

MODULE SPECIFICATION

1. **Title of the module**

Professional Behaviours and Customer Management

2. **School or partner institution which will be responsible for management of the module**

Pearson College London

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

4. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

This module can be run in any term: Autumn, Spring or Summer.

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

BA (Hons) Business Management	- optional module
BA (Hons) Business Management with Finance	- optional module
BA (Hons) Business Management with Global Industries	- optional module
BA (Hons) Business Management with Law	- optional module
BA (Hons) Business Management with Marketing	- optional module
BA (Hons) Business Management with Entrepreneurship	- optional module

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of the underlying concepts and principles of professional behaviour and customer management with reference to appropriate theory, frameworks and practice.
- 8.2 Demonstrate effective oral, IT and written communication skills, including the ability to persuade and influence others, using language and media appropriate to the audience in question.
- 8.3 Analyse and present data such as is necessary to be able to deal with the demands of business and professional life.
- 8.4 Work effectively in a team including the ability to apply principles of leadership, team building, negotiating, collaborative skills, and the interpersonal behaviours.
- 8.5 Present themselves in a way that maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in proactively meeting challenges.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate an ability to exercise personal responsibility.
- 9.2 Collaborate with others and demonstrate an ability to provide feedback to colleagues and receive feedback from colleagues.
- 9.3 Evaluate different approaches to solving problems.

10. A synopsis of the curriculum

Module Aims

This module aims to develop in students those skills highly valued by employers and essential for the self-employed if they are to succeed in business. It also aims to inculcate in students an awareness of their social and professional responsibilities in addition to empowering them to succeed individually. Though also addressed pervasively across the degree course, a number of these areas are specifically addressed in this level 4 module. The module also explores customer focus and service, complementing the professional skills element of this module, and the sales management component of the level 4 Principles of Business module.

Overview of syllabus

1. Effective communication
2. Workplace ethics, culture and professional behaviour
3. Project and time management
4. Client relationship management
5. Team-working and managing meetings
6. Interpersonal behaviour
7. Analysis and effective presentation of quantitative and qualitative data
8. Understanding the business and commercial environment
9. Core IT skills (eg, Excel, Word, PowerPoint, Google)
10. Social entrepreneurship and *pro bono* / development activity in a corporate environment
11. Effective customer management and the financial considerations of selling
12. Principles of successful selling and negotiation
13. The importance and practice of "selling through others"

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Anderson, Lydia & Bolt, Sandra (2014) Professionalism : skills for workplace success. 3rd ed. Pearson Education
- Jobber, Lancaster, "*Selling & Sales Management*", Pearson (latest edition)
- Tanner, Honeycutt, Erffmayer, "*Sales Management*", Pearson (latest edition)
- Solomon, Bamossey, Askegaard, Hogg, "*Consumer Behaviour*", (latest edition)
- Sales Management. Simplified. The Straight Truth About Getting Exceptional Results from Your Sales Team. (2015). Weinberg. Amacom
- Start With Why: How Great Leaders Inspire Everyone To Take Action. (2011). Sinek, S.

Penguin

- Influence: The Psychology of Persuasion. (2007). Cladini, R, B. Harper Business
- Customer Relationship Management: Concepts and Technologies. (2015). Buttle, F. & Maklan, S. 3rd ed. Routledge
- The Ten Principles Behind Great Customer Experiences (Financial Times Series). (2012). Watkinson, M. FT Press (latest edition)
- Crisan, C, & Borza, A 2012, 'Social Entrepreneurship and Corporate Social Responsibilities', International Business Research, 5, 2, pp. 106-113

Students will be directed to a multiplicity of complementary materials from industry, to complement the academic materials.

12. Learning and teaching methods

As its title suggests, this module is about developing professional behaviours, attitudes, as well as client and selling focus. As such, the learning strategy employed is a mixture of workshop-based teaching interventions and student reflection.

Over the course of the module, there will be ten 3 hour workshops, in which students will explore each aspect of the syllabus within the context of a realistic case study scenario.

Students will then be encouraged to reflect on the relevant area and identify an opportunity through which they can demonstrate the relevant skill / competency / ethical commitment.

- Scheduled Hours: 30
- Placement Hours: 00
- Independent Study Hours: 120
- Total Study Hours: 150

13. Assessment methods

13.1 Main assessment methods

The module is assessed through:

- a 15 minute group-assessed team meeting (25% of overall grade); and
- a coursework assignment of 1,800 words, consisting of an in-tray exercise where learners carry out a number of tasks on a related theme, including a 400 word critical reflection on the group work and how the skills and knowledge learnt there apply to the theme of the coursework. The coursework might include the following: a customer-focussed task; a task based on problem-solving and/or analysis; and/or a self-appraisal (75% of overall grade).

A student must pass the *coursework* element of assessment to pass the module.

13.2 Reassessment methods

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14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3
Learning/teaching method	Hours allocated								
Private Study	120	x	x	x	x	x	x	x	X
workshop	30	x	x	x	x	x	x		x
Assessment method									
Coursework assignment (1,800 words)		x	x	x	x	x	x	x	x
Group-assessed team meeting (15 minutes)					x	x	x	x	x

15. Inclusive module design

The School/Collaborative Partner (*delete as applicable*) recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

Pearson College London

17. Internationalisation

Students taking this unit will be learning skills that are essential to a global context and required in the international context of a corporate business as well as for self-employed operating in an increasingly open world. The module also explores customer focus and service, as well as sales management components, which will be taught using examples and case studies which take place in an international context.

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If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**

Pearson College London

19. **University School responsible for the programme**

Kent Business School

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)