



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

QUALIFI ASSESSMENT DOCUMENT

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| Qualification | Qualifi Level 8 Diploma in Strategic Management & Leadership |
| Qualification No (RQF) | 601/5362/3 |
| Unit Name | Leadership Qualities and Practice |
| Unit Reference | 800 |
| No of Credits | 20 Credits |

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification
 - Can be found at <https://qualifi.net/qualifi-level-8-diploma-in-strategic-management-and-leadership/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Assignment Question

Scenario

You are currently undergoing leadership training in your organisation in the hopes of ascending to mid-level managerial role within the company. As a part of your training, you have been asked to produce a 2000-word report regarding the similarities and differences between leadership and management at strategic level. It is expected that you will look into how leadership and its different styles influences organisational strategy. It is also expected that you will offer evidence and will use relevant theoretical models and frameworks in your report to support your arguments.

Task 1 – 650 words

In task 1, you are expected to analyse the relationship between strategic management and leadership. You can either use your business context or that of an organisation of choice in this task.

1.1: In this task you are required to outline the key differences between leadership and management in the selected company. You also need to evaluate the concepts of managers as effective leaders and leaders as effective managers in this task. It is also expected that you will demonstrate how a leader can maintain a balance between strategic management and leadership.

Assessment Criteria

1.1: Critically analyse the concept of managers as effective leaders.

1.2: Critically analyse the concept of leaders as effective managers.

1.3: Critically evaluate the balance needed between the demands of strategic management and leadership.

Task 2 – 650 words

In task 2, you are required to evaluate how leaders contribute to the strategic direction of a company. You can either use your business context or that of an organisation of choice in this task. You are expected to complete the following sub-tasks in task 2:

2.1: Detail how the leadership of the chosen organisation influenced the strategic direction of the company? You need to offer clear examples of this in the context of your chosen organisation.

2.2: Evaluate how the personal energy, self- belief and responsibility of your company's leader shaped their leadership style and their success as a leader.

2.3: In this task you are expected to evaluate the performance of leadership of the chosen organisation in employee empowerment and developing trust among employees.

Assessment Criteria

2.1: Critically evaluate the role of the leader in the creation of an organisation's vision, mission and values.

2.2: Critically analyse how personal energy, self- belief and responsibility impact leadership styles and their relative success.

2.3: Address how leadership can engender empowerment and trust and how ethical stance affects that and the overall impact on organisational practice.

Task 3 – 700 words

In this task, you are expected to review the implications of adopting different leadership styles on organisational strategy. You can either use your business context or that of an organisation of choice in this task.

3.1: You are expected to review the possible effects of adopting transformational, transactional and situational on organisational strategy in the context of the chosen organisation. Your task is explaining how the adoption of above-mentioned leadership styles would affect the organisational strategy of the chosen firm.

Assessment Criteria

3.1: Critically evaluate transformational leadership and the impact on organisational strategy.

3.2: Critically evaluate transactional leadership and the impact on organisational strategy.

3.3: Critically evaluate situational leadership and the impact on organisational strategy.

| | Distinguished | Excellent | Good | Proficient | Basic | Marginal | Unacceptable |
|---|--|---|---|---|--|--|--|
| Criteria | 80+ | 70 | 60 | 50 | 40 | 30 | 0 |
| Content (alignment with assessment criteria) | Extensive evaluation and synthesis of ideas; includes substantial original thinking | Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking | Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking | Describes main ideas with evidence of evaluation; includes some original thinking | Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking | Largely incomplete description of main issues; misses key concepts; no original thinking | Inadequate information or containing information not relevant to the topic |
| Application of Theory and Literature | In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept | Clear and relevant application of theory; fully integrates literature to support ideas and concepts | Appropriate application of theory; integrates literature to support ideas and concepts | Adequate application of theory; uses literature to support ideas and concepts | Limited application of theory; refers to literature but may not use it consistently | Confused application of theory; does not use literature for support | Little or no evidence of application of theory and relevant literature |
| Knowledge and Understanding | Extensive depth of understanding and exploration beyond key principles and concepts | Comprehensive knowledge and depth of understanding key principles and concepts | Sound understanding of principles and concepts | Basic Knowledge and understanding of key concepts and principles | Limited and superficial knowledge and understanding of key concepts and principles | Confused or inadequate knowledge and understanding of key concepts and principles | Little or no evidence of knowledge or understanding of key concepts and principles |
| Presentation and Writing Skills | Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax | Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax | Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning | Orderly presentation; minor errors in mechanics and syntax | Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning | Confused presentation; errors in mechanics and syntax often interfere with meaning | Illogical presentation lacking cohesion; contains significant errors that interfere with meaning |
| Referencing | Advanced use of in-text citation and references | Mastery of in-text citation and referencing | Appropriate use of in-text citation and referencing | Adequate use of in-text citation and referencing | Limited use of in-text citation and referencing | Inadequate use of citation and referencing | Little or no evidence of appropriate referencing or use of sources |

Instructor's Comments

Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

| | Distinguished | Excellent | Good | Proficient | Basic | Marginal | Unacceptable |
|-------|---------------|-----------|-------|------------|-------|----------|--------------|
| Range | 80-100 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | 0-34 |

| Criteria | Score |
|--------------------------------------|--------------------------|
| Content | 50 |
| Application of Theory and Literature | 40 |
| Knowledge and Understanding | 50 |
| Presentation/Writing Skills | 40 |
| Referencing | 40 |
| Total Score | 220/5 = 44, Basic |



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