behaviour at Work, 3rd ed Prentice Hall London
- Guirdham, M. 2005 Communicating Across Cultures at Work, 2nd ed Palgrave Macmillan
- D'Souza S & Clarke P 2005 Made In Britain: Inspirational Role Models from British Black and Minority Ethnic Communities Pearson Education
- Rees W & Porter C, Skills of Management, 5th ed Thompson Learning 2001
- Seth A & Randall G Supermarket Wars: Global strategies for food retailers Palgrave 2005

You will also find the core text you used in Organisational Behaviour useful. For practical guidance on how to approach and accomplish successfully the various types of assessment the following publication is recommended:

- Cameron S 2002 Business Student's Handbook: Learning skills for study and employment, 2nd ed Pearson Education London

NOTES

I hope you find this Unit Guide helpful. Many, many students have successfully completed Management Skills and feedback suggests that most have found studying the unit interesting and worthwhile. It is, however, demanding and doing well requires consistency, good team-work and engagement. If you do find yourself struggling please speak to me, or your seminar tutor, before your concerns grow too big! Remember the teaching team are here to support your learning and help you succeed.

APPENDIX 1

COURSEWORK 1: This assessment is worth 35% of the marks for this unit.

This individual coursework is designed to test knowledge and understanding of the processes needed to effectively analyse the key issues in an organisations internal and external business environment. In particular it focuses on learning by doing, and enables you to demonstrate how you meet the following learning outcomes for this unit:

Knowledge and Understanding

- Recognise and respond to the issues involved in the management of change
- Identify the factors that impact on the choice of strategic direction.

Intellectual Skills

- Recognise and select appropriate strategic techniques to solve problems related to the management of change.

Practical Skills

- Select appropriate sources of information in order to carryout business focussed research.

Transferable Skills

- Communicate information using a variety of formats and techniques
- Reflect on your personal effectiveness as learners and assess their own development needs.

BRIEF

The focus of this coursework is an analysis of what is currently happening in the UK food retail sector. There is a great deal of information available about this sector and you should start by familiarising yourself with the broad context. There is some supplemental information on the Blackboard site to get you started. You should then complete the following tasks.

Task 1:

Using all available sources produce an annotated bibliography of at least 10 full references. In completing this task you should refer to 'What is an annotated bibliography', which is also in this guide. For each reference you should very briefly comment on its strengths and weaknesses as an information source to support this assignment. The purpose of this task is to get you to demonstrate your ability to locate, evaluate and correctly reference a range of information sources.

Task 2:

Using the information gathered in the first task produce in diagrammatic or table form the following strategic models:

- Porters 5 Forces) as they apply to the UK food retail sector
- PEST)
- A Competitor Analysis)

NB. A 'general' pictorial representation of these models will not be sufficient - you must demonstrate your ability to apply them.

Then write a focussed analysis, of not more than 1000 words, commenting on the information in the diagrams and tables you have produced. You should identify what **you believe are the most significant factors that will shape the strategic direction of the UK food retailing sector over the next 5 years, supported by your research.** The analysis should be written as an informal business report, with relevant headings, sub-headings and numbered sections. You must draw brief conclusions but you will not need to produce any 'recommendations' as these will be produced jointly in the team project for Coursework 2.

When you have completed your work you should answer these questions and include this reflective review as an appendix to your work:

1. **How did you organise for this coursework?**
2. **What difficulties were encountered and how did you overcome them?**
3. **How well do you think your work meets the grading criteria?**
4. **What have you learned from this coursework?**
5. **What would you do differently if you had to repeat the coursework?**

The 1000 word analysis, but not the bibliography, the diagrams or reflective review must be submitted electronically using Turnitin. You will be able to submit a draft, which will provide you with an originality report so that you can review your work, and then submit a final copy. You will need to submit a complete paper copy of all the tasks in the normal way to L105. If you have not used Turnitin before there is a helpsheet on Blackboard.

Guidance to help you do well in this assessment.

Please ensure that all your sources are fully and correctly referenced including any diagrams and additional material in task 2. While completing this coursework you are encouraged to share your ideas, and discuss your sources with your peers. However remember this is an individual assessment and your final written submission must be solely your own work.

If you are unsure about how to reference correctly please consult the helpsheets on http://www.lisa.lsbu.ac.uk/006_services/help/helpsheet.htm , you are also encouraged to follow the link on Blackboard to PLATO and Turnitin to find out more about how to ensure you reference correctly.

Guidance on report writing can be found in the Assessment folder on the Management Skills Blackboard site and how to write an annotated bibliography is in Appendix 2 of this Unit Guide.

GRADING CRITERIA

70% +

All tasks will be fully complete, and fully meet the assessment brief. Your referencing will be consistently accurate and the bibliography will demonstrate engagement with a broad range of relevant sources that are well evaluated. The strategic models will be appropriately used and effectively applied to the supermarket sector. The report will be clearly structured, written in an appropriate format and with the data gathered in tasks 1 and 2 well integrated into the analysis.

60 - 69%

All tasks will be fully complete, and fully meet the assessment brief. Referencing will be accurate and the bibliography will demonstrate a range of relevant sources that are all evaluated but less effectively than for a higher grade. The strategic models will be complete and will demonstrate a clear ability to select appropriate data to illustrate them. The report will be in an appropriate format, clearly expressed and demonstrate the ability to select key information to support the analysis.

50 - 59%

All tasks will be fully complete, and will broadly address the assessment brief. Referencing will be accurate and the bibliography will demonstrate the use of relevant sources that are all described but less effectively evaluated than for a higher grade. The strategic models will be complete and will demonstrate a clear ability to select appropriate data to illustrate them, although the choice will indicate a less critical approach than necessary for a higher grade. The report will be in an appropriate format, generally well expressed, although there may be some areas for improvement in style and structure. The report will demonstrate the ability to select broadly relevant information to support the analysis, although insight may be limited and the work overall will tend towards the descriptive.

40 - 49%

All tasks will be attempted but there may be minor omissions and / or the work may not fully meet the assessment brief. Referencing will be adequate but may not be fully or consistently correct. The Bibliography will demonstrate engagement with a limited and / or inappropriate set of sources, evaluation of sources will be limited. Strategic models will be descriptive and basic in content or may not be sufficiently applied to the sector. The report may be clear but may not be in an acceptable format, be poorly structured or expressed and will be descriptive rather than analytical.

30 - 39% FAIL

There will be substantial omissions or inaccuracies in the work. Your information sources may be very limited and / or significantly out of date, evaluation will be wholly superficial. Referencing will be absent or unsystematic. Models will be incorrectly used or not applied at all to the sector. The report will lack awareness of the linkages between external and internal environments and / or will be so poorly expressed or structured that it does not demonstrate sufficient understanding of the requirements of the assessment.

Below 30%

The work will be incomplete and will not meet the assessment brief. Information will be inaccurate and / or substantially out of date. Models will be incorrectly applied and / or missing and the report will fail to demonstrate any substantial understanding of the requirements of the assessment brief.

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, websites or databases. Each citation is followed by a brief (usually about 75 -150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are not the same as Abstracts. An abstract is a purely descriptive summary often found at the beginning of scholarly journal articles. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression and authority.

Creating an annotated bibliography tests a range of skills that are critical for success in higher education and lifelong learning. These include information search and retrieval, making decisions regarding the validity and appropriateness of sources, sorting and managing information and succinct analysis.

THE PROCESS

First, locate and record citations to resources (journals, books, press articles, databases – these may be web-based or library-based) that may contain useful information and ideas on your topic. Briefly examine and review the actual items. **Then choose those works that provide a variety of perspectives on your topic.** Cite the chosen sources using the appropriate style. Guidance on referencing all the different types of sources is available on downloadable help sheets from the Library and can be accessed at:

http://www.lisa.lsbu.ac.uk/006_services/help/helpsheet.htm

Write a concise annotation that summarises the central theme and scope of the resource. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work contributes your bibliography topic.

CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT

You can begin evaluating an information source even before you have the physical item in hand or on screen. Appraise a source by first examining the bibliographic citation. The bibliographic citation is the written description of a book, journal article, essay, database or some other published material that appears in a catalogue or index. Bibliographic citations characteristically have three main components: author, title, and publication information. These components can help you determine the usefulness of this source for your paper. (In the same way, you can appraise a Web site by examining the home page carefully.) In appraising sources for an annotated bibliography you should consider the following:

Author

- What are the author's credentials--institutional affiliation (where he or she works), background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise?
- Has your Lecturer mentioned this author or this source? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources. Is this a subscription database?
- Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

Date of Publication

- When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the

reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.

- Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences or business, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.

C. Edition or Revision

- Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

D. Publisher

- Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.
- When looking at on-line journals you will often find that the publisher will allow you to search specifically for academic or research articles.
- If you are drawing on web resources identify quality of the resource – is this a subscription-based resource or a 'free' resource? Web publication is now very easy and inexpensive, which means that as a reader you will need to develop your awareness of who is publishing what, and for whom.

E. Classification

- Is this a scholarly, a business or a popular source? This distinction is important because it indicates different levels of complexity in conveying ideas. The following definitions may help:

Scholarly is concerned with academic study, especially research; exhibiting the methods and attitudes of a scholar, and having the manner and appearance of a scholar.

Substantive is defined as having a solid base, being substantial. This would apply to subscription databases designed to provide current business information

Popular means fit for, or reflecting the taste and intelligence of, the people at large.

Sensational is defined as arousing or intending to arouse strong curiosity, interest or reaction.

Keeping these definitions in mind, but realise that none of the lines drawn between types of sources can ever be totally clear-cut.

Further guidance on evaluating web resources can be found on:

<http://liblearn.osu.edu/tutor/les1/>

<http://www.2learn.ca/evaluating/evaluating.html>

EXAMPLES OF ANNOTATED CITATIONS

Barron, A (2003) Web page evaluation: Views from the field. Web Journal of Current Education Issues. (Online) Available from:

<http://webjcei.ncl.ac.uk/2003/issue10/emig2.html> (Accessed 3rd July 2006)

In an article targeted towards library media specialists and their use of the Internet to support the curriculum, Barron outlines nine categories one should become familiar with when evaluating web sites. She draws her criteria from other evaluation sources on the internet, some of which are discussed in the article. She provides a useful and focussed evaluation from a school-based perspective.

Everhart, N (2001) It must be true: I found it on the Internet. *Journal for Technology Connection*, 33 (7) pp 22-25

The article is written for academics and librarians and outlines ways in which students can be encouraged to critically evaluate different types of web pages with differing types of criteria. Examples are given for an advocacy page, a business / marketing page, an informational page, a news page. The article is relevant and practical. More examples of their work can be found at <http://www.widener.edu/> following the Library link.

APPENDIX 3

COURSEWORK 2 - This assessment is worth 30% of the marks for this unit

This team assessment is a 20-minute oral presentation followed by questions and answers. The presentation builds on the knowledge gained by each individual in completing Coursework 1 and it is designed to allow students to demonstrate how they meet the following learning outcomes of the unit:

Knowledge & Understanding

- Recognise and respond to the issues involved in the management of change
- Identify a range of strategic options available to organisations
- Identify the factors that impact on the choice of strategic direction.

Intellectual Skills

- Recognise and select appropriate strategic techniques for application in solving business problems.
- Practical Skills
- Plan and deliver a team presentation

Transferable Skills

- Successfully complete a team-based project
- Communicate information using a variety of formats and techniques
- Reflect on their personal effectiveness as learners and assess their own development needs

THE BRIEF

Your team required to adopt the role of consultants advising the management of your supermarket on how to remain competitive (**the teams and supermarkets will be allocated by your tutor**). All team members will already have developed knowledge and understanding of the UK Food Retailing industry from coursework 1.

THE TASK

Your supermarket want the team to present an analysis of the future prospects for their organisation and a set of recommendations based on the **internal** and **external** factors which your team believes will impact on the successful operations of their company over the next 3 – 5 years.

The purpose of this **competitive action plan (CAP)** is to help the supermarket concerned remain competitive.

Key issues for your team are:

- 1 What is the *future* competition trend in the industry?
- 2 What is the relative position of your supermarket within the market?

3 What action/change strategies should they take and why?

4 Who are their key stakeholders and why will your action plan appeal to them?

This is a highly competitive environment, your team will need to pool the information and ideas individually generated in coursework 1 to develop your joint recommendations for your supermarket.

PRESENTATION

Each team will present a joint competitive action plan consisting of a summary of their analysis and a set recommendations in the form of an oral presentation to a group representing the Board of Directors of your allocated company (fellow students and tutors).

The presentation should last a maximum of 20 minutes and must involve all team members. This will be followed by 10 minutes for questions from the “Board”, asking you to discuss your recommendations.

You will be assessed on the quality of this presentation and on your handling of questions. There will be an opportunity for teams to receive immediate verbal feedback on their presentation, the final grade will be available later.

Presentations are expected to be “professional”, with appropriate use of visual media, eg. PowerPoint. Your main focus should be to develop and present a convincing analysis of the possible impact of competitive forces on a real business.

TEAM PROCESS

In addition to your oral presentation your team must demonstrate evidence of planning, research and teamwork. Original research, analysis and recommendations are important and will be rewarded. As evidence of how you team worked on developing your presentation you must hand in all the following directly to your tutor:

- **Copies of your PowerPoint slides.** This will be the written evidence of your team analysis and recommendations.
- **Evidence of your team process which will consist of:**
 - **A written Team Action Plan**, showing how tasks were allocated and whether deadlines were met and what ground-rules you agreed
 - **A written Team Process Report**, signed by all members of the team.

TEAM ACTION PLAN

The aim of your action plan is to help you agree as a team what your objectives are and how you are going to reach them.

Content

- Your action plan should state clearly what you are trying to achieve and break this overall objective (e.g. to produce a high quality team presentation) into concise, measurable tasks (be specific). There may be many smaller tasks that contribute to one overall objective.
- Fit the tasks within a sensible time frame, remember certain tasks will be sequential (i.e. some must be completed before others) and some can be concurrent (i.e. some can be completed at the same time by different team members)
- Agree which team member/s will be responsible for which tasks.

Format

You should layout your action plan as a table using clear headings and leaving a column for updates or commentary. A suggested format is:

Objective	Tasks	Responsible	Review date	Complete	Comments

TEAM GROUNDRULES

When you are developing your action plan it is also a good time to agree a set of 'groundrules' and to agree the team members' expectations are about the following:

- Keeping in contact – how will you do this?
- Meeting – how often, how long, how formal, who will keep records of what has been agreed, how will this information be shared with the team?
- What happens if or when a team member fails to attend or complete a task on time?
- What are your contingency plans – how will you minimise the risk of failure or over reliance on one team member's contribution?

TEAM PROCESS REPORT

All teams must complete a short 'reflective review' on the team process. This should be structured using the format given below and handed in to your tutor at the end of your presentation.

Thinking about the team as a whole – jointly write a brief statement of approximately 500 - 700 words answering these questions:

- **How well did your team organise itself – was your team action plan effective?**
- **What were the strengths of your team's organisation?**
- **What roles and behaviours helped you and which hindered your team from achieving its objectives?**
- **How could your team's approach to the project have been improved?**
- **What do you think members have learned about team-working from completing this assessment?**

All team members must sign your Action Plan and Process Report.

GUIDANCE TO HELP YOU DO WELL IN THIS COURSEWORK

The deadline for completing this coursework is very demanding and good teamwork will be essential. Any problems that cannot be dealt with by the team should be referred to the tutor as soon as possible rather than on the day of the presentation or after completing the project. Your team will be expected to report to your tutor on the progress you are making. There will be opportunities to work as a team in workshops 5 and 6, and all team members are expected to attend both these sessions.

There will be **one overall team mark** for this coursework. Students who do not participate in, or contribute to, the team project will not receive this mark. Failure to attend workshops or scheduled team meetings, or to complete assigned team tasks in a timely way, may all be considered as non-participation.

Where a team breaks down, or there is a dispute about an individual's contribution the Unit Co-ordinator and Seminar Tutor will meet with the team members and will scrutinise the evidence of the team process before deciding whether to award or withhold marks.

GRADING CRITERIA

70% and over

A very well structured "professional" presentation with logical and comprehensive content. The team effectively communicates all the required information appropriate for presentation to senior management. The presentation demonstrates a high standard of current research and analysis that provides linkages of all parts of project, e.g. External – internal linkages (PEST – SWOT).

Realistic Competitive Action Plan presented with resource implications and constraints considered. The presentation and answers will give a clear and articulate evaluation and justification of the strategic analysis and recommendations. Stakeholders interests will be understood and taken into account alongside short-medium-long term objectives.

A very good understanding of the key concepts and implications of research findings should be evidenced in the team's response to questions. Overall presentation style will be excellent in terms of delivery, use of visuals and time management. There will be evidence of effective teamwork before and during the presentation.

60 - 69%

A clearly structured presentation, with contents logically outlined. Presentation effectively conveys the analysis carried out. It demonstrates good understanding of the key issues in the organisation's competitive environment with external and internal analysis linked. Evidence of current research carried out. Analysis will be well linked to produce realistic a Competitive Action Plan and appropriate recommendations, although stakeholder interests may not have been as well understood as for a higher grade.

Understanding of key concepts and research findings will be evident in the team's response to questions. Overall presentation style will be good in terms of delivery, use of visuals and time management, but there may be some scope for development in these areas. There will be clear evidence of teamwork in planning the project and presentation.

50 - 59%

Overall presentation structure will be adequate to convey information but may lack some clarity in the analysis presented. The presentation demonstrates sound but basic understanding of the competitive environment and provides a reasonable outline of how the key issues in the external environment might impact on internal strategic choices, but overall there will be limited evidence of understanding key linkages, i.e. description rather than analysis. The suggestions and recommendations for future competitive action will be sound but may need further development. Only limited understanding of Stakeholder interests and impact will be present.

The presentation will demonstrate limited but sound understanding of the strategic situation underpinned by basic evidence of research. Responses to questions support overall understanding of key concepts and research. Overall presentation style will be sound in terms of delivery, use of visuals and time management, but may have some weaknesses in these areas. There will be sound evidence of teamwork in planning the project and presentation.

40 – 49%

The presentation may cover key areas but lack a logical or coherent structure or have a sound structure but content lacking sufficient substance for a higher grade. There will be little evidence to demonstrate sufficient understanding of the linkage between the external and internal environments. Key information may be presented but not explained, recommendations made may be unrealistic, and consideration of stakeholder interests may be very limited or misunderstood. Responses to questions will not significantly enhance the level of understanding demonstrated in the presentation.

There may be significant and consistent weaknesses in presentation style in delivery use of visuals and time management. There will be very limited evidence of teamwork in planning the project and the presentation.

30% - 39% FAIL

The presentation will be lacking in both coherent structure and substantive content. The analysis will lack substance and fail to identify basic factors in the external and internal environment in any detail. There will be little or no evidence of current or relevant research for example very limited, impractical suggestions or recommendations will be provided. No awareness of stakeholder interests, or their importance. There will be little evidence of an understanding of key concepts demonstrated in response to questions.

There may be significant and consistent weaknesses in presentation style in delivery, use of visuals and time management. There will be little or no evidence of teamwork in planning the project and the presentation.

Below 30%

A structured presentation format not used, content lacking relevance and/or substance. Insufficient, or no evidence of relevant recent research being undertaken. The presentation fails to present the key issues in the environment and no substantive recommendations are provided. No understanding of the key concepts demonstrated in the presentation or the response to questions. There will be significant and consistent weaknesses in presentation style in delivery, use of visuals and time management. There will be no evidence of teamwork in planning the project and the presentation.

APPENDIX 4

COURSEWORK 3 - This coursework is worth 35% of the marks for the unit

This individual coursework is designed to encourage you to integrate your learning on the Management Skills unit and to reflect on how this learning will shape your future development. It will prepare you for further study, work placement, or embarking on your career through researching the alternative opportunities open to you and raising your awareness of what employers are seeking. In relation to the learning outcomes for this unit it will allow you to demonstrate that you are able to:

Knowledge and Understanding

- Recognize the qualities, capabilities and skills that can contribute to effective management in today's competitive business environment.

Practical Skills

- Select appropriate sources of information in order to carry out business focussed research

Transferable Skills

- Communicate information using a variety of formats and techniques
- Reflect on your personal effectiveness as a learner and assess your own development needs

COURSEWORK BRIEF

The coursework focuses on you as an individual and how you are planning for your future career. It is a portfolio of evidence showing the development of your employability skills. The coursework applies a similar model of planning to that used in the second coursework to address the questions Where would I like to be in the future? Where am I now? What will I need to know and do to get where I want to go?

If you completed either the Business Skills Unit or Learning 4 Work then you will be familiar with the idea behind this coursework and will find the work you did then helpful here.

TASKS

In order to pass this coursework successfully you must complete *all* of the following tasks. They require you to undertake brief, but continuous, work on your portfolio throughout the Management Skills Unit. You will find a range of on-line development activities to supplement those we use in the workshops, on the Blackboard site in the Assignment folder. You are encouraged to use these and to refer to the results and insights you gain from them in writing up your development plan.

Task 1 - Where would I like to be in the future?

Search for a **real** job that matches one you aspire to having in 3 year's time. Obtain the details and look at the job description and person specification or selection criteria and write a short statement saying why you are attracted to this job.

Task 2 – Where am I now?

Based on your reflections at the end of each workshop and the on-line activities provided on Blackboard, write a short reflection summarising your current abilities and interests. Using this reflection together with the Job Description and Person Specification identify your areas of strength and your areas for development in relation to the skills and attributes required for the job you have identified in Task 1. Produce a professional CV to market yourself to a potential employer.

Task 3 – What will I need to know and do to get this job?

Based on Task 2 identify what skills, qualifications and experience you do not have but will need to have to get your chosen job. Using the Development Plan template below identify how you could develop or gain them. This may be further study, an industrial placement, voluntary work or an intermediate job.

Appendices

- The appendices **must** contain the details of any job or courses that you identify in Task 1.
- They should also provide evidence for the statements you make about yourself and so may contain:
 - Extracts from the reflection sheets from the Management Skills workshops
 - Feedback or results from the on-line resources
 - Relevant feedback or results from this course, work or previous career search activity

GRADING CRITERIA

70% and above

All tasks will be complete with no omissions, with substantial content and a high standard of written presentation. The CV will be produced to a professional standard and will be an effective marketing tool demonstrating a good awareness of what potential employers will be looking for. Career research will be relevant with a clear rationale for the choices made.

The linkages between the different elements of the coursework will be explicit and they will connect logically, demonstrating the ability to process data in a way that shows both insights into your own strengths, values and aspirations and the requirements of employers. The Development Plan will contain substantial evidence of being able to develop and articulate an appropriate set of strategies for self-development.

60 – 69%

All tasks will be complete with no omissions. The CV will be comprehensive with no mistakes and will demonstrate a good sense of the importance of visual impact. The content will put an emphasis on relevant employability skills.

There will be substantial evidence of relevant career research and the linkages between your strengths, interests and career vision will be more explicit than for a pass

grade. The work will clearly demonstrate your ability to reflect on your evidence base and to develop appropriate strategies to improve your skills further. Your development needs, as set out in your Development Plan will be relevant to your identified weaknesses and the needs of your target job.

The overall presentation of the assessment will be good / very good with clear signposting, a concise writing style and only very minor proof-reading errors.

50 - 59%

All tasks will be attempted with no omissions. There will be a good CV, containing all relevant information neatly laid out but lacking in visual impact or an awareness of the need to use the CV as a 'marketing tool' to potential employers.

There will be evidence of some basic but limited research into career opportunities, however these may not be explicitly linked to your career vision. The Development Plan will show sound but limited evidence of self-awareness and the ability to develop strategies to improve performance in light of employer requirements in the identified job. Information from the reflective exercises and workshops will be used but may not be fully integrated into the reflection.

The assignment will be neatly presented and clearly structured but may contain some proof-reading or grammatical errors.

40 – 49%

All tasks will be attempted, although there may be a minor omission or they may not be comprehensively undertaken. The CV may not be in an appropriate format or may lack important information, it will not demonstrate sufficient awareness of the importance of how the document acts as a marketing tool. There will be very limited or inappropriate evidence of career research. The self-evaluation and Development Plan will not set out clearly the connection between the requirements of your future aspirations and your development needs.

There will be substantial weaknesses in the structure and written presentation of your work.

30 – 39%

The assessment will have substantial omissions with one or more tasks missing or not substantially complete. The CV will be incorrectly set out and fail to demonstrate understanding of the conventions and importance of this document in presenting yourself to potential employers. There will be little or no substantive evidence of appropriate career research or your ability to realistically reflect on your personal development needs and link these to employer requirements.

The written presentation or structure of your work will be so weak as to prevent you demonstrating understanding of what is required in the coursework brief.

Below 30%

The assessment will be substantially incomplete and lacking in sufficient content to gain a higher grade. There will be insufficient or no evidence of relevant career research or of the ability to formulate a relevant or an appropriate Development Plan

Development Plan Template – this is a ‘guide’ feel free to adapt, add to, or modify if you want to!

9.0 DEVELOPMENT PLAN

NAME:				
COVERING THE PERIOD FROM:		TO:		

Key dates	What do you need to do? (Identify Skills, Knowledge or Expertise to be developed)	Why do you need to do this? (link to the 'gap-analysis')	How will you do this? (Identify specific tasks, activities, experiences to be undertaken)	How will you measure your success? (Try to identify specific milestones)