MODULE DESCRIPTOR

TITLE	Developing Your Managerial Skills
SI MODULE CODE	44-4937-00L
CREDITS	20
LEVEL	4
JACS CODE	N800
SUBJECT GROUP	EFHTM
DEPARTMENT	Service Sector Management
MODULE LEADER	Jane Tattersall

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
48		152	200

MODULE AIM

To provide students with the opportunity to review and enhance the generic skills needed to become a successful manager in the 21st Century.

To introduce and develop these generic skills to a level of competency where they can be used and applied in other modules

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Develop academic skills such as researching, SHU Harvard referencing, writing academic essays and reports
- Review and enhance conceptual and thinking skills such as problem solving, planning and organising required by a manager
- Review and develop people related skills such as communication, teamwork and customer service skills
- Review and develop personal skills and attributes such as managing one's time, self-motivation, self-efficacy and presenting oneself professionally
- Develop business IT skills such as finding, analysing and presenting business data
- Develop industry awareness including the international business context

INDICATIVE CONTENT

- Understanding the critical success factors for academic achievement Sheffield Hallam University
- Exploring the world of the professional manager
- An introduction to management theory
- Understanding, assessing and developing personal managerial skills.
- Communication for Business.
- Time management, goal setting and self-management.
- Measuring success
- Team development

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

Lectures will introduce the key concepts underpinned by the theoretical approaches. Key note speakers will be invited from industry to deliver some of the lecture content, which will contextualise and offer 'real world' examples of business principles. Within the seminars students will examine the underlying principles, theories and concepts in greater depth through discussion groups, presentations, site visits and workshop activities.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1a	Sub task 1 Presentation	PR	20%	10 Minutes	N
1b	Sub task 2 Essay	CW	30%	1000 words	Y
2	Assessment Centre Portfolio	CW	50%		N

FEEDBACK

Students will receive feedback on their performance in the following ways

Students will receive formative feedback on the development of their presentation in a preparation workshop, followed by verbal feedback on the day and written feedback within 3 weeks. Formative feedback will be given in seminars on the development of the essay, with written summative feedback within 3 weeks of submission. Formative feedback on preparation for the assessment day will be given throughout the second semester, with verbal summative feedback on the day of assessment and written feedback within 3 weeks.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Barrass, R. (2005). *Students Must Write: a guide to better writing in coursework and examinations*. 3rd ed. London, Routledge.

Boyatzis, R. E. (2008) *Competencies in the 21st Century*. The Journal of Management Development 27: 1   pages 5-12

Cameron, S. (2009). *The Business Student's Handbook: skills for study & employment*. 5th ed. Harlow, Pearson.

Clark, S. & Pointon, G. (2009). *Words: A User's Guide*. Harlow, Longman.

Cottrell, S. (2008). *The Study Skills Handbook*. 3rd ed. Basingstoke, Palgrave MacMillan.

Cottrell, S.M. (2010). *Skills for Success: The Personal Development Planning Handbook*. 2nd ed. Palgrave Macmillan

Done, J. & Mulvey, R. (2011). *Brilliant Graduate Career*. Harlow, Pearson

Drew S. & Bingham, R. (2010) *The Guide to Learning and Study Skills*. [online book] Gower Publishing Ltd

Harris-Tuck, L. (2008). *Brand You*. 2nd ed. Upper Saddle River, N.J., Pearson.

Hennessy, B. (2008). *Writing an Essay: simple techniques to transform coursework and examinations*. 5th ed. Oxford, How to Books.

Hind, D.W.G. & Moss, S. (2005). *Employability Skills*. Sunderland, Business Education Publishers Ltd.

Kandampully, J., Mok, C. & Sparks, B. (2001) *Service Quality Management in Hospitality, Tourism and Leisure*. Routledge

Kirton, B. (2011). *Brilliant Workplace Skills for Students & Graduates*. Harlow, Pearson

Lee-Ross, D & Lashley, C (2009) *Entrepreneurship & Small Business Management*.Elsevier

Littleford, D., Halstead, J. & Mulraine, C. (2004). *Career Skills: Opening Doors Into the Job Market*. Basingstoke, Palgrave Macmillan.

Megginson, D. & Whitaker, V. (2004) *Continuing Professional Development*. Lemos & Crane

McMillan, K. & Weyers, J. (2006). *The Smarter Student, Study Skills and Strategies for Success at University*. Harlow, Pearson.

McMillan, K. & Weyers, J. (2007). *How to Write Essays and Assignments*. Harlow, Prentice Hall.

Moore, S., Neville, C., Murphy, M. & Connoly, C. (2010) *The Ultimate Study Skills Handbook*. Open University Press

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**09/2013**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	Module Ends
Course Intake 1	09.2013	05.2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	