

IB145-15 CORE: Foundations, Skills and Debates

23/24

Department

Warwick Business School

Level

Undergraduate Level 1

Module leader

Bo Kelestyn

Credit value

15

Module duration

10 weeks

Assessment

Multiple

Study location

University of Warwick main campus, Coventry

Description

Introductory description

The module's aims are as follows:

- Ensure students are appropriately taught and supported in developing key academic and professional skills from the start of their first year, to ensure meaningful subsequent skills progression, in line with QAA and course learning outcomes;
- Familiarise students with key skills, such as teamwork, presentation, creativity and complex problem solving, analysis, research, critical thinking and debate, and allow them to put these to practice in supported learning environment, to ensure learning is embedded;
- Introduce students immediately to the culture of academy and higher education, including appreciation of multiple theoretical and disciplinary perspectives, historical development of ideas, assumptions and limitations inherent in different views, and tools for making sense of complex ideas;
- Familiarise students with an appreciation of the inter-disciplinary nature of management and business studies by exploring the same business/ management issue from different disciplinary perspectives.

[Module web page](#)

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Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

N/A.

Learning outcomes

By the end of the module, students should be able to:

- Appreciate and understand major theoretical foundations of the fields of business and management, which address foundational disciplinary questions.
- To consider the ways in which digital technology is influencing business generally and the nature of work specifically
- Demonstrate the ability to analytically examine a question, conduct research to validate and construct an argument, and apply critical thinking.

Indicative reading list

Academic references:

Cunliffe, A. A very short, fairly interesting and reasonably cheap book about management.

Kiron, D., Kruschwitz, N., Haanaes, K., von Streng Velken, I. (2012). Sustainability nears a tipping point. *MIT Sloan Management Review*, 53, 2, 69-74.

Westerman, G., Bonnet, D., and McAfee, A. (2019). The nine elements of digital transformation. *MIT Sloan Management Review*, 60, 2, 8-13.

Leclercq-Vandelannoitte, A. (2017). An ethical perspective on emerging forms of ubiquitous IT-based control. *Journal of Business Ethics*, 142, 1, 139-154.

Butler, H.A., Pentoney, C. and Bong, M.P. (2017). 'Predicting real-world outcomes: Critical thinking ability is a better predictor of life decisions than intelligence', *Thinking Skills and Creativity*, 25: 38-46.

Cottrell, S. *Critical thinking skills: Developing effective analysis and argument*. Palgrave Study Skills.

Eales-Reynolds et al. (2013) *Critical thinking Skills for Education Students*. Surrey: Trotman.

Heinrichs, J. (2017) *Thank you for Arguing: What Cicero, Shakespeare and The Simpsons can Teach us About the Art of Persuasion*. London: Penguin, Random House.

Weston, A, (2009) *Rulebook for Arguments*. Indianapolis: Hackett.

Subject specific skills

Successfully manage working in teams, which involves self-reflection, ability to negotiate with others, and constructively deal with conflict.

Transferable skills

Demonstrate an ability to work with colleagues in a multicultural and diverse setting.

Study

Study time

Type	Required
Lectures	10 sessions of 2 hours (13%)
Seminars	9 sessions of 1 hour (6%)
Private study	47 hours (31%)
Assessment	74 hours (49%)
Total	150 hours

Private study description

Private Study.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A3

	Weighting	Study time
Participation	10%	9 hours
Participation in activities on a weekly basis via my.wbs		
Individual Assignment	50%	36 hours
Group Presentation	30%	22 hours
Group Presentation - video submission.		
Individual Essay	10%	7 hours

Assessment group R1

	Weighting	Study time
Individual Assignment	30%	
Individual Assignment	70%	

Feedback on assessment

Informal/formative feedback in seminars, written formative feedback for practice debates.
Summative written feedback following assessed group debate, formative feedback for individual analytical essay.

Availability

There is currently no information about the courses for which this module is core or optional.