



**CertHE Events and Tourism Management**

**Module Handbook 2023-24:**

**BMET4002**

**Management and Organisational Behaviour**

**LEVEL 4**

**Module Lead:**

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**January 2024**

## **Introduction to Management and Organisational Behaviour 2023-24**

Welcome to this generic overview handbook. This is a level 4, 20 credit module for CertHe Global Events and Tourism Management students.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

In order to get the best out of this module it is vital that you engage with the themes explored as well as activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

### **AIM(S)**

To explore theoretical and practical concepts relating to people in organisations with an emphasis on improving organisational effectiveness. Students will examine the value of team working and analyse the importance of structure, management and leadership. The significance of good communications in organisations will be emphasised as will the importance and management of change.

### **INDICATIVE CONTENT**

- Theoretical perspectives on organisation and management with a particular focus on the paradigm shift from transition, stability, predictability and order towards flexibility, contingency and flux
- An assessment of the general principles of organisation design, structure and culture, illustrated through practical examples and applications.
- A focus on managerial behaviour and action, with an analysis of the elements that constitute effective managerial behaviour. Management accountability.
- Theories of leadership, within an emphasis on the pivotal importance of leadership within times of organisational change and transition
- An introduction and overview of the behavioural science approach to the management of people within organisations
- Psychological theories and explanatory frameworks of individual behaviour, pertaining to:
  - Personality
  - Perception
  - Learning
  - Attitudinal dispositions, namely motivation, satisfaction and commitment
- The nature of work groups and team

## STUDY TIME ALLOCATION

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Essay              | 1500 words | 50%       |

### Assessment Component 2

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Written Report     | 1500 words | 50%       |

## ASSESSMENT SUMMARY

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 100%        |
| Practical     | 0%          |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

|                       |                                                                                                                                                       |                                     |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMET4002</b>                                                                                                                                       |                                     |
| <b>Module Title</b>   | <b>Management and Organisational Behaviour</b>                                                                                                        |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                             | <b>Electronic*</b>                  |
| Essential             | Boddy, D. (2019) Management: Using practice and theory to develop skill (8 <sup>th</sup> Ed), Harlow, Pearson                                         | <input checked="" type="checkbox"/> |
| Essential             | Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5 <sup>th</sup> Ed) Harlow, Pearson.                              | <input checked="" type="checkbox"/> |
| Essential             | Mullins, L. (2019) <u>Organisational Behaviour in the Workplace</u> (11th edition) Harlow: Pearson Education Ltd.                                     | <input checked="" type="checkbox"/> |
| Further               | Brooks. (2018). Organisational behaviour : individuals, groups and organisation (5th edition.). Pearson.                                              | <input checked="" type="checkbox"/> |
| Further               | Armstrong. (2021). Armstrong's handbook of performance management : an evidence-based guide to performance leadership (Seventh edition.). Kogan Page. | <input checked="" type="checkbox"/> |
| Further               | Arnold, J. (2016) <u>Work Psychology</u> (6 <sup>th</sup> edition) Harlow: Prentice Hall.                                                             | <input checked="" type="checkbox"/> |
| Further               | Robbins, & Judge, T. (2017). Organizational behaviour/ Stephen P. Robbins, Timothy A. Judge. (17 edition, Global edition). Pearson.                   | <input checked="" type="checkbox"/> |
| Further               | Huczynski, A. & Buchanan, D. (2019) Organisational Behaviour (10 <sup>th</sup> Ed), Harlow: Pearson.                                                  | <input checked="" type="checkbox"/> |
| Journals              | Human Relations                                                                                                                                       | <input checked="" type="checkbox"/> |
| Journals              | Human Resource Management Journal                                                                                                                     | <input checked="" type="checkbox"/> |
| Journals              | Journal of Organizational Behaviour                                                                                                                   | <input checked="" type="checkbox"/> |
| Journals              | Management Today                                                                                                                                      | <input checked="" type="checkbox"/> |
| Journals              | People Management                                                                                                                                     | <input checked="" type="checkbox"/> |
| Journals              | Learning Organisation                                                                                                                                 | <input checked="" type="checkbox"/> |
| Journals              | Organization Studies                                                                                                                                  | <input checked="" type="checkbox"/> |
| Websites              | www.hrmguide.co.uk                                                                                                                                    | <input checked="" type="checkbox"/> |

## **SCHEDULED CLASS PROGRAMME**

| <b>Week</b>                 | <b>Time</b> | <b>Lecture indicative content – main themes to be covered</b>          | <b>Supporting material (Subject to modification)</b>           | <b>Assessment</b>                                              |
|-----------------------------|-------------|------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|
| <b>1<br/>W/C<br/>22/01</b>  | 9AM - 1PM   | Module Introduction<br>Key Themes/Concepts<br>Approaches to management | Presentation<br>Introductions<br>Assessment introductions      | Assessment Hand out<br>25/01/24                                |
| <b>2<br/>W/C<br/>29/01</b>  | 9AM - 1PM   | Introducing Organisations<br><br>Introducing Leadership                | Presentation<br>Videos<br>Group Discussion<br>Group Activities |                                                                |
| <b>3<br/>W/C<br/>05/02</b>  | 9AM - 1PM   | The Role of the Manager                                                | Presentation<br>Videos<br>Group Discussion<br>Group Activities |                                                                |
| <b>4<br/>W/C<br/>12/02</b>  | 9AM - 1PM   | Managerial Behaviour & Effectiveness                                   | Presentation<br>Videos<br>Group Discussion<br>Group Activities |                                                                |
| <b>5<br/>W/C<br/>19/02</b>  | 9AM - 1PM   | Organisation Structure and Design                                      | Presentation<br>Videos<br>Group Discussion<br>Group Activity   |                                                                |
| <b>6<br/>W/C<br/>26/02</b>  | 9AM - 1PM   | Organisational Culture                                                 | Presentation<br>Videos<br>Group Discussion<br>Group Activities | <b>Component 1 assessment<br/>deadline 26/02/2024 by 23:59</b> |
| <b>7<br/>W/C<br/>04/03</b>  | 9AM - 1PM   | Strategic Management                                                   | Presentation<br>Videos<br>Group Discussion<br>Group Activities |                                                                |
| <b>8<br/>W/C<br/>11/03</b>  | 9AM - 1PM   | Change Management                                                      | Presentation<br>Group Discussion<br>Group Activities           |                                                                |
| <b>9<br/>W/C<br/>18/03</b>  | 9AM - 1PM   | Working in Groups and Teams                                            | Presentation<br>Group Discussion<br>Group Activities           | <b>Component 1 assessment<br/>deadline 22/03/2024 by 23:59</b> |
| <b>10<br/>W/C<br/>25/03</b> | 9AM - 1PM   | Module feedback                                                        | Presentation<br>Group Discussion<br>Group Activities           |                                                                |

## LEVEL 4 ASSESSMENT SPECIFICATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------|
| Student name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Student ID number:                                      |                     |
| Programme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | CertHe Hospitality and Hotel Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                         |                     |
| Module:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Management and Organisational Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                         |                     |
| Module code:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | BMET4002                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CONTRIBUTION TO OVERALL<br>MODULE ASSESSMENT (%):       | 50%                 |
| Lecturer:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lola Villard-Coles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Internal Verifier:                                      | Charlotte Joyner    |
| Assignment Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Essay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Word count (or equivalent):                             | 1500 Words          |
| Submission<br>deadline:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 26/02/2024 by 23:59                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Return date of provisional<br>marks & written feedback: | 15/04/2024 by 23:59 |
| Submission<br>method:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students’ submissions.)<br><br><b>Alternative submission method (if applicable):</b><br><br><b>Late submission of the assessment will result in a late penalty mark:</b><br><br>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.<br><br>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim. |                                                         |                     |
| Academic<br>honesty<br>referencing:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                     |
| Module Learning Outcomes (from module syllabus)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                     |
| Upon the successful completion of this module, the student should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                     |
| <ul style="list-style-type: none"><li>○ Coherently analyse the relationship between structure, culture, people and organisational performance;</li><li>○ Demonstrate knowledge and understanding of the essential nature of managerial work (in terms of both functions and processes), communicate the role of leadership and explain the variables that determine effective management and leadership;</li><li>○ Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                         |                     |

## TASK DESCRIPTION

**Write an essay (1500 words)**

**Title - Evaluate the different approaches to leadership and their effectiveness within the events industry.**

**Guidance:**

- Provide reference to a variety of different leadership theories e.g. Blake and Mouton, Adair's Model of ACL, McGregor's X and Y Theory.
- Compare and contrast the different theories (pro and cons of different approaches)
- Discuss the preferred managerial styles within the hospitality industry
- Make reference to specific examples e.g. this could be specific organisations or specific leaders that portray a particular style.
- Link the effectiveness of leadership approaches to the key function of managerial leadership
- Conduct in-depth research from reputable literature and peer reviewed sources.
- Ensure examples are relevant and linked to the hotel and hospitality industry. - Include a minimum of 10 credible references.

**Essay Format:**

- Font Calibri, Size 12
- 1.5 line spacing
- Justified text
- There should be NO graphs, subheadings or content table.

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE:** The guidance offered below is linked to the five generic assessment criteria overleaf.

### 1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

**Guidance specific to this assessment:** You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference Mullins (2020) as your primary source for theory.

### 2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

**Guidance specific to this assessment:** Use a selection of the models/theories discussed in the course relating to each topic. You do not need to explain these in depth, but introduce them briefly before analysing and applying them. Ensure models are relevant and linked to the hospitality industry.

### 3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and

contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

**Guidance specific to this assessment:** Answer each question fully, and answer only the question set. Make sure to analyse the effectiveness of different models and approaching, ensuring they are linked to the hospitality industry. Show a comparison between the theories you have researched.

#### **4. Practical Skills**

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

**Guidance specific to this assessment:** You should deploy your chosen techniques, models and/or theories, to the case study. Use material from a variety of examples and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the model used when applied to the case itself.

#### **5. Transferable Skills for Life and Professional Practice**

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

**Guidance specific to this assessment:** You should write a report in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Calibri 12 point, and be 1.5 spaced..

## STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

| Generic Assessment Criteria                                      | Marks available | Marks awarded |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 20              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 20              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 30              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 20              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 10              |               |

| Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. ) | Late Submission Penalties (tick if appropriate) |  | % |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|---|
|                                                                                                                                                                                                     | Up to 1 week late (40% Max)                     |  |   |
|                                                                                                                                                                                                     | Over 1 week late (0%)                           |  |   |

## APPENDIX GA36a

### LEVEL 4 ASSESSMENT SPECIFICATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------|
| <b>Student name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student ID number:</b>                                       |                            |
| <b>Programme:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>CertHe Hospitality and Hotel Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                            |
| <b>Module:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Management and Organisational Behaviour</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                            |
| <b>Module code:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>BMET4002</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>CONTRIBUTION TO OVERALL MODULE ASSESSMENT (%):</b>           | <b>50%</b>                 |
| <b>Lecturer:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Lola Villard-Coles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Internal Verifier:</b>                                       | <b>Charlotte Joyner</b>    |
| <b>Assignment Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Word count (or equivalent):</b>                              | <b>1500 Words</b>          |
| <b>Submission deadline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>22/03/24 for by 23:59</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Return date of provisional marks &amp; written feedback:</b> | <b>13/05/2024 by 23:59</b> |
| <b>Submission method:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.</p> |                                                                 |                            |
| <b>Academic honesty / referencing:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                            |
| <b>Module Learning Outcomes (from module syllabus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                            |
| <p>Upon the successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>○ Coherently analyse the relationship between structure, culture, people and organisational performance;</li> <li>○ Demonstrate knowledge and understanding of the essential nature of managerial work (in terms of both functions and processes), communicate the role of leadership and explain the variables that determine effective management and leadership;</li> <li>○ Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                            |

## TASK DESCRIPTION

Produce a **Report of 1500 words** containing the results of your audit.

Research the **Disneyland** as your audit case study:

With reference to relevant theories, audit, analyse and critically evaluate your chosen organisation, at both corporate and individual unit levels, using the following key topics.

- Organisation structure, culture and goals
- Recent change initiatives, their impact and how well these were managed
- The organisation's strategic direction and current business performance

### Points for Consideration

Use evidence from your research to support your analysis, and try to use up to date materials to provide examples for each topic.

You may choose the order of topics but be aware that the lectures/tutorials may not have taken place for all topics when you begin so refer to the module outline for guidance and plan accordingly

You should write in report format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Calibri 12 point, and be double spaced. All graphs, charts, and figures in the main body must be clearly referenced.

Students should remember that when writing a professional standard business report, you should look to make direct and relevant comparisons with competitors within the market and include recommendations

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE:** The guidance offered below is linked to the five generic assessment criteria overleaf.

### 6. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

**Guidance specific to this assessment:** *You should show a wide level of reading, a minimum of 10 references, from a variety of sources including textbooks, academic journals and academic based websites. You may cite company information and newspaper/magazine articles but take care with issues of reliability and validity.*

### 7. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

**Guidance specific to this assessment:** *Use a selection of the models/theories discussed in the course relating to each topic to provide a framework for your audit. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.*

### 8. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and

contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

**Guidance specific to this assessment:** *The tasks themselves specify what is required of you. Take care to answer each question fully, and answer only the question set. You may find it helpful to keep the tasks to hand when writing to remain focused on them. Make sure you draw conclusions from the content of your work and highlight any key recommendations.*

## 9. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

**Guidance specific to this assessment:** *You should deploy your chosen techniques, models and/or theories to your chosen organisation. Use material from your research and wider reading to illustrate the points you make. Where possible you should show awareness of the limitations of the models used when applied to the case itself.*

## 10. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

**Guidance specific to this assessment:** *You should write a report in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 12 point or Times New Roman 12 point, and be 1.5 or double spaced. All graphs, charts, and figures in the main body must be clearly referenced beside or beneath. Where possible they should not be on separate pages but should be incorporated within the text.*

## STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

| Generic Assessment Criteria                                      | Marks available | Marks awarded |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 20              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 20              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 30              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 20              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 10              |               |

| Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. ) | Late Submission Penalties (tick if appropriate) |  | % |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|---|
|                                                                                                                                                                                                     | Up to 1 week late (40% Max)                     |  |   |
|                                                                                                                                                                                                     | Over 1 week late (0%)                           |  |   |

## GENERIC ASSESSMENT CRITERIA

### Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

| Level 4                                                                                                          | FAIL                                                                                                                                    | MARGINAL FAIL                                                                                                                                                  | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                   | GOOD<br>(2.2 / Pass)                                                                                                                   | VERY GOOD<br>(2.1 / Merit)                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                          |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                   | 30-39%                                                                                                                                                         | 40-49%                                                                                                                                                     | 50-59%                                                                                                                                 | 60-69%                                                                                                                             | 70-84%                                                                                                                    | 85-100%                                                                                                                                 |
| <b>Engagement with literature</b><br>(including reading, referencing, academic conventions and academic honesty) | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant | Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions | Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than | Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. | Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied. |

| Level 4                                                                                                         | FAIL                                                                                                                                                                         | MARGINAL FAIL                                                                                                                                                          | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                   | GOOD<br>(2.2 / Pass)                                                                                                                                  | VERY GOOD<br>(2.1 / Merit)                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                          | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                    |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Category                                                                                                        | 0-29%                                                                                                                                                                        | 30-39%                                                                                                                                                                 | 40-49%                                                                                                                                     | 50-59%                                                                                                                                                | 60-69%                                                                                                 | 70-84%                                                                                                | 85-100%                                                                                           |
|                                                                                                                 | Referencing conventions used incoherently or largely absent.                                                                                                                 | on information gained through class contact. Inconsistent and weak use of referencing.                                                                                 | and minor errors.<br><br>Referencing conventions evident though not always applied accurately or consistently.                             | other sources. Referencing may show minor inaccuracies or inconsistencies.                                                                            | Generally sound referencing, with no/very few inaccuracies or inconsistencies.                         |                                                                                                       |                                                                                                   |
| <b>Knowledge and understanding</b><br>(Knowledge of the basic underlying concepts and principles of a subject.) | Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies. | Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material. | Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing. | Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth. | Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding. | Excellent knowledge and understanding of the basic underlying concepts and principles of the subject. | Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles |

| Level 4                                                                                                                                                                                                                     | FAIL                                                                                                                                                                                                                                          | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                    | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                           | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                     | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                          | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                      | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                    |
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| Category                                                                                                                                                                                                                    | 0-29%                                                                                                                                                                                                                                         | 30-39%                                                                                                                                                                                                                                                                                                                                           | 40-49%                                                                                                                                                                                                                                                                                                                             | 50-59%                                                                                                                                                                                                                                                   | 60-69%                                                                                                                                                                                                              | 70-84%                                                                                                                                                                                                                                            | 85-100%                                                                                                                                                                                                                                                           |
| <b>Cognitive and intellectual skills</b><br><br>(Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.) | Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles.<br><br>Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views. | Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | Limited attempt at evaluation of the underlying concepts and principles, tending towards description.<br><br>Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. | Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors.<br><br>An emerging ability to use evidence to support the argument.<br><br>Mostly valid arguments and logical judgements. | Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements. | Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements. | Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data.<br><br>Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements. |

| Level 4                                                                                       | FAIL                                                                                                                                                                                                                                             | MARGINAL FAIL                                                                                                                                                                                                                                                                    | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                          | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                    | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                      | 0-29%                                                                                                                                                                                                                                            | 30-39%                                                                                                                                                                                                                                                                           | 40-49%                                                                                                                                                                                                                                                                                                            | 50-59%                                                                                                                                                                                                                                                                                  | 60-69%                                                                                                                                                                                                                                                                                 | 70-84%                                                                                                                                                                                                                                                                                                     | 85-100%                                                                                                                                                                                                                                        |
| <b>Practical skills</b><br>(Different approaches to solving problems in particular contexts.) | Limited or no use of taught, basic methods, materials, tools and/or techniques.<br><br>Little or no appreciation of the context of the application.<br><br>Very weak evidence of different approaches to problem-solving in particular contexts. | Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence.<br>Flawed appreciation of the context of the application.<br><br>Weak evidence of different approaches to problem-solving in particular contexts. | An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.<br><br>Basic appreciation of the context of the application.<br><br>Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors. | A good and appropriate application of basic methods, materials, tools and/or techniques.<br><br>Clear appreciation of the context of the application.<br><br>Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions. | A very good application of a range of basic methods, materials, tools and/or techniques.<br><br>Very good consideration of the context of the application.<br>Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions. | An advanced application of a range of taught, basic methods, materials, tools and/or techniques.<br><br>The context of the application is well considered, and insightful.<br><br>Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions. | Exceptional levels of application and deployment skills in particular practical contexts.<br>Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches. |

| Level 4                                                                                                                                                                                                                                                                                                                         | FAIL                                                                                                                                                                                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                     | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                 | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                 | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                  | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                               |
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| Category                                                                                                                                                                                                                                                                                                                        | 0-29%                                                                                                                                                                                                                                                                                                                 | 30-39%                                                                                                                                                                                                                                                                                                                                            | 40-49%                                                                                                                                                                                                                                                                                                                                                                                   | 50-59%                                                                                                                                                                                                                                                                                                                                                     | 60-69%                                                                                                                                                                                                                                                                                                                     | 70-84%                                                                                                                                                                                                                                                                                                                        | 85-100%                                                                                                                                                                                                                                                                                                                                      |
| <b>Transferable skills for life and professional practice</b><br><br>(Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.) | Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility. | Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment | Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, | Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and | Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness. | Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development. | Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development. |

|                 |              |                                                         |                                                 |                             |                                   |                                                     |                                                       |
|-----------------|--------------|---------------------------------------------------------|-------------------------------------------------|-----------------------------|-----------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <b>Level 4</b>  | <b>FAIL</b>  | <b>MARGINAL FAIL</b>                                    | <b>SATISFACTORY</b><br>(3 <sup>rd</sup> / Pass) | <b>GOOD</b><br>(2.2 / Pass) | <b>VERY GOOD</b><br>(2.1 / Merit) | <b>EXCELLENT</b><br>(1 <sup>st</sup> / Distinction) | <b>EXCEPTIONAL</b><br>(1 <sup>st</sup> / Distinction) |
| <b>Category</b> | <b>0-29%</b> | <b>30-39%</b>                                           | <b>40-49%</b>                                   | <b>50-59%</b>               | <b>60-69%</b>                     | <b>70-84%</b>                                       | <b>85-100%</b>                                        |
|                 |              | requiring the exercise of some personal responsibility. | with some areas of minor weakness.              | some of minor weakness.     |                                   |                                                     |                                                       |

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