



School of Tourism & Hospitality (SOTAH)

**BA/HND Tourism, Events, ITTM, Leisure Management &
MTour Integrated Masters in Tourism & Events Management
portfolios**

Module Handbook 2017-18

M4X02103

Principles of Managing Organisations

LEVEL 4

Module tutors:

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Introduction to Principles of Managing Organisations 2017-18

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught in semester 2 to first year students in the School of Tourism and Hospitality.

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 with both the online and offline 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.

AIMS

- To cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work.
- To enable students to gain insight into, and comprehend, concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

LEARNING OUTCOMES

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

1. Understand the relationship between structure, culture, people and organisational performance in order to appreciate the essential nature of managerial work (in terms of both functions and processes) and communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership;
2. Critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

Indicative content

- Theoretical perspectives on organisations 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 ability 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 teams
- Current developments – holacracy, workplace trends, self-employment, impact of e-commerce, work/life balance, legislative changes.

Scheduled Class Programme

The module is delivered by twice weekly lectures and tutorials on Monday and Tuesday afternoons. Normally Suzanne will deliver Monday classes, and Mike on Tuesdays. Lowri Jones will also deliver some sessions.

The following is indicative only and is subject to change:

Indicative Class Schedule 2017/18

(subject to modification)

SESSION	DATE	LECTURE TOPIC (associated tutorials will apply and develop each topic)	Tutor	Pre-read Mullins Ch
1	29 Jan	Module Introduction - Key Themes/Concepts	ALL	1
2	30 Jan	Approaches to management	MD	2
3	5 Feb	Introducing Organisations	SW	3
4	6 Feb	Organisation Structure, Design and Strategy	MD	11/14
5	12 Feb	Organisational Culture	SW	15
6	13 Feb	The Role of the Manager	MD	10
7	19 Feb	Managerial Behaviour & Effectiveness	SW	16
8	20 Feb	Introducing Leadership	MD	9
9	26 Feb	Organisational Control and Power	SW	13
10	27 Feb	Ethics and Corporate Social Responsibility	MD	14
11	5 Mar	Working in Groups and Teams 1 Assignment 1 due	SW	8
12	6 Mar	Working in Groups and Teams 2 <i>Assignment 2 Group membership confirmed</i>	MD	8
13	12 Mar	Motivation 1: Content Theories	SW	7
14	13 Mar	Motivation 2: Process Theories	MD	7
15	19 Mar	Organisational Change	SW	12/15
16	20 Mar	Managing Organisational Performance and Effectiveness	MD	16
17	26 Mar	Personality and diversity <i>Assignment 2 Group Presentations in tutorials</i>	SW	4
18	27 Mar	Perception <i>Assignment 2 Group Presentations in tutorials</i>	MD	6
		Easter holidays		
19	30 Apr	Contemporary themes	ALL	
20	1 May	Groups meet to work on report/final presentation Assignment 2 Report due for submission Friday 4 May		
21	14 & 15 May	A2 Final Group Presentations : schedule tbc		

BIBLIOGRAPHY

Essential

Mullins, L. (2016) Management and Organisational Behaviour (11th edition) Harlow: Pearson

Boddy, D. (2014) Management: An Introduction (6th Ed), Harlow, Pearson

Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5th Ed) Harlow, Pearson.

Recommended

Adair, J. (2009) The Inspirational Leader (2nd Ed), London: Kogan Page

Armstrong, M. (2012) Armstrong's Handbook of Management and Leadership (3rd Ed), London: Kogan Page.

Arnold, J. (2005) Work Psychology (4th edition) Harlow: Prentice Hall.

Bloisi, W. et al (2007) Management and Organisational Behaviour, (2nd edition) Maidenhead: McGraw-Hill.

Buchanan, D. And Huczynski, A. (2007) Organisational Behaviour: An Introductory Text (6th edition), Harlow: Prentice Hall.

Huczynski, A. & Buchanan, D. (2013) Organisational Behaviour (8th Ed), Harlow: Pearson

Robbins, S. Et al (2008) Organisational Behaviour (5th edition) Harlow: Pearson Education Limited.

Rollinson, D. et al (2008) Organisational Behaviour and Analysis (4th edition) Harlow: Addison-Wesley Longman.

Journals

Human Relations

Human Resource Management Journal

Journal of Organizational Behaviour

Management Today

People Management

Learning Organisation

Organization Studies

Websites

www.bized

www.hrmguide.co.uk

www.bized.co.uk

BA DEGREE, HND, MTour ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA/HN Tourism/ITTM/Leisure/Events; MTour Integrated Masters in Tourism & Events Management portfolios		
Module:	Principles of Managing Organisations	Module Level (4, 5, 6):	4
Module code:	M4X02103	Contribution to Overall Module Assessment (%):	50%
Lecturers:	Mike Davies, Suzanne Wells	Internal Verifier:	Marie Pitson
Assignment Title:		Assignment No:	1 of 2
Hand Out Date:	29 January 2018	Submission deadlines: Return date of provisional marks & written feedback:	12 March 2018 23 April 2018

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).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			
		NO	X

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate the ability to:
- Understand the relationship between structure, culture, people and organisational performance in order to appreciate the essential nature of managerial work (in terms of both functions and processes) and communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership; - Critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.	Structure and write a 2000 word essay that documents their analysis and understanding of a relevant case study. Through doing so, demonstrate their knowledge of key principles and key concepts of organisational structure, and leadership therein.

TASK DESCRIPTION: 'No Easy Job' – Dame Carolyn McCall

Read the following case study, review the additional resources and answer the question which follows:

Interview with CMI Professional Manager magazine, Spring 2017, p28-31



Political turbulence. Non-stop travel. The devalued pound. Life as easyJet CEO isn't always plain sailing. But Dame Carolyn McCall is in it for the long haul

By Dina Medland

Dame Carolyn McCall, CEO of easyJet, the low-cost airline, has no office to call her own in the large, very orange building known as Hangar 89, where we meet.

This has been easyJet's headquarters at London Luton Airport in Bedfordshire since 1995. But her lack of personal CEO space is not because this operational control centre, housing all support teams, is all openplan.

"I don't even have a pod," she says, laughing. "I don't have an office at all. When I had one at Guardian Media Group [GMG], I never used it anyway... it was only used as a meeting room."

It's a telling remark from the woman who worked her way up from being a research planner at The Guardian to become CEO of Guardian Newspapers, before moving to GMG. Her arrival at easyJet in July 2010 as an outsider with no aviation experience prompted Michael O'Leary, boss of rival Ryanair, to call her a "media luvvie", and others to await failure.

Instead, her six and a half years as CEO have included five years of record profits for the airline.

She took on the role with the task of boosting employee morale and focusing on customers, having earned a solid reputation for business acumen and personal skills. In 2008, she was awarded an OBE for services to women in business in the Queen's birthday honours. This year, the New Year's honours conferred a further distinction – a DBE for services to the aviation industry.

Dame Carolyn's approach is hands-on and involves a lot of travel. Normally at Luton a day or two a week, with a day at offices in London, the rest of her week involves being on the move at airports including Gatwick and easyJet destinations.

On a Monday, she usually attends the daily operations meeting at Luton at 9.30am, "by which time", she says, "ops have gathered all the information we need on punctuality, weather, crew and customer issues".

As we walk through the buzzing operations centre, there is clear diversity in the workforce. Large screens depict the current state of play.

"I'm delighted to see that one doesn't have any red on it today," Dame Carolyn comments to the networks manager, who at that moment looks very relaxed. "It's how I keep in touch – on planes, across airports and in crew rooms. It is all about being hands-on and moving around, talking to people. We have taken customer service to a new level and – I say this with no hubris – we have redefined what customer service is for the low-fares market."

"We are better than BA for service at short haul," she says. It's a powerful message, simply put.

The way forward in communicating better with customers involves giving them more information that is timely, she adds. A single encounter can make all that walking around worthwhile.

"It's that couple who come up and say: 'Thank you for changing easyJet – we love it now,'" notes Dame Carolyn.

The easyJet CEO's travels include meetings at management level, where the team numbers between 200 and 250 people across Europe. Management conferences are held twice a year.

Vision and strategy are on the agenda, as well as workshops for debating issues and problems. "They could involve anything from customer data to digital innovation. I have lots of one-to-one meetings with the top 50 senior leadership executive team and I see them monthly as a group," says Dame Carolyn.

High-flying women

When it comes to questions about leadership and gender, her response is similar to that of other women in the top ranks of business: "I see myself as a CEO, not a female CEO, and I always have done."

"I have always supported and mentored women and will always give the time to do so," she says. She acts as a mentor to women both internally within easyJet and externally as well. "But, when I am recruiting, I am always looking for talent and the best person for the job. There are opportunities to promote internally, and that is different – when you know that someone has talent and can take it to the next level. That has a different ethos," she adds.

"We have a very balanced management team," she points out. One in three people in easyJet's middle-management ranks is female, and 55% of the executive team are women.

Internal promotions and role models at the top should encourage more women, says Dame Carolyn. "It hasn't been a deliberate strategy to get 50/50 [gender equality] but, without that female middle-management pipeline, it's not easy when people start to leave. It's a big decision logistically and financially – women don't always have the appetite to come back," she adds.

It's a problem that affects all organisations, not just easyJet. That's why an emphasis on internal development and support lies behind the CMI Women initiative, which offers a blueprint for organisations to create a pipeline of women in management.

Dame Carolyn suggests that the reason why organisations find they lose women is often cultural.

"It has a lot to do with how connected they feel and if there is a real flexible working opportunity. Women do have to ask and companies have to listen – if they remain rigid about how they see this world, they will lose women," she says. "Companies also have a role, as do leaders in organisations, to ensure you have a culture where you can speak up about it. Men in management have a very important role to play. Women must be willing to say: 'I am good at what I do and this is how you'd have to act to keep me,'" says Dame Carolyn.

We talk about generational changes, attitudes to work and the concept of a 'worklife balance'. It isn't just women who want change, and it isn't always about parenthood, she suggests. "Men in their 30s and 40s have a very different attitude to work than their fathers. It's much more about not letting one thing dominate [your life]."

Cabin crew form a large portion of easyJet's workforce. As such, the customer-facing side of the business is very young. So, when she became CEO, Dame Carolyn established women's networks, with speaker events and story-sharing.

At the outset, she also started a dial-in chat for all staff once a week, where they could email her directly with questions and responses. "I wanted something very simple," she says. Today, a podcast offers both simplicity and reach, and it's supplemented by a 'stand up' every few months.

"I just stand up and talk briefly," she explains.

Turbulence ahead

In her time as CEO, much has changed. “We have scale now and with scale comes complexity. It’s a mantra to say: ‘How do we stay innovative and pioneering and different?’... One of the key bits of my role over the past year or so has been dealing with terrorist threats and the EU referendum vote, leading to the devaluation of the pound,” she says.

A strong business voice in favour of remaining in the EU, Dame Carolyn nevertheless is moving to acquire an air-operating certificate in Europe, which would allow the airline to continue flying within Europe without restriction, regardless of the outcome of UK/EU talks.

“We now know – via legal opinion – that we will not have to move our HQ and we are not going to be buffeted by differences in political ideologies. We can take the risk around European flying rights off the table and control our own destiny,” she says.

As CEO, Dame Carolyn has ensured that easyJet can delay or accelerate fleet deliveries according to market conditions. The airline leases some of its fleet and terminates or extends the leases according to demand, as part of its focus on ensuring new capacity is profitable.

Describing the trading environment at the time of the interview as “all about pricing”, Dame Carolyn says: “The most important thing is that everyone knows that structurally it’s a winner.”

But she concedes: “It is much harder being a leader when it’s tougher than when you were just rising. Leading in a variable environment means absorbing a lot of the uncertainty. It’s about being honest with what you say – and what you don’t say.”

Not only is clarity of direction for the business very important, but “communicating it and making sure it lands with everyone” is key.

“You have to keep your energy and be resilient, and remember the long-term vision. In a quarterly earnings environment, there is a huge pressure – one that does not make for sustainable business. Some of our decisions are made five to 10 years down the line,” she says.

Dina Medland is a writer and former Financial Times journalist. She writes about leadership and governance for Forbes online

Additional resources

2015 Forbes interview:

<https://youtu.be/wMXXY09p5SA>

2012 interview at World Travel Market:

<https://youtu.be/RsBNH2lg5os>

2016 podcast:

<http://www.bbc.co.uk/programmes/b07b31s4>

Task:

Write an essay (2000 words in total) answering the following question:

Analyse the different roles played by Dame Carolyn McCall as a manager and leader in Easyjet using Mintzberg's classification of ten essential managerial roles.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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 a wide *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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 12 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference Mullins (2016) as your primary source for theory. There is no need to cite the case study itself when referring to the material there.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

The models/theories required have been specified in each of the tasks. You do not need to explain these in depth, but introduce them briefly before analysing and applying them.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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 all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical application and deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation

and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment:

You should deploy your chosen techniques, models and/or theories, to the case study 'No Easy Job'. Use material from the case 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. Skills for professional practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 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.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material and on Moodle

ASSIGNMENT 1 MARKING CRITERIA AND FEEDBACK

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

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	30	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment 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)	%
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COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	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. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or 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.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
Student's Name		Date	
Student's Signature			

BA DEGREE, HND, MTour ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA/HN Tourism/ITTM/Leisure/Events; MTour Integrated Masters in Tourism & Events Management portfolios		
Module:	Principles of Managing Organisations	Module Level (4, 5, 6):	4
Module code:	M4X02103	Contribution to Overall Module Assessment (%):	50%
Lecturers:	Mike Davies, Suzanne Wells	Internal Verifier:	Marie Pitson
Assignment Title:	Teamworking: Organisational Audit	Assignment No:	2 of 2
Hand Out Date:	January 2018	Submission deadlines: Return date of provisional marks & written feedback:	See schedule

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, title of book, edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			YES
			NO X

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student/students must demonstrate the ability to:
- Understand the relationship between structure, culture, people and organisational performance in order to appreciate the essential nature of managerial work (in terms of both functions and processes) and communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership; - Critically evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.	Structure, write and present a 5000 word group report that documents their analysis and understanding of a relevant case study. Through doing so, demonstrate their knowledge of key managerial systems, mechanisms, processes and practices that may be deployed in order to positively influence individual behaviour within their chosen organisation

TASK DESCRIPTION

Task 1 Organisation Audit & Contribution Audit (70% of total marks overall combined)

Produce a report of 5000 words for Task 1 overall (tasks a+b combined) containing the results of your two audits.

Working in groups of up to 4 people, select and research **one** of the following organisations/events:

• Butlin's • TUI/Trailfinders • National Botanic Garden of Wales • Victoria & Albert Museum, London • Blackpool Pleasure Beach • National Trust	• Wales Airshow 2018 • BBC Proms • Edinburgh Fringe Festival • Llandrindod Wells Victorian Festival • Crufts • Swansea Jazz Festival
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You may also choose a 'wildcard' and opt for an alternative organisation to audit from those listed. This must be justified and agreed with the tutor in advance of starting work.

a) With reference to relevant theories, audit, analyse and critically evaluate your chosen organisation using the following key topics (1000 words per section - 50 marks):

- Organisational structure, culture, goals/key objectives
- Recent changes/new initiatives, why they're happening, their business rationale and impact
- Key organisational stakeholders – internal and external
- Approach to sustainability and the Green Agenda

Each group member must be nominated to work on at least one topic and one named person must be selected to take lead responsibility for editing each topic. They should personally approve the final draft of that topic which will be placed in the report. Use evidence from your research to support your analysis, and try to use up to date material from the news 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.

b) Contribution Audit (1000 words - 20 marks)

Explain how well you performed this task as a team.

Use Tuckman's group development model (forming, storming, norming, performing, adjourning) to assess the group/team development process.

Use Belbin's team roles theory to assess and evaluate the performance of specific roles.

How and when in the process did your 'group' evolve to become a 'team'?

Together as a team, assess and agree the extent to which each individual team member contributed to your overall performance in this task. Agree a method for allocating a **maximum of 20 marks** to each team member based on their agreed performance. NB – you must attach the minutes of all your team meetings as supporting evidence for your decision otherwise your score may be amended.

Task 2 Group Presentations (30% of total marks – Presentation 1 = 10 marks/ Presentation 2 = 20 marks)

Produce and deliver **two group presentations** (durations: 1 = 5 minutes, 2=10 minutes) demonstrating your progress throughout your research summarising your work and key findings to date for each section. You may structure these as you wish.

At the final presentation slot in May, give an overview of your whole report through a SWOT analysis stating whether or not you believe your chosen organisation is operating effectively and include any key recommendations for improvement. You will be expected to answer questions on your work from the tutors and colleagues from other groups.

All team members are expected to attend the presentations which will be held in a non-teaching period. You will be allocated a specific time slot which you will be required to attend.

Assessment Timetable : guidance/support will be given throughout in tutorials

Work on this assignment is designed to be continuous until it is handed in.

It has **phased presentation/review dates** when you will be required to provide evidence of your progress to that date on each section. Marks will be awarded for each of the presentations (see below - dates are week commencing unless otherwise indicated)

Section	Topic	Deadline
Task 1(a)	Deadline for confirming group membership <i>-choose a unique group name</i> <i>- identify a Team Leader and Team Secretary</i>	16 March 2018
Task 2	<i>Presentation 1 – scoping the project- outline your plan of action, initial research/progress to date (10 marks)</i>	26 + 27 March 2018 (in class)

Task 1(a)+ (b)	<i>Final report preparation--</i> <i>Organisational Audit</i> <i>Contribution Audit</i>	Ongoing
Task 1	Final Report Due In	4 May 2018
Task 2	Final Presentation (20 marks)	14 + 15 May 2018 (times TBC)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Research-informed Literature

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 a wide *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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to this assignment: 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 may cite organisational information and newspaper/magazine articles but take care with issues of reliability and validity. You must show adequate evidence of research into your chosen organisation's background beyond simply using the corporate website.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: 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.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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 all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: 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.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: You should deploy your chosen techniques, models and/or theories to your chosen organisation. Use material examples 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.

5. Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

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.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle

AUDIT REPORT MARKING CRITERIA AND STUDENT FEEDBACK

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

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	40	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	10	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

Assignment 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%	

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	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. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or 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.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected	Communication media is inappropriate or misapplied. Little or no evidence of	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative	Can communicate in a suitable format but with some room for improvement. Can work as part of	Can communicate effectively in a suitable format, but may have minor errors. Can work	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team,	Can communicate professionally and, confidently in a suitable format. Can work professionally	Can communicate with an exceptionally high level of professionalism. Can work

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.	autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	initiative. Work lacks structure, organisation, and/or coherence	a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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Student Self Evaluation Form

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
Student's Name		Date	
Student's Signature			