EMEM PROJECT HANDBOOK 2015

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1. Introduction

Your project placement is one of the most important, and often one of the most enjoyable, parts of your EMEM degree. In completing the project you should:

- complete a practical task or investigation on behalf of an organisation and make useful recommendations;
- learn about the nature of management in a business environment;
- apply and test management theory.

To get the most from your project placement and to guarantee that your final mark accurately reflects the work you have put in, you must tackle it with a great deal of energy, imagination and intelligence. This handbook is designed to help you do that. It will:

- provide an overview of the project placement content and process;
- identify the important actors and their roles;
- identify some critical issues in conducting and reporting your research.

Please read through this handbook very carefully indeed and refer back to it periodically during your project placement, especially if you have any questions. Your academic supervisor and the Projects Officer at the Saïd Business School will assume that you have read it and that you are following its advice.
2. Overview of the project placement

Your placement project has a specific purpose. It is not a work experience placement or internship: it is a defined project to which you can apply management knowledge and theory.

The project needs to be clearly defined as early as possible, and agreed between the Company and the Saïd Business School. Appendix 1 and Appendix 2 contain copies of the documents used to set up the project with the Company.

Before you accept a project placement, you should review the project definition set out in the two-page **project brief**. You can use this project brief as a working document against which you can measure your project’s progress. Sometimes you may need to change the project definition during the project, but if this happens you must write down and agree a new project brief with the company and the Projects Office.

Your project topic may fall within a broad range of work in the area of management. You may find yourself looking at logistics models or human resource strategies, reviewing project appraisal systems, formulating and assessing marketing activities or developing accounting procedures. Some projects will fall squarely in areas that you have already encountered; others will require significant amounts of study on your own even to understand the terms being used. Most projects have an interdisciplinary character where skills and techniques from more than one area are combined with real world constraints of data identification, finding and analysis as well as organisational and practical matters (such as applicability of recommended solution, time and relationship management) which can lead to significant challenges to successful completion.

Because this is a project, your work will have an identifiable beginning and end. The project’s time constraints are highly significant. You will have to develop sophisticated time management and project planning skills, and make sure you deliver the final report according to the appropriate schedule. This means, for example, you will have to take difficult decisions about when to leave one part of the work, and move on to the next.

The project brief and schedule are crucial in conducting your project effectively, and it is worth being very clear about them. A clearly-defined project and written project brief will help you think through your project plan and determine how you intend to achieve your objectives. It will also help your company and academic supervisors understand what you are doing. Finally, and most importantly, it protects you against the company shifting the goalposts, or using you merely as an extra pair of hands for routine activity that will not lead to a project that satisfies the Examiners’ requirements.

2.1. Setting up the project

The process of setting up each individual project varies from company to company, and involves discussions between the Projects Officer, the company and the student. The Projects Officer will organize interviews with prospective companies, and will attempt to find all students appropriate placements. The Projects Officer will also offer advice and help.
It is your responsibility to ensure that the following are sorted out in good time before the project’s start:

- the project definition, agreed between Company and Saïd Business School;
- the drafting of the project plan;
- the arrangements for pay, holidays, accommodation and so forth.

2.2. The project plan

When you start your project placement, you should develop a written project plan and update it frequently as the project proceeds.

Appendix 3 presents an outline of the various stages of the project. Your project plan should include the following:

- Visits to Oxford for approximately six hours of tutorial contact with your academic supervisor
- Visits to Oxford for project workshops
- A visit by a representative of the School to the Company during the first 4 weeks of the project placement
- Time for background research and reading, including use of libraries
- Time for regular review meetings with your company supervisor/line manager
- A cut-off date after which you will only be writing up your project report and not working for the organisation
- Regular dates for submitting project report drafts to your academic supervisor
- Target dates for writing up your project report (make sure to allow time for printing, copying and collating your final report)
- Some allowance for holiday (you should not take more than two weeks, plus bank holidays)

To meet the requirement for 24 weeks of work, your starting date with the Company should be no later than 6th July.

You should expect to work hard during your project placement. You should expect to work the normal hours of your host company plus some evenings and weekends.

Don’t lose sight of your project’s academic importance - the academic content of your project report equals three papers for EEM candidates or two papers for MEM candidates, so your work should reflect an equivalent amount of effort. As a rule of thumb, you should be prepared to work as hard as someone simultaneously holding down a job and studying part-time for a degree.
3. Managing yourself and your project

In carrying out the project, you will need to interact with other people to get your project done, so you need to develop skills in getting other people to do things according to your schedule.

During your project, you can expect help from three sources, which we will outline here and describe below in more detail. First, you will have a company supervisor/line manager whose main role is to provide internal guidance and support so that you can tackle the particular task or investigation central to your project. Your company supervisor/line manager will also be expected to help you get access to internal sources of information.

Second, you will be assigned an academic supervisor from the faculty of the Saïd Business School. Your academic supervisor will provide advice on the academic direction of the project. He or she may have expertise in the subject of the project, although the broad nature of many projects means that this will not necessarily be so. However, your supervisor will have extensive expertise in the research process, which is most important. You should liaise closely with your academic supervisor in writing your project report -- your academic supervisor is your best surrogate for your project Examiners.

Thirdly, you will be supported by the Projects Office and in particular the Projects Officer. You are required to attend the Project Workshops organized by the Projects Office, where students will share their experiences and explore common problems and how to solve them. The schedule of project workshops is attached in Appendix 6. The Projects Office in turn will be in contact with your industrial sponsor throughout the project placement.

3.1. Managing your relationship with your company

Most students discover early on in their project that a) things are a lot more complicated that they expected and b) the original project brief was a bit too ambitious. It may also become apparent that the company itself has some doubts or even is in some muddle about what it wants you to do. This means that it often falls to you to come up with some creative and coherent suggestions about what should be done, and this often involves a good understanding of the key issues and being sensitive to organisational politics. This stage sometimes involves getting consensus from different managers about what is required, and what is feasible to achieve.

When you are working on the project, it is important to bear in mind that you need to manage relationships in your placement organisation proactively and carefully. As an ambassador for the University and the Saïd Business School during your project placement, you should make sure that you are highly regarded for your high level of motivation, your integrity and diligence, and for being well-organized and considerate to your co-workers. Your main weapon is being able to win people over by making a very positive impression. You should aim to be a good citizen in the workplace, and this includes, apart from the obvious things such as punctuality and tidiness, things such as:

- keeping all appropriate people informed of your whereabouts, especially when you are visiting Oxford for supervision or workshops, or using libraries;
taking the initiative in providing your company supervisor/line manager with regular written reports on your progress;

- being realistic about the resources and facilities that will be made available to you.

We highlight some of the issues you may come across in dealing with people at the host organisation. Problems are rare but you should be prepared for them. It is always best to forestall these potential problems by being professional, diplomatic and respectful, and by listening.

It is likely that many people in the host organisation will not understand or care quite how you fit in or what a project placement is. Some people may even start with negative preconceptions about you. Students on placements and projects are often treated with a degree of suspicion and even contempt - Oxford students, even more so. From the point of view of many of the people in the organisation, this is a reasonable position: you have no long-term stake in the organisation, you are coming from a highly privileged institution, and in some cases you will soon be earning more than the people with whom you are now working. Despite this, many students, in fact, receive very attractive job offers when they complete their project placements on the basis of this work. Moreover, you will clearly know much less about the organisation and what it does than others in the organisation, and yet may be given an interesting project that may seem a rather soft option compared to the day-to-day stresses of routine operational jobs. It is possible that people worry about what will be done with the information you collect (e.g. ‘will it be used to impose ‘productivity’ demands?’).

It is very important that you exert tactful and sensitive interpersonal skills to enable you to act professionally during occasional provocative situations. You should be very careful not to come across as arrogant or presumptuous during your project. Staff in the host organisation will often be more responsive in an informal context and if you are not taking notes or recording the conversation. If people are obstructive or dismissive of your work, as someone without significant formal status in the organisation, you are unlikely to be able to win the day on the basis of status or formal power. You will only be able to exert influence to the extent that you can win people’s respect.

In the very uncommon situation where you find an insurmountable personal problem in the organisation (such as a breakdown in the relationship with the company supervisor/line manager), you should seek help and advice from your academic supervisor and the Projects Office.

After providing these important caveats, we stress that most problems encountered are not to do with personal relationships in your host organisation but concern the academic nature of the project (Is the topic still relevant? Does the placement provide a context for carrying out the project? Are you being given enough time and space to complete the project?).

### 3.2 Managing your relationship with your academic supervisor

You should agree a timetable for tutorials with your academic supervisor early in the Project. Appendix 4 suggests a scheme of tutorial meetings. We suggest six hours of tutorial contact as a guideline; however, you and your academic
supervisor should treat this suggestion flexibly. You may want to trade off face-to-face meetings with other forms of contact, such as the telephone, Skype or e-mail.

To get the maximum value out of your interaction with your academic supervisor, you should give some thought to the following issues each time you meet:

- What is the purpose of this meeting?
- Should we set a formal agenda?
- What material do I need to send my academic supervisor before the meeting?
- Have I given my academic supervisor enough time to read material sent in advance?
- What are the action points that arise from the meeting?

Your academic supervisor can contribute to your project work, and give you effective guidance, but only if you adopt a professional attitude and are clear about where you particularly need help. Your academic supervisor will generally respond well if you are motivated, organized and enthusiastic about your work, but is unlikely to persist if you are disorganized, uncommunicative or lazy.

You should seek to make your project something your academic supervisor will be interested in and proud of, rather than an extra chore. You can make your academic supervisor's task easier if you make sure that drafts and other documents that you give to your supervisor are dated, given page numbers and have your name on every page. Always retain a copy for yourself.

Remember that your academic supervisor is likely to be busy with all sorts of other activities during the project period when you develop your project plan and schedule your meetings. During July - September, your academic supervisor may be very busy with research work and academic conferences and absent for some time with holiday. During term time, your supervisor may have a heavy teaching load and limited opportunities to meet and to review documents.

Normally, a representative of the School will pay one visit to your host company, usually in the first few weeks of the project. (This usually does not happen for overseas projects.) This visit is very valuable to your project placement, not least because it adds external credibility to your work. It is important that you take the lead in organizing this visit, which will normally involve scheduling a meeting between your company supervisor/line manager and a representative from the School. You should try to make sure the visit is an effective use of time. You should be prepared to help organize travel arrangements if appropriate, and make sure that meetings with your line manager are well organized, so that an agenda and any supporting documents are available in good time to everyone who needs them.

If you experience any problems during your project placement it is important that you notify your project supervisor at the earliest opportunity. You are also advised to notify the Projects Office and your College Tutor.

Appendix 5 summarizes your responsibilities and your academic supervisor’s responsibilities.
3.2 Managing your relationship with the Projects Office

As well as being heavily involved in setting up the project placements, the Projects Office provides a central point of contact during your project placement. The Projects Office will contact your company at the halfway stage of the project, around the time of the first workshop that you attend back at the School. It will contact your company again after consulting with your academic supervisor around the time of your second project workshop at the School. Before you leave the employment of the company at the end of your placement, the Projects Office will send your project sponsor an assessment form so that your company line manager can provide feedback on your performance.
4. Conducting your project
The following guidelines are meant as a complement to the above.

4.1. Getting started - Understanding the system and defining the problem

Your project may be on any managerial issue within an organisation; you may be looking at Human Resource Issues, or Marketing policies, or Information Systems, or any number of other management topics. You may indeed need to frame your topic around the hands-on nature of some of the tasks that are required of you during your time with the company.

One of the first tasks in your project placement is to learn about the company, its products and services, and its markets. Some obvious starting information is:

- How is the organisation structured? (See Mintzberg (1979) and Pugh (1997) for ways of adding more sophistication to this analysis.)
- What is the financial condition of the Company? (Public companies will publish an Annual Report containing useful information.)
- How has the company evolved?
- In which markets and regions does the firm operate?
- Who are its main competitors?

Companies vary in the extent to which they provide information, even to their own employees; you may have to dig around to get the information that you need to make sense of what happens and why. When you are collecting this information, it is important to be careful and systematic; see Section 4.3. Collecting evidence below.

4.1.1 Generic frameworks for understanding the organisation

There is a wide range of analytic tools and techniques that are commonly used to create broad understanding of a company’s activities and environment during the early stages of a project. These include:

**SWOT Analysis** - A list of the strengths, weaknesses, opportunities and threats that an organisation or business unit faces.

**Porter’s ‘Five Forces’ Model** - A way of understanding the competitive forces that apply in a particular industry. This can be very useful exercise to understand the context of a project, but is difficult to do without quite a lot of context-specific information. See Porter (1980).


4.1.2 Finding and reviewing the ‘literature’

The EMEM Project is both a practical and an academic piece of work, so you need to do extensive reading on the substantive topic of your assignment. Your supervisor is likely to be a good source of suggested readings, but you will have to do your own ‘digging’ and will be required to master material for yourself, often in management areas in which you have received no teaching before the project.

You will need to use library facilities, and these are likely to be a combination of resources in Oxford and local to your project. It is important that you use material correctly, and you should refer to the “Essay Writing Skills” booklet that is a companion to the current document. The most important point is that you must, at all costs, avoid plagiarism.

4.2. Understanding business processes

The methods outlined above give some structure to your initial attempts to understand what is going on in the organisation; however, they do not necessarily give detailed insight into the practical problem that you are investigating and its context. You usually need a thorough understanding of an organisation’s operations before you can make sense of any management issue.

Regardless of the focus of your project, you will need to gain a good understanding of how the company does whatever it is it does. This is essential for both carrying out your project and writing up your project report, but also to establish your credentials with the people with whom you work. We recommend the books by Pidd (1996), Waring (1996) and Slack et al (1998) here.

A good way to establish credibility within the organisation early on in the project placement is to show that you understand the core business operations by producing a structured analysis of the business processes and problem with which you are concerned. Using an existing structured approach will probably give you more insight into what is going on; it will certainly make it easier for you to persuade people in the organisation that your conclusions are more than just idle speculation. There are several tools that are useful in this regard, which can be usefully divided up into ‘hard’ and ‘soft’ systems approaches (see Waring 1996), which we describe briefly below.

4.2.1 ‘Hard systems’ approaches

Hard systems thinking uses metaphors in which organisations and business processes are seen as machines or even computer programs. Hard systems approaches should feel familiar to you because they take an engineering view of what goes on in an organisation.

Three useful hard systems approaches are process flow diagrams, simple logical flow diagrams of processes; IDEF diagrams, which build on the process transformation model; and data flow diagrams. All these are useful for different purposes.

**Process Flow Diagrams**

Many people find process flow diagrams useful because they are easy to understand and can easily be augmented with qualitative (verbal) data. In some cases, they can form the basis of building computer simulation models. They are particularly useful for situations in which processes involve conditional logic.
There are a variety of conventions that can be used for producing these diagrams, and also a number of computer-based packages for producing them. Two important rules of thumb are:

**Be consistent** - Whatever convention you use for the use of symbols etc., the diagrams only become useful when you use them consistently;

**Be efficient** - Neat hand drawn diagrams are much quicker to produce than computer generated ones, unless you are very well trained in a particular package, or you need to produce a very large number of very similar diagrams. Therefore, only ‘computerize’ your diagrams if absolutely necessary. (For further information see Tomes and Hayes (1993, Chapter Six)).

*Figure 1. A process flow diagram*

IDEF diagrams were developed about thirty years ago by the US military to ensure that suppliers of defence equipment had properly documented manufacturing systems. The key ideas for this type of representation are rigour and simplicity. The IDEF technique is widely used in consultancy and manufacturing engineering, and is one of the major analytical tools of Business Process Engineering. For further information see Straker (1995).

The IDEF approach looks at operations systems as transformation systems (see Figure 2) for turning inputs into outputs. Wild (Wild, 2002) has developed an interesting framework that considers that all organisations’ operations are a mixture of different transformations (manufacturing operations involve a change of form; service operations involve a change of state; retail operations involve a change of ownership; transport operations involve a change of location).
transformations use resources and are governed by controls, which in the IDEF scheme come into the bottom and top of the process respectively.

Figure 2. IDEF modelling conventions

The IDEF scheme starts with a ‘level 0’ diagram that describes all the relevant inputs, outputs, controls and resources for the transformation system as a whole. This can be then exploded into its constituent transformation operations, producing level 1, 2, 3... etc diagrams (See Figures 3 and 4). An important rule is that no inputs, outputs, resources or controls should appear on the exploded diagrams that were absent from the level 0 diagram. This forces consistency, and means that the diagrams, while rather annoying to draw (because you tend to always be re-drafting them), are a very good way of making sense of what really happens in an organisation.

Figure 3. IDEF0 example level one diagram

Note that:

- an output of one transformation process may be a control or a resource for another;
- inputs, controls and resources only go into processes, never the other way;
- inputs and outputs can be informational as well as material;
- managers are often described as ‘controls’ in the framework, and other workers as ‘resources’ (although this does beg the question as to the role of each in the system).

Figure 4. IDEF0 level 1 explosion

Data Flow Diagrams

Data flow diagrams are particularly useful for analysing information systems where the use of data is important; for example, many computer-based planning and logistics systems become much easier to understand when this technique is applied. For further information see Davis (1983) and Birrell and Ould (1988), Skidmore (1994, 1996).

The idea behind these diagrams is to map out the flow of information and, in particular, where information is stored as the process operates. This type of diagram is illustrated in Figure 5.
4.2.2 ‘Soft systems’ approaches

A major problem with using hard systems approaches is that the assumptions that are built into such mechanistic ways of representation pre-judge some important questions or even prevent them from being asked. There may, for example, be some dispute in an organisation about which department has responsibility for a particular activity, or they may be several informal systems in operation which go against the ‘official’ one.

One way to tackle this is to take as your starting point the ‘mental models’ (from formal models or even rules of thumb or loose metaphors) that are in use already, and try to build up a model of how a problem is perceived rather than how an operation works. An interesting tool kit for this type of analysis has been developed by Peter Checkland and his collaborators (see Checkland 1981), which has become known as ‘soft systems analysis’.

Figure 6 shows the basic idea. The analysis begins with an open-minded exploration of the problem situation, and then seeks to find out and agree a series of definitions with the participants in the problem situation, working out so-called ‘root definitions’ of the problem.
The application of the CATWOE mnemonic below helps in teasing out these definitions. This is often accompanied by the construction of a ‘rich picture’. A rich picture might take the form of a rather jumbled diagram, which need not fit the pattern of a particular diagramming methodology, and indeed which often includes simple ideographic representations (e.g. cartoons). If you have used mental maps or spider diagrams, you may already be familiar with this type of diagram.

The particular representation is less important than whether the diagram is meaningful to those participating in the analysis, and you have captured the important information and insights.

You can use the following questions to explore how people understand the problem domain:

**C** - Customer: Who would be the victims/beneficiaries of the purposeful activity?

**A** - Actors: Who would perform the activities?

**T** - Transformation Process?

**W** - *Weltanschauung* (world view)- What view of the world makes the definition meaningful?

**O** - Owner - Who could stop this activity?

**E** - Environmental Constraints - What constraints in its environment does the system take as given?

This method explicitly takes into account the potential for multiple perspectives on a problem, and it assumes that by participatively bringing these to the surface you are likely to identify a set of solutions or ways forward.

This approach focuses on the problem rather than the modelling technique, although other sorts of models (such as the ‘hard’ diagrams mentioned above) can become part of the overall analysis. Like the other techniques mentioned above,
this method sounds simple enough; applying the technique in practice, though, is not an intellectually trivial task. For further information see Checkland (1981), Rosenhead (1989) and Flood and Jackson (1991).

4.3. Collecting evidence

The quality of your project report can never exceed the quality of the data that you have collected, which provide the evidence for your arguments, conclusions, and recommendations. Hence, in each stage of the project, you must be systematic and careful in collecting data. The credibility of your work within the organisation and in the final report depends heavily on how systematic you are.

You also need to select your methods for collecting, analysing and interpreting evidence very carefully. There are many sources of advice for conducting student projects. You may find the following books particularly useful, although they sometimes refer to projects with slightly different goals and criteria to your own:


4.3.1 Selecting research methods

Because all the projects have some element of research about them, and are written up as part of Finals examinations, it is important that how you collected, analysed and interpreted information is made explicit in the final report.

Some EMEM projects have a strong technical flavour about them, and involve ‘invention’ - such as the development of a computer model or the design of a procedure. Here, as in an Engineering project, it is important to document how you arrived at the design, how you concluded that this design was better than alternative designs, and how you tested and verified the outcome.

Other EMEM projects have a more ‘social science’ feel to them. Here it is normally useful to contextualise your discussion of your research methods around the methodological literature. There are various models that can be used here, and a number of labels that can be applied, from positivism to subjectivism. Often, EMEM projects reflect some type of ‘action research’, where you are not an impartial observer but an active participant in the organisation under study. See Hussey and Hussey (1997); Cropper and Bennett (1985); Whyte et al (1989); Susman and Evered (1978); Clark (1972).

A key issue for your project report is to be able to show that you have checked the information you have used, and, where possible, attempted to ‘triangulate’ your important findings. This may be achieved by interviewing multiple sources about
the same issue, or by comparing interview data with observations of practice or written sources, or comparing quantitative and qualitative data (see Jick 1979).

A useful practical tip is to keep a log book for the project, and keep extensive notes on your activities, noting in particular the sources of information you use; this includes keeping track of who in the organisation told you what. Making sure that these notes are complete and legible can save enormous amounts of time later on.

4.3.2 Interviewing

Your data collection may involve formal or semi-formal interviews with, for example, members of the Company’s senior management team. It is important to be extremely careful in designing interview questions, and to be particularly wary of asking ‘leading questions’. You are strongly urged to look at Foddy (1993). Other important tips are:

- It is essential that you clarify the terms of the interview and degree of confidentiality with interviewees in advance.
- You should specify in advance how much time you will need, and in general should offer your notes from the interview back to the interviewee for factual checking.
- If you wish to record interviews, always ask permission first. Ensure that all files are labelled and identified, and that you make written notes or transcribe the interviews as soon as possible.
- For formal interview records, ensure that you note the identity and job title of the interviewee, the date and location.

4.3.3 Questionnaires

If you use questionnaires in your work, you must pay very close attention to the wording that you use. It is always a good idea to pilot test a questionnaire first. It is very easy to ask confusing, biased or even meaningless questions. Again, Foddy (1993) is an excellent guide here. If you use a multiple choice scaled response or ‘Likert’ type of question (e.g. How satisfactory is IT provision? 1 = more than adequate; 2 = adequate et cetera), then in general you should always give respondents an option of not responding to the question, just in case the person concerned does not have an opinion or does not know, or does not understand the question; it is a good idea to have a ‘no opinion’ or ‘don’t know’ option for these types of question.

Some other tips are:

- You should put a sensible amount of effort to ensure the form looks professional and is easy to use. It is very difficult to get high response rates from questionnaires, and the longer and more confusing a form is, the less likely you are to receive many back.
- Never use a questionnaire if you have not already thought in some detail about how the information you collect is going to be analysed and interpreted.
- You must be clear with survey type work whether you interpret the set of your responses as a population in its own right, or as a sample of some
broader population. If the latter, you must be clear precisely what that population is. You should also consider whether the sample you have is biased in any way in regard to the population in question. See Hussey and Hussey (1997) for further comments.

- Wherever possible, make sure each recipient receives a personalised cover letter (or equivalent) explaining the purpose of the investigation, the times by which a response would be required, and explaining what if any feedback on the investigation he or she would receive.

4.3.4 Documentary evidence

Depending on the nature of your project, much of your data may come from internal company documents, such as reports, memoranda, and minutes of meetings. You should carefully identify and file any documents that you collected during the course of the project.

You should also consider what biases may deliberately or accidentally be present within corporate documents. For example, you should expect to find rather positive messages in the Chairman’s or Chairwoman’s opening statement in company reports. You may need to ‘deconstruct’ many of the documents you encounter in the organisation, and place them in the context of the life of the organisation as a whole.

4.3.5 Secondary sources

It is often useful to use external sources of information about the Company and its markets from newspaper reports, trade press articles, official statistics and Internet materials. These sources can be used to compliment information gained within the organisation.
5. Writing up your project report

You will find the main points relevant to writing up the project covered in the “Essay Writing Skills” document. There are many books available to provide help and guidance on writing theses, which you might find useful for occasional reference. If you are unsure of some point of layout or report structure, just look at one of the textbooks on your bookshelf. The layout of chapters, including figures, tables and references, is a useful guide for what is required in a report.

In addition, you should make note of four simple points about writing up:

- Do as much writing up as much as possible as the project proceeds, rather than waiting until the end;
- Give a reasonably lengthy piece of writing to your academic supervisor early enough for him or her to give you feedback on content and style early in the writing-up process;
- Bear in mind how the content of the project connects to general questions and issues beyond the host company;
- Be systematic about keeping electronic and printed backups of your work. If you lose your only copy of your report when your computer breaks or is stolen, you will not be granted an extension.

5.1 Word budgets

You may find daunting the prospect of writing 20,000 words. In order to avoid the problems of writing too much or writing too little, it is a useful idea to plan to a word budget. When you plan your report, estimate roughly how many words you will need for each chapter, and when you start writing, work to that budget. However, you will likely find that you’ll need to revise the estimate of each chapter’s length as the report develops.

If you’re not comfortable with estimating word counts, a double-spaced page of 12 point font, allowing for diagrams and headings, usually has about 250 words. Therefore, your 20,000 word report will come to about 80 pages.

A common problem is that students budget too many words for the literature review, since they are not confident that there will be enough to say on their own work to fill 16,000 or 18,000 words. However, once they get started, students often find that they have to cut back rigorously to fit everything into the 20,000 words available. This will likely mean that you will write Chapter 2 twice.

5.2 Remember the reader

Your report will likely be read by only a few people, i.e. your supervisor, the Examiners, and possibly a few colleagues at your company. The knowledge, experience and expectations of these groups are very different, and sometimes you might struggle to know how to pitch the write-up. It might be tempting to assume that the Examiners will be very knowledgeable about the topic of your project, but it’s probably not a good idea to try to impress with your in-depth knowledge of a large breadth of literature, presented in extravagant, flowery language. Nor is it a good idea to over-simplify or avoid the academic theory in order to satisfy your line manager.
A good starting point is to imagine you are writing your report for another student in your year group. Assume that they have read and are familiar with the material you have been taught, and need to be reminded of the key points that are relevant to the topic of your project. This will help you to focus on the main points of your project, and will save you from providing too much background detail, or omitting readings and ideas which you have found particularly relevant to your work.

As you approach the final drafts, it can be surprisingly helpful to stand up and read a draft out loud. This will identify those pieces of your work where the logic is unclear, and the written text is clumsy or awkward. It is also a good idea to finish the final draft a few days before the deadline and set it aside for two or three days while you think about something else. Then come back to the final draft and read it through carefully again. This can help you to see gaps and ambiguities that you had become blind to before.

5.3 Respect the reader

Your reader is likely to be a busy person, with many demands on their time. Therefore, he/she will really appreciate clarity and focus in a report. This means that you should state clearly in the summary and introduction the findings and outcome of your project.

Make it easy for the reader to find their way around your report. The reader might be interrupted during their reading of the report, and will need to recover the track of your argument quickly. The reader might want to refer back to an idea or piece of information, and will appreciate being guided to it easily.

You can help the reader by including an outline of the report in Chapter 1 which indicates the stages of development of your argument, and in which chapter they may be found. Each chapter should start out with a paragraph that summarises how the argument has been developed so far, and how it will be developed in the coming chapter. Likewise, each chapter should end with a paragraph that traces the progress of the argument in the chapter, and points forwards to how that line of thinking will develop in the next. Think of your argument as a “golden thread” that links your report together. Make sure that the reader does not lose sight of the golden thread.

5.4 Structure of the report

The layout of reports is not specified in the Examination Decrees and Regulations and each Project Supervisor will have personal preferences. However, you might find it useful to consult the general guidelines below, which are applicable to reports of almost any length. They are intended only as a guide, so please feel free to adapt them to suit the project and your Supervisor’s advice.

The chapter headings below follow the development from a broad research question through to a narrowly focused answer, with each chapter becoming more specific and less general as the report develops. In deciding where to place material, consider where it fits within the general-specific spectrum. The more general the information, the earlier it should come in your report. If you are finding it difficult to decide where to locate material in your report, you might find it useful to think of your report as an upturned triangle, resting on its apex. This represents the development of the focus of the report, from a broadly defined research question in Chapter 1, to very specific conclusions, firmly located within
an intellectual framework, carried out at a particular time, and conducted within an understood organisational context.

5.4.1 Title: This should clearly indicate the subject matter in as few words as possible. The title page should include the name of company, the date, and any caveat concerning confidentiality.

5.4.2 Summary: This provides a précis of the report for the reader. Although it should be of only one or two pages in length, it should include an indication of the project brief and the main conclusions and recommendations.

5.4.3 Table of Contents: This is a list of chapters and sections in the same sequence as that in which they occur in the report. Relevant page numbers must be included in the table of contents. If chapter and section headings are carefully worded, the contents page should provide a clear indication of the structure and nature of the report.

5.4.4 Chapter 1 Introduction: This should explain the purpose of the report. In academic terms, the introduction sets out the research question that was investigated in the project. In other words, the What of the project. You should also explain the motivation behind this research question, i.e. the Why. Why was this a problem or research question that was worth investigating? Who would benefit from solving the problem or answering the question? How would the project contribute to human knowledge? The introduction should conclude with an outline of the report’s argument, indicating how each of the upcoming chapters develops the golden thread.

If this chapter is poorly written, it can have an adverse effect upon the reader’s attitude to the rest of the report.

5.4.5 Chapter 2 Literature review: This chapter should provide the reader with the relevant background knowledge to be able to understand and appreciate the main part of your report. You can assume a basic knowledge of the material taught in your course, but draw out any particularly relevant concepts or techniques that you have learned. This is your opportunity to present your critical appraisal of these concepts, backed up with any further reading that you have undertaken. This chapter helps to define the context of your report. It shows what was the state of knowledge at the time your report was written. This chapter will be at quite a high level of abstraction. As far as you can, avoid giving too many specific details about the organisation in which you carried out the project.

5.4.6 Chapter 3 The host organisation: The focus of the report is narrowing down to the particular organisation which you have studied. In this chapter, you need to start to develop that focus with a description of the sector and its context at the time of the report. Remember, the social, environmental and financial context of your project can be very different from one year to the next, so you cannot assume that were someone to read your report in one or two years from now, that they would be properly aware of the context in which your report was written.

Narrowing the focus yet more, give a description of the relevant aspects of your host organisation, and its particular interest in the topic of your project.

5.4.7 Chapter 4 Research methods: The reader now knows your research question or problem to be investigated, and the organisation within which you carried out the study - the What, the When and the Where. Now, you need to explain the
HoW. Explain what were the research methods that you used, and how were they chosen. Explain how you designed and carried out your data acquisition, including any problems, issues or constraints that meant that your data might not be everything you might have hoped for.

5.4.8 Chapter 5 Analysis: This chapter tightens the focus yet again, closing in precisely on the research question as applied to the particular organisation of interest. Having explained your chosen data acquisition and research methods, now is the time to show how the data may be analysed with respect to the research question. Explain your findings carefully, remembering that other readers are not as familiar with this material as you are. Make sure you draw their interest to the significant findings, and don’t assume that they will come to the same conclusions as you.

5.4.9 Chapter 6 Conclusions, recommendations, and further work: The purpose of the conclusions of a report is to deliver answers to the research questions arising from the project brief. This chapter should review the questions from Chapter 1, and address them all, either providing an answer (within context) or point out how the problem could be addressed. This chapter (or chapters if you think one chapter is not enough) provides the opportunity for you to reflect upon and review your project’s contribution to knowledge. There may be some weaknesses in the research method that you would have preferred to have done otherwise. Comment on how these might have affected your findings, and how you would do it differently next time. Consider how your findings might apply in other contexts or sectors. Are there ways in which your findings could be tested or confirmed? What are the actions that your organisation or others could carry out to improve on their current way of working?

There are two issues which may cause you anxiety:

1) the conclusions are negative or non-conclusive: ‘I could not show a relationship between …’, ‘The project task was to recommend a market entry strategy to China. My recommendation is not to enter this market.’

2) Limitations in what has been demonstrated.

The first is a possibility with any research project. Since you are experimenting, you do not know the result before you carry out the experiment.

The second applies to all projects and should be explicitly acknowledged together with suggestions to carry out further research which will overcome these limitations.

The recommendations should follow directly and obviously from the conclusions. They should be succinct. If there are many recommendations it might be worth sub-dividing them, e.g. long-term and short-term.

5.4.10 Bibliography. A complete bibliography in an appropriate format should follow the main body of the text.

5.4.11 Appendices: There should be a reference in the main text to any appended material. Sometimes this reference may take the form of an abridged table or a brief summary of material given more fully in the appendices. The kinds of information included as appendices are complicated tables or figures, questionnaires, sample documents etc.
5.5 Last thoughts

Pay attention to conventions for numbering figures and tables. Every figure or table should have a meaningful caption, which explains the purpose and finding of the figure or table without having to refer to the accompanying text. This is helpful for busy readers who are skim-reading and looking mostly at the pictures.

Include the figure or table as close as possible to, and preferably after, the point at which you refer to it in the text. If a figure or table does not have a reference in the text, leave it out. It might be interesting, but it’s not relevant.

Make chapter and section headings meaningful and interesting. This helps the reader find their way through the text, and helps trace the golden thread.

Remember to provide the reader with answers to the 6 Ws:

**What:** What did you investigate?

**Why:** Why was this worth investigating, and who will benefit?

**When:** When did you carry out the study, and what was the relevant context at that time, in terms of the state of academic knowledge, and the operating context of the broader economy and organisations.

**Where, Who:** Which organisation did you work with, which section, what type of work were they doing?

**How:** What were your research methods? How did you gather and analyse data? Were your methods appropriate for the research question? How could they be improved?
6. References


APPENDIX 1 CORPORATE GUIDE

A Corporate Guide to The 6 month Project Placement:

Fourth-Year Engineering/Materials Economics and Management students as a business resource

The four-year course in Engineering (Materials), Economics and Management (EMEM) at the University of Oxford attracts some of the brightest applicants from around the world.

EMEM students spend two-thirds of their time studying engineering or materials. During Year 1, they take courses in engineering or materials. During Year 2 and Year 3, they take courses in introductory micro- and macroeconomics, the organisation of production, and an introduction to management. During Year 4, their final year, students are expected to apply the knowledge they have already acquired in their first three years by undertaking a business assignment in the form of a project placement in industry for 24 weeks.

During the project placement, a student is employed by an organisation to undertake a specific project offered by the company for six months, starting early in July. When the students return to the University at the beginning of January, they complete the theoretical part of their studies in management and economics and an advanced option paper in engineering. The Masters degree is awarded for the successful completion of all degree requirements, including the project.

What does a project look like?

A project should:

- be an identifiable piece of work of value to the organisation and specific to the particular student, even if it takes place within the larger framework of a team project within the organisation;
- cover a broad range of work within the field of management; for example, an investigation of logistics models, human resource strategies, project appraisal systems, or accounting procedures.

Why do EMEM students undertake a project placement?

Undertaking a project placement enables students to:

- demonstrate their ability to apply the management knowledge and skills that they have been learning during their third year;
- draw on the technical knowledge and skills from their economics and engineering/materials science training;
- explore fully a sector of industry that they may consider for their future career.

How does this experience contribute to the EMEM student’s development?

Through undertaking the project placement, the student will learn how to:
• manage a project and make decisions;
• understand business processes;
• research relevant information;
• produce a deliverable specified by the company within a defined timescale;
• write a coherent and logical report with well-thought-out recommendations for implementation.

What can an organisation expect from a student during the project placement?

Your organisation can expect the student to:

• apply for a project placement only if he or she has a genuine desire to undertake a project within your firm and/or the industrial sector in which you operate;
• discuss with you his or her course requirements during the interview for the project;
• undertake to fulfill his or her responsibilities as an employee of the company during the project period;
• carry out the project to the specification agreed with the company/organisation and commit to working through the assigned mentor within the organisation and with the University supervisor appointed by the Projects Office;
• produce a final report and other feedback to his or her line manager as required and agreed prior to the project. This report will be derived from the written work that the student presents to the examiners for the student’s degree.

Why should an organisation undertake a project placement?

Your organisation can benefit from hosting a student on a project placement because an EMEM student:

• has developed strong analytical abilities, has a deep understanding of the scientific principles underpinning engineering and practical research, and has learned the habit of independent thought;
• provides an extra resource to carry out a specific project you require undertaking;
• can thoroughly research your project and can draw on the resources of the management programme at Oxford;

Further, your organisation can use a project as an opportunity to assess potential new recruits.
What are the responsibilities of the organisation during the project placement process?

Define the project

Your organisation will be asked to submit an outline project brief to the Saïd Business School Projects Office on a pro-forma provided by the Projects Office. Your outline project brief should define your project in enough detail so that the student and the School can confirm that it fulfils the academic and practical objectives described above. Some organisations may wish to develop the initial project brief jointly with the student and with advice from the Projects Office. Organisations may review a list of projects undertaken in previous years, although this is subject to restrictions of confidentiality clauses and embargoes.

Your organisation should submit the project brief and an employment contract to the Projects Office before a student attends interview. However, the University does recognise that it is often difficult for an organisation to define the full nature of the project as much as 4-5 months before the project starts, especially in fast moving industry sectors. In this case, you may provide an outline of intent for the nature of the project.

Mentor the student

Your organisation is asked to name one person who will supervise the student during the project, and to identify a named individual who will be the point of contact between the School and your organisation. This may be the same or a different person.

Provide feedback on the student’s performance

Your organisation must complete a short document assessing the student’s performance on the project. This assessment must be returned to the Projects Office within three weeks after the student completes the project, because the assessment will be attached to the student’s report for the examiners.

Employment of the student

The student becomes a full-time employee of your organisation for a defined 24-week period of time during the project period. We suggest that you remunerate the student in line with industry practice for student internships.

Allow the student sufficient time to complete the academic requirements of the projects

You should allow time for the student to return to Oxford approximately one day a month for tutorial contact with his or her supervisor. In addition, students are expected to attend two project workshops midway through the project period, which provide support and additional training.

Normally, a representative of the School will visit the company during the first few weeks of the project to meet with the student’s mentor/line manager. If the organisation is located overseas, this contact may take place by phone, email, or video conferencing.

The student will be expected to write up his work as he progresses. The student will need access to company data and personnel to undertake the project. Your organisation is asked to make available to the student all necessary background
material and company records that are required for the student to undertake the project.

**Provide a suitable induction programme when the student joins the organisation**

Your organisation should make sure that the student, as with any other employee, attends a standard induction programme to the company.

**Provide a safe and healthy working environment**

Whilst on the project placement, you should make sure that the student is subject to the same health and safety measures that would ordinarily be in place for staff who are employed within the organisation and who carry out the same or similar types of work either in the company premises or in the field.

**What is the role of the Saïd Business School Projects Office?**

The Projects Office will:

- liaise with the company contact to suggest students with the skills required by the company or which are needed for the project;
- make sure that the project outline is acceptable to both the company and the student, and meets the academic rigor required by the University's examiners;
- provide the student with a supervisor from the School’s teaching staff who will provide support and guidance during the course of the project;
- support the partnership by providing a single point of contact between the student, teaching staff and the company throughout the project period;
- provide documentation for the administrative process as required.

You will not be charged by the School for administration or for entering into this scheme.

**How can an organisation get involved in sponsoring a project placement?**

Projects may be initiated in three different ways.

Your organisation can initiate a specific project placement:

- Your organisation expresses an interest in partnering the School by agreeing to submit a project brief;
- After receipt of the project brief, the Projects Office will confirm to the organisation that the brief conforms to the requirements of the EMEM course;
- The Projects Office will send the organisation a number of CVs of selected EMEM students whom they have identified as suitable given the skills set requested by the company for the project;
- The organisation will interview the students and select its preferred candidate;
The organisation will make an offer to the student to undertake the project. Once this offer has been made, employment agreements can be signed and the organisation will be informed of the name of the academic supervisor. The Projects Office is available to co-ordinate any further specific arrangements.

Timeframe for project placements
In the final term of year three, students are particularly busy, not only with normal coursework but also with the added demands of revising for and sitting exams. For this reason it is hoped that most activities associated with placement identification will have been completed by the end of April. By the end of June all administrative agreements will have been finalised in readiness for the student to start the project formally early in July.

Complaints procedure
The Projects Office will thoroughly investigate any complaints made by the organisation or the student. The Projects Office will make each party aware of the complaint and ask them to respond informally through the office. If both parties cannot reach a mutually satisfactory solution, the Projects Office will ask the complaining party to provide written documentation of the complaint and ask the offending party to respond to the complaint. Other relevant parties such as the academic supervisor and the company mentor will be asked to provide supporting documentation. An arbitrator from the Projects Office and the prime contact within the organisation (as named on the initial project brief pro-forma) will attempt to resolve the complaint.

After a ‘cooling off’ period of one month, if any further action is necessary it will take place between the Director of the Saïd Business School, the University solicitors and the appointee of the organisation. If your organisation has made a complaint against the student, this complaint may be passed to the Proctors’ Office.
Specific Provisions of the Employment Contract

Confidentiality and/or Non-disclosure

The Legal Services Offices of the University of Oxford must review any requirements of the external organisation, after which time formal agreements and undertakings can be given by all parties who are involved in the project -- the University, the Student, and the Company.

Intellectual Property

The Legal Services Offices of the University of Oxford must review any requirements of the external organisation, after which time formal agreements and undertakings can be given by all parties who are involved in the project -- the University, the Student, and the Company.

Specific Clauses to be attached to Company Employment Contracts

1. Confidentiality

1.1 The parties acknowledge that the Student may gain access to information of a confidential nature in the possession of the Company in the course of the student’s employment with the Company. The parties further acknowledge that the Student may disclose to the Company Confidential Information in his/her possession. For the purpose of this clause, “Confidential Information” means all and any specifications, drawings, circuit diagrams, tapes, discs and other computer-readable media, documents, information, techniques and know-how which are:

1.1.1 disclosed by one party to the other in connection with the Project and marked or labelled “Proprietary”, “Confidential” or “Sensitive” by the disclosing party at the time of disclosure; or,

1.1.2 in the case of the Company, are disclosed to the Student in the course of his/her employment in circumstances in which the Student ought reasonably to be aware that such information is confidential.

1.2 Subject to Clause 1.4, each party will use all reasonable endeavours not to disclose to any third party any Confidential Information within Clause 1.1.1 above and the Student will use all reasonable endeavours not to disclose to any third party any Confidential Information within Clause 1.1.2 above.

1.3 Neither party shall incur any obligation under Clause 1.2 with respect to information which:

1.3.1 is known to the receiving party before the date of this Agreement, and not impressed already with any obligation of confidentiality to the disclosing party; or

1.3.2 is or becomes publicly known without the fault of the receiving party; or

1.3.3 is obtained by the receiving party from a third party in circumstances where the receiving party has no reason to believe that there has been a breach of an obligation of confidentiality owed to the disclosing party; or
1.3.4 is independently developed by the receiving party; or

1.3.5 is approved for release in writing by an authorised representative of the disclosing party; or

1.3.6 the receiving party is specifically required to disclose in order to fulfil an order of any Court of competent jurisdiction.

1.4 The undertaking of the Project and production of a report of up to 20,000 words in relation to the Project form part of the requirements placed on the Student for admission to the Degree of Master of Engineering. As part of this process the Student is required to share information with the University of Oxford (the “University”) as follows:

1.4.1 the Student is required to participate in monthly tutorials during the course of the Project;

1.4.2 the Student is required to share information with his/her supervising tutor to the extent required to enable the tutor to provide guidance and support to the Student in relation to the project;

1.4.3 the Student’s report in relation to the Project is required to be submitted to the examiners and the marks awarded by the examiners are given the weight of two written examination papers for Materials, Economics & Management candidates, or three written examination papers for Engineering, Economics & Management candidates in determination of the Student’s final Degree;

1.4.4 the Student may be examined viva voce on any part of his/her course of study including the Project.

The parties acknowledge that the information so shared with the University may constitute a disclosure of confidential information by the Student but the Company agrees that it will treat any such disclosure of Confidential Information by the Student as having been authorised by the Company pursuant to Clause 1.3.5 above and that it will be bound to the University in respect of Clause 1.6.

1.5 In addition to the disclosure to University examiners referred to in Clause 1.4.3, the University is obliged to appoint external examiners to adjudicate examinations. Such examiners are informed of their obligations of confidentiality before they accept an appointment as an external examiner. The Company agrees that it will treat any such disclosure of confidential information by the Student as having been authorised by the Company pursuant to Clause 1.3.5 above.

1.6 The normal procedure of the Saïd Business School in relation to Students’ project reports is to house such reports on secure shelves at the Saïd Business School and the Department of Engineering Science or the Department of Materials (as appropriate). The reports may be consulted only by other students reading for a degree in the School of Engineering (Materials), Economics and Management. If any other person wishes to consult a report, written permission must be obtained from the sponsoring company. In
exceptional circumstances, the sponsor may notify the University (through the Director, Projects Office, Said Business School) and the Student that it considers the content of the report to justify imposing greater restrictions on access to the work in which case the University may agree to implement a prohibition on such access for a reasonable period but not in excess of three years.

2. Intellectual Property

2.1 Any rights in intellectual property, including without limitation any patent rights, copyrights, database rights, rights in designs and trademarks, ("Intellectual Property") which are devised or created by the Student in the course of his or her employment with the Company shall belong to the Company and the Student shall use all reasonable endeavours to do any acts and execute any documents which may be necessary to enable the vesting of any such rights in the Company.

2.2 Any rights in any Intellectual Property which is devised or created by the Student prior to the commencement of his/her employment with the Company or outside the performance of his/her duties as the Company’s employee, shall belong, as between the Company and the Student, to the Student and the Company will not gain any rights over or in respect of such Intellectual Property by reason of the Student’s use of such Intellectual Property in the course of the Student’s employment.

2.3 The Student may use the Company’s Intellectual Property for the purpose of their Degree course, subject to the terms of Clause 1 and this Clause 2. Such use shall be free from any obligation to pay royalties or fees to the Company. The Student shall not otherwise use the Company’s Intellectual Property without the prior written consent of the Company but the Company will not unreasonably withhold its consent to such use by the Student.

3. CONTRACTS (RIGHTS OF THIRD PARTIES) ACT 1999

3.1 The University of Oxford is intended to benefit under the clauses of this Agreement which relate to Confidentiality and Intellectual Property, and the Contracts (Rights of Third Parties) Act 1999 will therefore operate in relation to this Agreement for the purposes of giving effect to such intention.

3.2 Except as stated in Clause 3.1 above the provisions of the Contracts (Rights of Third Parties) Act 1999 are not intended to operate in relation to this Agreement and are hereby expressly excluded.
PROPOSAL FORM
UNDERGRADUATE 6 MONTH PROJECT PLACEMENT
Engineering (Materials) Economics & Management Degree 2015

Please complete the brief below with details of your proposed project. This information will be available via the School’s intranet and, in addition to students, will also be available to academic and administrative staff members. With this in mind, please ensure you exclude any information which could be considered as commercially sensitive.

If you have any queries about completion of this form please contact: Projects.office@sbs.ox.ac.uk

CONTACT DETAILS

Name of Organisation:
Main Sector of Activity:
Website:

Point of contact for project placement purposes:

Name & Job Title:
Telephone Number:
Mailing Address:
E-mail Address:
DEFINING THE PROJECT

1. Project Title (Provisional):

2. Reasons for the project
   (Summarise the broader issue that led to the need for the project to be undertaken)

3. Identify and describe the project issues involved
   (Please make this as detailed as possible)

4. Project objectives (maximum of 3)

5. Expected nature of the work

6. Work Site Location
   (If the team will work from your own premises, please identify their primary base.)

7. Project Output
   (Briefly summarise the expected output during and/or at the final stage of the project.)

8. Candidate profile
   (Identify the skills that you require from the selected candidate.)

SIGNATURE (typed signature acceptable):

PRINT NAME:
DATE:
APPENDIX 3 STAGES IN A PROJECT

The stages in a project identified below provide a useful framework:

STAGE 1 [6 weeks]
- identify company objectives, i.e. what the company is seeking from the project;
- evaluate possibility of fulfilling company objectives and redefine if these cannot be realised;
- identify relevant management literature;
- from literature identify possible hypotheses, models, statements, past research findings, etc. that can be tested in the project;
- identify academic objectives;
- redefine project in light of company and academic objectives;
- write up background to company and where project fits in;
- identify tasks to be done and methodology to be applied;
- design a programme for fieldwork and set up contacts.

STAGE 2 [12 weeks]
- draft management literature sections/chapters;
- carry out fieldwork;
- write up methodology chapter.

STAGE 3 [4 weeks]
- analyse fieldwork findings;
- write up findings;
- prepare first draft of project report.

STAGE 4 [5 weeks less Christmas Holidays]
- re-draft report
APPENDIX 4 OUTLINE PROJECT TUTORIAL PROGRAMME

Tutorial 1: (July/August)
Initial tutorial to get to know student and to discuss the scope of the project, the role of the supervisor and the requirements of the University. Arrange future tutorials and set work for next meeting, e.g. a paper outlining the background of the company, its technology, products and markets.

Tutorial 2:
Supply a reading list and set a paper for next tutorial summarising the literature relevant to the project.
Agree a project plan for coming months.

Tutorial 3:
The student prepares a chapter of the project report for the next tutorial.

Tutorial 4:
The student prepares a chapter of the project report for the next tutorial.

Tutorial 5:
The student prepares a complete draft of the project report.

Tutorial 6: (late November)
Discuss draft of project report and arrange an additional tutorial if this is required. (The project report is submitted to the Examination Schools on the Friday before the first week of Hilary Full Term.)
APPENDIX 5 MANAGING THE RELATIONSHIP WITH YOUR ACADEMIC TUTOR

Your tutor can expect you to:

- Be more independent than you expect.
- Produce regular written work, in an appropriate format.
- Seek help from other people as well as the tutor.
- Attend meetings regularly, organized at your own initiative without needing to be chased.
- Report your progress honestly, including notifying them of any difficulties or problems that you experience.
- Follow the advice they’ve given you.
- Be enthusiastic about your project.
- Surprise them: come up with findings, ideas, etc, that hadn’t occurred to them.
- Be part of a mutually enjoyable relationship.

You can expect your tutor to:

- Actively supervise you.
- Read and understand written project extracts submitted by you.
- Be available when you need them.
- Be friendly, open and supportive.
- Be constructively critical.
- Have a good knowledge of the topic of the project.
- Make arrangements so they can give their full attention to you during tutorials.
- Add to the information available to you by recommending appropriate reading.
- Exert their influence on your behalf.
APPENDIX 6 PROJECT WORKSHOPS

The general pattern of project workshops is:

Workshop 1 (Year 3, Pre-placement)
Securing Projects - 06\(^{th}\) March 2015

Workshop 2 (Year 3, Pre-placement)
The Reality of Projects and working for a company - 26\(^{th}\) June 2015

Workshop 3 (Year 4, Mid-placement)
Progressing your Project - 18\(^{th}\) September 2015

Workshop 4 (Year 4, Late placement)
Writing up your Project Report - 27\(^{th}\) November 2015

Absences from workshops

Please note that workshops are not optional and you must either arrange your absence in advance with the EMEM Projects Officer, or you must provide an excuse such as a medical certificate for an unforeseeable absence.

For pre-placement workshops, requests for approval of absences should be supported with a note from your College Senior Tutor and/or Management Tutor; for post-placement workshops from your Academic Supervisor and/or Company Supervisor.

If you are considering taking a project placement where it will be difficult or expensive to return for the two placement workshops during the autumn, you should discuss this in advance with the Projects Officer.