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| **Module code and title:** | GMDGBS202 – Business Decision Making | **Module leader:** | Adam Pitharas |
| **Assignment No. and type:** | Report (3000 words) | **Assessment weighting:** | 100% |
| **Submission time and date:** | Monday 11th December 2023 23.59 | **Target feedback time and date:**  | Tues 9th January 2024 |

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| **Assignment task** |
| You must, utilising appropriate methodology and secondary data, produce a report which provides an analysis of a specific market related challenge faced by a business, and based on your analysis, propose recommendations to deal with the challenge. The report must also include relevant models, theories and concepts.  |
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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** |
| LO 1 | Understand the context of business decision making and characteristics of decision-making problems; |
| LO 2 | Identify issues involved in making complex business decisions, including relevant ethical aspects and compare various quantitative and qualitative decision-making models; |
| LO 3 | Appreciate the need for approaching business problem solving as an integrated critical analysis as well as more specialist, functional approach; |
| LO 4 | Be able to select and use appropriate methodologies, tools and techniques to analyse data and present a professional report. |
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| **Task requirements** |
| **OVERVIEW****Report (3000 words):**  As a business consultant you are required to assess the market and apply business decision making theories, concepts and relevant models, such as the 5 or 7 step decision making process. Market research should point the way for the company and its decision making by providing information that helps to reduce the uncertainty surrounding the decisions to be made. You are required to make a decision concerning the specified project regarding viability and practicability, and then produce a report that recommends feasible solutions.**DESCRIPTION OF THE TASK – WHAT YOU ARE BEING ASKED TO DO?****Scenario:** Business decision making is an important concept which requires full consideration. Effective research is essential as a basis for decision making. In this Report, you will undertake business decision making in relation to the scenario below using research findings and analysis.This report will focus on the business decision making for ‘Space for Rent’**, a** company specialising in acquiring buildings at a reasonable price, refurbishing them to an acceptable professional standard and then renting out a space at a desk in a room, or whole rooms. The company will be a new start-up company that plans to enter the UK market within one year.You are required to: **Report Tasks****Task 1** 1.1 Select and justify an appropriate business decision-making model that would enable the business to make and take key decisions (e.g., the 5,6, or 7-step decision making process; MCDA; utilization of critical thinking, etc.). 1.2 Create a plan for the collection of primary and secondary data for the above business issue and discuss the issues involved in making complex business decisions. Note that an outline plan is required rather than an actual carrying out of a survey(s). Try to utilize a GANTT chart1.3 Select and justify an appropriate decision-making framework that you could use? Logically, it must be one which most appropriately suits the business you have chosen to set-up, e.g., AARRR; OKR; Market Opportunity Navigator.**Task 2**2.1 Identify competitors and undertake a SWOT analysis (strengths, weaknesses, opportunities and threats) of the business in relation to these competitors.2.2 Select and justify **one** problem-solving technique most appropriate for your choice of business from the following**:** Rational Decision-Making Model; Intuitive Decision-Making Model; Creative Decision-Making Model; or Recognition-Primed Decision-Making Model.**You must demonstrate evidence of wider research, real world application and reading of core textbooks, learning materials on Moodle and academic scholarly work through Harvard referencing.** **The word count excludes the cover page, table of contents, financials, references, and appendices.** **You must reference all information used in the report, using the Harvard Referencing Guide.** **See attached grid for grade descriptors.** |
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| **Referencing and research requirements** |
| Please reference your work according to the Harvard style; you can access guidance on this here: <https://libguides.uos.ac.uk/academic/referencing/Harvard> |
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| **How your work will be assessed** |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.This assignment will be marked according to the grading descriptors for Level 5 |
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| **Submission details** |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time). * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used; Google Docs is also accepted). Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size.
* You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version.
* Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment
* You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: <https://www.uos.ac.uk/sites/default/files/Academic-Misconduct-Policy.pdf>. In submitting your assignment, you are acknowledging that you have read and understood these regulations
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| **Submission date and time** |
| **This assignment should be submitted before 11:59 PM UK time on 11th December 2023**You should submit all work for summative assessments by the above deadline. Work submitted up to three working days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e., having been granted an extension to the deadline or a deferral under the terms of the Extenuating Circumstances Policy).Work submitted more than three working days after the deadline without a valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted). For more information, please refer to: <http://studenthandbook.uos.ac.uk/index.php/student-guides/assessment-the-basics-undergraduate>Feedback and marks for this assignment will be available in three weeks from the deadline. |

**General Grading Criteria**

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| **Level 5** |
| In accordance with the FHEQ, at the end of Level 5 students will be expected to have a sound 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 take 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.  |

| **Assessment category** | **Pass mark, demonstrating achievement of all associated learning outcomes** | **Marginal fail** | **Fail** |
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| **1st: 70% – 100%** | **2:1: 60% – 69%** | **2:2: 50% – 59%** | **3rd: 40% – 49%** | **35% – 39%** | **20% – 34%** | **< 20%** |
| **Knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | High quality work showing detailed understanding of the basic underlying concepts and principles of the subject(s). | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s) | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), but lacking depth and breadth. | Simple factual approach showing limited understanding of the basic underlying concepts and principles of the subject(s). Narrow or misguided selection of material, with elements missing or inaccurate. | Weak work showing limited, fragmentary understanding of the basic underlying concepts and principles of the subject(s). Work characterised by inaccuracies, irrelevant material and/or absence of appropriate information. | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. |
| **Cognitive and intellectual skills**  | Excellent presentation, interpretation and evaluation of concepts or evidence, facilitating a highly logical, coherent and balanced development of judgements or arguments. Strong awareness of other stances. | Good presentation, interpretation and evaluation of concepts or evidence, facilitating a logical and coherent development of judgements or arguments that shows awareness of other stances.  | Adequate presentation, interpretation and evaluation of concepts or evidence, facilitating a largely logical and coherent development of judgements or arguments. An emerging awareness of other stances.  | A limited use of concepts or evidence to support emerging judgements or arguments, although not always logical or coherent and with inaccuracies.  | Largely descriptive work, with limited effort made to use concepts or evidence to develop judgements or arguments. Information accepted uncritically, with unsubstantiated opinions evident.  | Descriptive work with no effort made to use concepts or evidence to develop judgements or arguments. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Complete lack of evidence to back up views. |
| **Application of theory to practice (for courses with a professional practice element)** | Excellent application of theory to practice, with the student making highly appropriate, developed and articulated links between the two. | Sound application of theory to practice, with the student making appropriate, well-developed and articulated links between the two.  | Consistent and accurate application of theory to practice, with the student making appropriate links between the two.  | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two.  | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. |
| **Reading and referencing** | Critical engagement with a wide range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies.  | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing.  | No evidence of reading or engagement with taught elements. Absent or incoherent referencing.  |
| **Presentation, style and structure \*** | Highly effective presentation of work that is coherently structured and clearly expressed throughout.  | Competent presentation of work in terms of structure and clarity of expression.  | Work is structured in a largely coherent manner and is for the most part clearly expressed.  | Ordered presentation in which relevant ideas / concepts are reasonably expressed. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.  | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

\* Work that significantly exceeds the specified word limit may be penalised.