



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LEVEL/ LEFEL 7

MODULE CODE/ COD Y MODIWL: LCMB7009
BUSINESS DECISION MAKING

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT
ASSESSMENT/COMPONENT/ ASESAD/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100 %

WORD COUNT/ NIFER Y GEIRIAU:

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

☐ **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**

- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

MASTERS DEGREE ASSIGNMENT SPECIFICATION (SOAC)

Programme:	<u>MBA</u>		
Assignment Title:	Business Decision Making		
Hand Out Date:	The 2 nd Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus
☐ Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
<u>Late submission will result in a late penalty mark, as follows:</u> Up to one week late, maximum mark of 50% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline (Academic Quality Handbook 2016/17 7.5 (5))			

AIMS

To develop a critical understanding of the range of decision making systems used in organisations and the ethical considerations and issues involved during their introduction and management.

To develop and improve the student's ability to analyse and evaluate critically managerial problems in a range of organisational contexts; to choose, apply, implement, communicate and defend appropriate solutions to Business Decision Making and Operations Management.

LEARNING OUTCOMES

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

1. Demonstrate a comprehensive and systematic understanding of various quantitative models and approaches that exist in business decision-making and defend the appropriate decision-making tools and techniques, and apply to scenarios in operations management.
2. Provide effective advice on managing information resources through information systems and evaluate the factors and methodologies which are critical to the design and implementation of decision making systems.

TASK DESCRIPTION

ASSESSMENT

Assessment 1: Individual project

This assessment is worth 75% of the module mark (minimum of 4000 words and maximum of 4800 words)

Read the entire assessment brief before commencement.

Select an SME to explore some of its business decision-making processes, information systems used and ethical considerations. You are required to carry out this work in the following stages:

(You can choose from this list of SMEs but does not need to be restricted to: **Sugru, Skyscanner, Amigo loans, Mimecast, VoucherCodes, SwiftKey.**)

Stage 1: Selecting a project

You are required to conduct research on an SME to identify its complex business decision making problems.

The problem can be generated or identified from an interview with a SME's manager(s), your own working experience, a study of a SME's report or a case study about business decision making. The nature of the problem must be related to business decision making (operations management).

Some of the decision making can be found but not limited in following business areas:

- Marketing
- Sales
- Human resources management
- Production/operations management (POM)
- Financial management

Some examples of the decision making with the business areas are:

- Operations Management:
 - SCM
 - Resource allocation using mathematical programming, enabling optimal use of resources and providing vital information for planning
 - Inventory control modelling for decision making in inventory management
- Any other business area:
 - Sales/Demand forecasting in relation to time/number of people employed/budgeting other factors, using regression analysis methods
 - Decision analysis and the use of decision trees in particular - as a way of helping to structure complex and difficult situations that need justified, collective decisions.
 - Complex break-even and/or Investment analysis

- A combination of some of above examples, forecasting, inventory and scheduling within one or more functional areas.

Stage 2: Carrying out the research and completing the project

- The student should look for an SME o having some un-solved business decision making problems, or o wishing to have further improvements on its existing solutions to its decision making problems.

You will be working as a consultant with the SME identifying the business and technical decisions.

The student will carry out SME research for the business decision making problems, explore the complex decision making problems in the SME and discover how the SME develops business and technical solutions, keeping in mind that a recommended tool may solve problems faced by the SME in decision making.

Submit a report, the report should cover:

1. What are the business decision making problems? Why are they important to the SME?
2. Information Systems used in the SME to collect, process, store and distribute information for decision making.
3. The problem-solving process of the complex business decision making in the selected SME.
4. The techniques used by the SME for complex decision making:
 - It could be those mathematical techniques you learnt in this module
 - Also, techniques not introduced in the module
5. From your research, any further improvements found to the existing solutions in the form of recommendations.
6. Justify why your recommendation is needed in the chosen application areas.
7. Outline the limitations of your recommended model(s)/technique(s) and the direction for model improvement.

You should make reference to relevant literature in order to complete some of the tasks. Include diagrams and tables to support your discussion, if needed.

Assignment 2- Group presentation -25%

PLEASE NOTE PRESENTATIONS ARE HELD IN WEEK 10

Students may be asked to deliver an individual presentation if the class consists of very few students.

Following the completion of the project, you are now required to form a group to present project findings to the SME's senior managers.

You will have 15-20 minutes for your presentation to report several key issues of your finding, and you will need to cover following issues.

1. Why the decision making model is needed in the SME's chosen application area?
2. What are the main contributions of the model? And how it makes the contributions to the business decision making process for the SME?
3. Any further improvement found from your research that may benefit the SME?

Submission

For this presentation you must use PowerPoint slides including graphics (either from Illustrator, the Internet or wherever you feel you would get the best results) and WordArt. Try to utilise the various features of PowerPoint to make your presentation clear, interesting and to the point. The number of slides included in the presentation is up to you, but time your presentation, and provide the slide explanation and annotations with your report.

Marking Criteria- Assignment 1 –Individual Project - 80%

Selection of SME and justification.	5%
Evidence of background reading and research, and appropriate referencing.	15%
Analysis and Discussion - critique the nature of principles of business decision making in the selected SME. Organisation and evaluation of researched information related to the SME like the use of different information systems in making decisions.	25%
Models & Techniques used - defend the use of appropriate decision-making tools and techniques, while considering their individual benefits & limitations. Appraise practical use of decision-making models related to the issues considered.	25%
Conclusion and recommendation with justification.	20%
Report and overall package including attention to detail.	10%

Marking Criteria- Assignment 2 Group Presentation 20%

Note:

Students may be asked to deliver an individual presentation if the class consists of very few students.

Relevance to the Subject Matter	15%
Organisation of Material	15%
Clarity (address the learning objectives in relation to the business)	20%
Speaking coherence/ Quality	10%
Quality with visual aids	15%
Timing	10%
Interest and Enthusiasm	15%

Assessment Criteria

Learning Outcomes	To achieve the learning outcome, the student must demonstrate the ability to:	Assessment Component(s)
1. Demonstrate a comprehensive and systematic understanding of various models and approaches that exist in Business Decision Making (Operations Management) and defend the appropriate decision-making tools and techniques, and apply to scenarios in operations management.	The case should critically assess the effectiveness of the business decision making processes including the methodologies, tools and techniques implemented within an SME	1 and 2
2. Provide effective advice on managing information resources through information systems and evaluate the factors and methodologies which are critical to the design and implementation of information systems.	The case and presentation should identify the business decision making problems in a particular business area of an enterprise and provide deeper application and analysis of approaches to managing systems, operations and resources.	1 and 2

Assessment Criteria	Learning Outcome(s)	% of Marks
Assignment 1	1 and 2	80%
Assignment 2	1 and 2	20%

PG COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding of Subject Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Some evidence of knowledge and understanding of current and relevant concepts and underlying principles but with gaps or errors.	Knowledge is generally accurate with a satisfactory understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established and contemporary views.	Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical awareness of the ambiguities and limitations of knowledge.

3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, But not always well linked to other material.	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommendations, where relevant	Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses/ideas. Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.	Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions, justifiable recommendations. Work is of conference publishable quality.	Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear. Limited independent work and limited involvement in group activities. Work lacks coherence in places and in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.