

**Assignment Brief**

Principles of Management

Assessment Guidelines

Learners must perform the tasks specified in the assignment brief. Learners can seek tutor assistance with completing tasks, understanding mark schemes, and understanding grade descriptors. Learners are expected to follow the center's policies and procedures, which include word/page/slide counts and plagiarism/collusion.

Assignment Criteria and Mark Scheme

The six tasks shown below constitute 90% of the overall mark. 10% of the overall marks for the assignment must be given to ‘Structure and Format’. For a selected medium-sized organization, you have been appointed as a middle manager. Prepare a report, aimed at leading a department in your organization that must meet the following requirements:

**SUMMATIVE ASSESSMENT:**

Task 1:

∙ Discuss the different key functions of management

Task 2:

∙ Compare the effectiveness of management and leadership styles and skills in different organizations.

∙ Explain the impact of motivation in the workplace

Task 3: Explain the different concepts and components of business culture.

*Learning outcomes 1, 2, & 3*

Task 4:

∙ Explain the different concepts and principles of human resources and human resource planning.

Task 5:

∙ Discuss the importance of training and development and performance appraisal.

Task 6:

∙ Analyze the impact of change management in the selected organization.

*Learning Outcomes 4,5 & 6*

Task 7:

∙ Briefly explain, how the organization can maintain its quality of work. *Learning outcomes 7*

Assignment Word Count

3000 words across all tasks

Referencing and Professionalism

To maintain a professional demeanor at all times, learners must:

∙ Use the Harvard system of referencing for all citations and references (including in-text) ∙ Use professional, formal English in presenting their work

∙ Refrain from writing in a first-person perspective (i.e. ‘I’, ‘We’, ‘Me’, etc. should not be used within the answer).

Plagiarism and Collusion

Plagiarism and collusion will be considered academic offences and will be dealt with as a serious issue.

Plagiarism can be defined as the presentation of the work of another author without appropriate referencing and/or attribution (leading to the false assumption that the learner is the originator of the text).

Collusion can be defined as a circumstance in which: two or more learners present work with distinct similarities in concepts and ideas.

Learners must have access to valid plagiarism software (i.e. Original) to assess the ‘similarity index’ between their work and work that has been published elsewhere. This Original report must be submitted along with their final assignment scripts for reference purposes.1

Excessive reference (i.e. where it is unnecessary/irrelevant) will also be regarded an academic crime, resulting in learners receiving lower marks for the structure and format of their work or, in severe situations, their work being rejected as inappropriate for assessment. These issues will be decided in collaboration with an academic panel.

Assignment criteria for all Assessments

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| --- | --- |
| **Marks** | **Criteria** |
| **70-100** | ∙ The answer submitted has an outstanding result with a negligible amount of mistakes. ∙ The answer shows an appreciative level of knowledge and a clear understanding of related models, theories, and frameworks. Analytical techniques used show the wide area of knowledge the learner has.  ∙ The ability to apply and contextualize the models, theories, and frameworks is clearly recognizable. ∙ The analysis and the use of research data, as well as the ability to use the data to reach acceptable and accurate conclusions, is exceptional.  ∙ Answers show independent thought and clarity of the learner has led to an overall focused and evaluative answer.  ∙ The answer has followed proper Harvard referencing. |
| **60-69** | ∙ The answer shows and above-average standard with few errors.  ∙ The answer shows a decent level of knowledge and a fairly clear understanding of related models, theories, and frameworks. There is a very good level, and use of, analytical techniques that is obvious throughout the answer.  ∙ The ability to apply and contextualize the models, theories, and frameworks is of a good standard.  ∙ The analysis and the use of research data, as well as the ability to use the data to reach acceptable and accurate conclusions, is above average level.  ∙ Answers show independent thought and clarity of the learner’s answer has led to an overall focused and evaluative answer with little inconsistency.  ∙ The answer has followed proper Harvard referencing. |
| **50-59** | ∙ The answer shows an above-average standard with errors.  ∙ The answer shows a general level of knowledge and a fairly clear understanding of related models, theories, and frameworks. There is a good level, and use of, analytical techniques that is obvious throughout the answer.  ∙ The ability to apply and contextualize the models, theories, and frameworks is of a reasonable standard. However, the link between theory and practical knowledge appears to be restricted/limited.  ∙ The answer shows more assumptions than conclusive deductions/evidences and valid arguments. However, the ability to interpret and evaluate is evident.  ∙ Answers show independent thought and clarity of the learner’s answer has led to an overall focused and evaluative answer with some inconsistencies.  ∙ The answer has followed Harvard referencing at an acceptable level. |
| **40-49** | ∙ There are several shortcomings throughout the answer.  ∙ The knowledge level reflected in the answer is limited, especially in the understanding of related models, theories, and frameworks.  ∙ The case material has been repeated instead of evidencing knowledge.  ∙ The use of analytical techniques is inadequate.  ∙ A certain level of relevance is evidenced in Harvard referencing. |
| **30-39** | ∙ The answer submitted is quite weak and lacks proper focus.  ∙ The answer shows a number of spelling errors and/or poor grammar/syntax. ∙ The lack of understanding in subject knowledge, related models, theories and frameworks is evident. ∙ Contextualization, interpretation, and evaluation are of a poor standard.  ∙ Reflects only basic level of Harvard referencing. |
| **0-29** | ∙ Requires more work on answering skills; overall output is well below the required standard. The answer has little relevance to the assignment briefs. Spelling/syntax poor.  ∙ Little or no evidence of appropriate subject knowledge.  ∙ Use of models, theories and framework is quite poor.  ∙ Little to no evidence of, and/or unacceptable mistakes, Harvard referencing. |
| A mark of 40% or greater can only be given where all assignment learning outcomes for all tasks have been met. | |