

LEVEL/ LEFEL 6

MODULE CODE/ COD Y MODIWL: BMSK6004

Strategic Management for SMEs

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100%

WORD COUNT/ NIFER Y GEIRIAU: 5,000 Words

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

BA LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE ASSIGNMENT SPECIFICATION (SOAC)

Programme:	BA Leadership and Management Skills for the Workplace		
Assignment Title:	Strategic Management for SMEs		
Hand Out Date:	The 2 ND Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

• Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
<u>Late submission will result in a late penalty mark, as follows:</u> Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))	

MODULE AIM

- To develop a holistic understanding of organizations' strategic direction via their interaction with the internal and external environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- critically evaluate stakeholder expectations;
- formulate and verify new strategies for sustainable growth.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	NO
If yes please provide brief details (no more than 100 words):	
A wider view of strategic management includes not just the economic impact, but environmental and social impacts. This module aims to develop a holistic understanding of organisations strategic direction through their interactions with the internal and external environment. Consideration will be given to new strategies for sustainable growth. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

ASSESSMENT

Assessment: Coursework

Report (5,000 $\pm$ Words or equivalent) - 100%

Identify a small and medium sized business enterprise (SME's) which you are familiar with (it may be your previous employers but this isn't compulsory) and more broadly demonstrate an understanding of strategic management by answering the following questions:

- 1) Critically appraise the organizations current strategic direction.
- 2) Using PESTLE, SWOT or any other environmental scanning tool, provide a critical analysis of the organizations external and internal environment with the aim of identifying the big picture (e.g. opportunities and threats).
- 3) Do a stakeholder analysis and critically evaluate the expectations of the different stakeholders and their relative power.
- 4) Verify or propose a new strategy and explain why you think it is a sustainable strategy for the long-term future of the organization.

Note:

You are expected to refer to a minimum of ten books plus journal articles in your writing.

What you need to do		
1) Appraise the organisations current strategic direction.	Explain the organisations vision and also explain how this aligns to the plans and actions that the organisation have in place to achieve this vision. This should include their recent predominantly market/entrepreneurial oriented objective of the leadership of the organisation, how they are being accomplished, the resources they are using to accomplish these objectives, how they are working to achieve these objectives. Every direction (operations, marketing, human resources, etc) of the organisation needs to be analysed and explanations have to be given regarding how they can help the organisation maximise value.	20 Marks

2) Using PESTLE, SWOT or any other environmental scanning tool, provide a critical analysis of the organizations external and internal environment with the aim of identifying the big picture (e.g. opportunities and threats).	Use PESTLE, SWOT or any other management tool to analyse the company's business environment. Specifically explain the factors and forces that are currently shaping that industry and the opportunities and threats these presents. You must be able to explain how the different factors relate to each other. The idea is for the reader to be able to understand the big picture that is currently shaping that industry. This is what should help you justify the sustainability of your proposed strategy (point 4).	20 Marks
3) Do a stakeholder analysis and critically evaluate the expectations of the different stakeholders and their relative power.	Based on your environmental analysis, the organisations current strategy and your proposed new strategy, conduct a stakeholder analysis. Assess the current systems, internal and external environments, identify the key stakeholders and their specific interests, explain how their respective interests can be addressed in a sustainable way via the implementation of a new strategy. More specifically, explain why the organisation need to adopt a new strategy for the benefit of key stakeholders.	20 Marks.
4) Verify or propose a new strategy and explain why you think it is a sustainable strategy for the long-term future of the organization.	Propose a long-term strategy for the organisation and explain why you think this strategy is sustainable as opposed to their current strategy. If you think their current strategy is sustainable and they shouldn't adopt a new strategy, explain why.	20 Marks
Evidence of wide reading and research, encompassing application of relevant academic theories and models.		10 Marks
Citation/ referencing, report structure, syntax, grammar and punctuation.		10 Marks

GRADING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

COMMON ASSESSMENT AND GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	REFER (equivalent to 0-29%)	REFER (equivalent to 30-39%*)	PASS (equivalent to 40-49%)	PASS (equivalent to 50-59%)	MERIT (equivalent to 60-69%)	DISTINCTION (equivalent to 70-79%)	DISTINCTION (equivalent to 80-100%)
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or nouse of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.

5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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