

**Faculty of Business and Law**

**Assignment Brief 2022/23**

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| Unit Title: Digital Leadership Transformation | | | |
| Unit Code: | 5Z7V0006 | Core: Y | Level: 7 |
| Assignment Title: Portfolio | | | |
| Unit Leader: Roula Michaelides | | | |
| Contact Details: [r.michaelides@mmu.ac.uk](mailto:r.michaelides@mmu.ac.uk) | | | |
| Submission Date: See date on Moodle | | Feedback Return Date: See Date on Moodle four weeks after submission | |
| Submission Instructions: Submit through Moodle | | | |
| Feedback Return Information: See Date on Moodle | | | |
| **Assignment Task and word count:**    For this assignment, you need to submit : A portfolio of work (TOTAL 3500 words) that consists of 2 parts.   1. An INDIVIDUAL REPORT (MAX 2500 words) identifying the opportunities, drivers and challenges of organisational improvement and change through digital transformation in particular times of uncertainty as found in a case study of your choice. The case study could be in any industry (private or public sector). Ensure that you include in your report an approach for leading and managing this particular digital transformation proposed. **(85%)** 2. A PERSONAL CRITICAL REFLECTION (MAX 1000 words) on some aspect or critical incident in your professional or learning experience that enables you to identify goals to further develop your **leadership and change management** skills. Ensure that when you are setting these goals you also reflect on ethical issues that may affect your leadership practice. (**15%)** | | | |
| **Unit Learning Outcomes Assessed.**  LO1: Analyse the role of digital technology in the continuous improvement and transformation of contemporary organisations in their business environment  LO2: Critically evaluate strategic planning, leadership and change management approaches relevant to the challenges faced by contemporary organisations.  LO3: Apply entrepreneurial approaches to recognising opportunities and developing strategies for improvement and change. | | | |
| **Early Career/World Class Professional Skills (PLOs) being assessed or developed**  This assignment will help further develop your information gathering capabilities, critical analysis and thinking skills and practical decision making as well as enhancing your written communication skills essential for employability and life-long learning.  AOL Programme learning outcomes **Assessed**   1. AOL PLO 1.1.1: Identify and interrogate relevant data and literature sources using methods appropriate to level of study and to discipline 2. AOL PLO 2.1.1: Organise work in a logical structure in order to draw conclusions that follow from line of argument 3. PLO 2.1.2 : Consistent and appropriate referencing and in text citation 4. PLO 2.1.3: Effectively communicate information appropriately and accurately using a range of media 5. AOL PLO 3.1.1: Recognise, explore and reflect on key ethical issues as they affecting own and others' practice.   AOL Programme Learning outcomes **Developed**   1. PLO4. Our graduates will demonstrate professional and commercial/corporate awareness **(developed)** | | | |
| **Assignment Details and Instructions.**  **PART 1: REPORT (2500 words Maximum) (85%)**  “Identifying the opportunities, drivers and challenges of organisational improvement and change through digital transformation in particular times of uncertainty as found in a case study of your choice. The case study could be in any industry (private or public sector). Ensure that you include in your report an approach for leading and managing this particular digital transformation proposed.”  HINT  The following report explores Digital Trends with some examples/case studies which may stimulate ideas for opportunities and challenges they present.  Deloitte (2023) tech trends 2023. Deloitte insight report [Online] [Accessed 1 October 2022]  <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/ceo-role-in-digital-transformation.html?id=gx:2ps:3gl:4ceos_role_in_digital_transformation:5GC1000125:6abt:20221103:sywd_paid_search&gclid=Cj0KCQiAgribBhDkARIsAASA5btDF8kMaun9BiFExfw5OmbDsem_oN1V8xk7YFiTFhAFjQlc_subz2caAnzcEALw_wcB>  Deloitte (2022) Tech Trends 2022. Deloitte Insights Report. [Online] [Accessed on 9 December 2021] <https://www2.deloitte.com/us/en/insights/focus/tech-trends.html>  HELPFUL TIPS  Read the assessment rubric at the end of this brief to gain understanding of how the quality of your work is to be judged. In terms of the report content and structure, the logic of this is broadly outlined below. However, consider how your headings can be made relevant to your own case study (e.g. Introduction to digital CRM at OpenOrg)  -Introduction: provides contextual information about the organisation/organisational unit, the need/opportunity or strategy for transformation to improve and how there is awareness of this, and the potential for digital transformation to address this.  -Current situation analysis: more detailed critical analysis of the current situation and justification of the need or the existing formulated strategy for the proposed digital transformation. Use relevant theory, models, frameworks to conduct your analysis and support your arguments.  -Critical discussion of the implications for leading and managing the strategy or proposed transformation in this specific context. What are the challenges the digital transformation presents? What leadership/change management approach(es) would more likely lead to successful outcomes for the different stakeholders? Why? Critically discuss e.g. their desirability and feasibility and again make use of appropriate theory, models, and frameworks in adopting a critical approach to this discussion.  -Conclusions: summarise your overall logical conclusion of this analysis and discussion in terms of the need for digital transformation and how this could be lead and managed.  Recommendations: prioritise some actionable next steps for decision makers in this context.  References: To achieve the above your report has to demonstrate a critical awareness of relevant academic literature. It is expected that a full reference list for academic and industry sources are cited in your report. The references and citations must comply with MMU Harvard standard. See the Library guide at <https://libguides.mmu.ac.uk/refguide>.  Appendices: evidence of the more detailed application of theory/models/frameworks that supports arguments made in your report. Examples of evidence you may include in appendices (not prescriptive):-  -strategic planning tools, such as SWOT, PESTLE, Porters 5 Forces, as applied to the case study organisation/ organisation unit/ function to help identify and justify the need for digital transformation;  - application of theory/model to evaluate strategic planning process(es)used in your case study organisation (e.g. alignment, maturity);  -application of leadership and/or change management theory to analyse and evaluate leadership styles and leadership and change approaches in your case study organisation in the context of digital strategy;  -application of other theory covered to analyse practice relevant to the need or opportunity or strategy for digital transformation identified (e.g. innovation, knowledge management and organisational learning).  PART 2: PERSONAL CRITICAL REFLECTION (MAX 1000 words) (15%)  “A PERSONAL CRITICAL REFLECTION on some aspect or critical incident in your professional or learning experience that enables you to identify goals to further develop your leadership and change management skills. Ensure that when you are setting these goals you also reflect on ethical issues that may affect your leadership practice.”  PLEASE INCLUDE YOUR REFLECTION IN THE SAME DOCUMENT AS YOUR REPORT, AT THE VERY END OF THE DOCUMENT.  HELPFUL TIPS  Study the assessment rubric at the end of this brief to understand how the quality of your work is to be judged.   * Ensure that your narrative is evaluative , reflective and analytical rather than purely descriptive. Although there will inevitably be some descriptive element to explain the context always add your reflection as well. * To provide sufficient depth to your evaluation and analysis, and conclude some meaningful actionable insight, focus on a single or very small number of critical professional/learning events rather than your life or career history. * Appropriate theory (e.g. leadership) will help you analyse, evaluate and interpret your learning experience to reach conclusions informing your personal development planning. * Use of a framework for critical reflection (e.g. Gibbs reflective cycle) will help you to organise your reflection and structure the writing of this.   **FORMATTING WORK**   * Word counts apply to the main body of the elements and excludes supplementary material such as title and contents pages, references and appendices. * At the very minimum, the report should be presented with a title page. It is your own discretion whether to use a contents page, but consider whether the size of the document merits this. * There is no prescribed font or structure. Part of the assessment covers your ability to communicate in writing effectively. At this Masters level you should be able to demonstrate appropriate choices about how to present and organise your writing for yourself. * Cross-reference any supporting analysis or referenced evidence, facts and figures. * Use MMU Harvard referencing standard when citing and referencing secondary sources. See the Library guide at <https://libguides.mmu.ac.uk/refguide>. * The file format should be Microsoft Word document or pdf. For Mac users who use Pages, or an alternative word processing application, you will need to convert your work to this format before submission.   SUBMISSION  Both elements will need to be submitted in the same document to the online link provided in the Moodle channel.  You are advised to check your work after upload, to make sure it has uploaded properly. You should make at least one full backup copy of your work. If you have technical problems submitting to Moodle you should **email the unit leader** and [submit@mmu.ac.uk](mailto:submit@mmu.ac.uk) with your file and log the issue with the IT Helpline, ithelpline@mmu.ac.uk or tel 0161 247 4646.  **SEE MOODLE CHANNEL ASSESSMENT SECTION FOR THE SUBMISSION LINK AND DATE**  Submission deadline is at **9pm** for the date of submission. Any submissions **after this** but within 7 days of the deadline will be subject to a 50% cap. Submission more than 7 days after the deadline will be considered as non-submission.  FEEDBACK  **- Formative feedback** will be given in classes supportive activities based on your engagement. There will also be opportunity through assignment support to discuss your work in progress with your tutor and peers. Note: Tutors do not pre-mark or give indicative grades in this support, but only provide advice on areas for improvement.  There will be THREE formative tutorials to help you with this task. These will take place during the normal tutorial schedule and will be highlighted on Moddle. They will take the format of:  Assignment Tutorial 1: Introduction to the Assignment  Assignment Tutorial 2: Leadership Styles in Digital Transformation  Assignment Tutorial 3: Evaluation of successful and failed Digital Transformation examples.  **- Feedback on work submitted for final assessment.**  Summative feedback will be provided on the assessment rubric and released to you with your grade through Moodle. If you have any questions about this feedback, please direct this to the marking tutor. YOU SHOULD NOT QUESTION YOUR MARKS WITHOUT FIRST READING THIS FEEDBACK.  Comments will also be made on how you have used academic sources to underpin your thinking as well as on the academic and professional skills you have further enhanced and developed.  **Additional Information:**  What you MUST do:   * Use MMU Harvard referencing appropriately and in full both in the text as citations and listed in full, alphabetically, at the end. * Use grammatically correct, formal English. * Proof read your work * Ensure that you have used your own words and interpretation * Attend supporting tutorials. * Provide a robust structure and context for your assessment. * You must use your own words – the assignment is designed to demonstrate YOUR knowledge. You must synthesise and interpret what the various authors are saying. * You must read the assignment brief! * Include a word count on your front page * Inform the unit leader if you have a personal learning plan and require an extension before the end of term   What you must NOT do.   * Do not use Wikipedia or other inappropriate web sites. * Do not use generic texts books, these will not contain the information you need * Do not Leave it to the last minute. * Do not go over the word count, no work will be marked over the maximum limit. * Do not use quotations, you do not have the word count! * Do not include an executive summary * Do not Submit later than the 21.00 deadline   **Resources**  Moodle is the main repository of resources. However, this should be supported with wider academic journals and databases as well as the further reading from each lecture. Performing well in the assignment will require significant independent study and research outside the scheduled class time.  The unit learning materials and activities will be used to guide you in the issues, context, theory, tools and techniques relevant to undertaking these tasks. You must research and analyse appropriate sources to support your own analysis of the set topic. Your report has to demonstrate a critical awareness of at least fifteen relevant academic literature.  There will be specific assignment tutorial briefings provided during weeks 1,2 and 3 of teaching. Some limited remote assignment support contact will be offered in the form of an Assignment Q&A forum on Moodle.  REASSESSMENT  If you fail to achieve a pass standard for the unit (50%), reassessment will be required of the failed element(s). Only one reassessment attempt is permitted. | | | |
| **Academic Integrity, Academic Misconduct and Plagiarism**    Academic Integrity is about engaging in good academic practice. It means being honest and transparent, and demonstrating rigour and accuracy in your work. This can include the proper citation and referencing of the sources of your ideas and information, ensuring that you are using appropriate research methods, or checking that your work is free of errors.    Additional information, video tutorials and guides to support good academic practice and maintain Academic Integrity in your assignments can be found on the Academic Integrity area of the [Academic and Study Skills page on Moodle](https://moodle.mmu.ac.uk/course/view.php?id=98810&sectionid=1033904).    Academic Misconduct is any action that could give you an unfair advantage in coursework, exams, or any other assessed work, which could lead to undermining the academic standards of the University. This includes practices such as plagiarism, self-plagiarism, collusion, contract cheating or falsification of data. Full details of the Manchester Metropolitan University guidelines for Academic Misconduct and definitions of terms can be found [here](https://www.mmu.ac.uk/student-case-management/guidance-for-students/academic-misconduct/).  The originality of your work is key to your learning. All submissions are submitted through Turnitin, you must check your similarity score. Please refer to the University’s guidelines <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/academic-misconduct/> | | | |
| **Late submissions & Assessment Mitigations: ​**  Please refer to [this link](https://www.mmu.ac.uk/student-life/course/assessments#ai-69991-0) which will take you to MMU Student Life Assessment & Results guidance. Here you will find information for MMU’s assessment mitigations process. Further guidance can be found in this [video link](https://mmutube.mmu.ac.uk/media/Moodle+Mitigation+Request+-+Student+Process/1_ktu7v3qg) for step-by-step instructions on how to apply for your extension via Moodle. **​**  **​**  **Please Note:** If you think you are unable to submit on time due to a health or some other unforeseen issueyou must request this via your unit Moodle page, referring to the guidance in the links provided above.  **​** | | | |
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| Unit Specification: see Moodle. | | | |

**ASSESSMENT MARKING CRITERIA**

This is how your work will be graded. You will receive an overall grade that will be GUIDED by each of the criteria. The University has introduced a step marking scheme. Within a grade band you will be awarded a mark of 2, 5, or 8 eg 52, 55, 58 or 62, 65, 68, indicating whether your work is overall mid, low, or high within that grade band. The full step marking scheme will be uploaded separately on the Moodle channel, but can also be found at <https://www.celt.mmu.ac.uk/assessment/lifecycle/5_step_marking.php>

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| Marking Criteria \* (including how stepped marking applies)   |  |  | | --- | --- | | Mark | PGT Classification | | 95-100% | Distinction | | 90% |  | | 85% |  | | 80% |  | | 75% |  | | 72% | Marginal Distinction | | 68% | Merit | | 65% |  | | 62% |  | | 58% |  | | 55% |  | | 52% | Marginal pass | | 48% | Marginal Fail | | 45% |  | | 42% |  | | 38% | Fail | | 35% |  | | 32% |  | | 28% |  | | 25% |  | | 22% |  | | 18% |  | | 15% |  | | 12% |  | | 8% |  | | 5% |  | | 2% |  | | 0% |  | |

**Marking criteria REPORT (85% weighting)**

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| **MARKING CRITERIA** | 0-19% | 20-29% | 30 - 39% | 40-49% | 50-59% | 60- 69% | 70-79% | 80-89% | 90-100% |
| **Key points framed and contextualised, explaining background and critical issues** | No points outlined or framed | Extremely limited background context and framing of concepts | Some back ground and contextualisation offered, incomplete and superficial points raised | Descriptive background and context with limited discussion points raised | Sufficient contextualisation and background, sufficient identification and framing of key issues | Good examination & contextualisation of key issues, well defined and framed with practical examples of organisational complexity | Rigorous critical contextualisation underpinned with theory. Thorough identification of issues | Very high standard of contextualisation underpinned with theory. Thorough identification of issues | Exemplary contextualisation, meticulously framed |
| **Use of core knowledge** in critical analysis and evaluation of digital transformation in the organisational context | Little/no/inappropriate use of core knowledge areas in analysis of organisational context. | Purely descriptive with very limited critical discussion on core knowledge areas in analysis of organisational context. | Some critical discussion on factors affecting digital transformation. | Adequate critical discussion on factors affecting digital transformation and leadership core knowledge. Still mostly descriptive. | Sufficient critical discussion on factors digital transformation and demonstrates ability to apply core knowledge to analysing evaluating organisational context. | Fluent breadth and depth of core knowledge applied to competent critical analysis and evaluation of organisational context. | Extensive discussions on digital transformation factors, rigorous and evaluative analysis relevant to the organisational context. | Very high standard of discussion on factors affecting digital transformation and leadership with original key reflections. | Insightful critical discussion on factors affecting digital transformation and leadership making connections between theory and practice. |
| **Identify and interrogate relevant data and literature sources using methods appropriate to level of study and to discipline**  **PLO. 1.1.1** | No use of literature | Extremely limited use of evidence or data from literature | Limited or weak use of literature and weak evidence used | Adequate evidence and data used from literature , but still weak in application to analysis and evaluation. | Satisfactory use of data and evidence from literature | Good critical use of evidence and data from literature | Rigorous and critical use of data and evidence from literature | Very high use of data and evidence from literature | Authoritative and exemplary use of data and evidence from secondary sources |
| **Conclusions and recommendations are evidence based and supported through critical discussion**  **PLO 2.1.1** | Does not include conclusions and recommendations | Very limited conclusions and recommendations that have tenuous links to the discussion | Some conclusions, recommendations drawn but are more opinionated than evidence based | Adequate conclusions, recommendations drawn from discussion that are supported by evidence, analysis and/or analysis. | Satisfactory conclusions and recommendations drawn from discussion | Appropriate and critical conclusions and recommendations drawn from discussion | Reflective conclusions and recommendations drawn from discussion | Illuminating and insightful conclusions and recommendations drawn from discussion | Significant conclusions and recommendations lead to insightful implications for org. strategic repositioning. Future work highlighted |
| **Consistent and appropriate referencing and in text citation**  **PLO 2.1.2** | No evidence of MMU referencing and in text citation | Very few references, inappropriate sources, poor in text citation. Poor use of MMU Harvard style | Some references and in text citation.  Not in the MMU Harvard style or inconsistently applied | Adequate MMU Harvard referencing, but still some inconsistences, some inappropriate sources. Adequate in text citations | Satisfactory MMU Harvard referencing, Sufficient in text citations, more needed | Thorough and sufficient MMU referencing. Precise in text citations | Sophisticated MMU referencing and in text citations | Very outstanding MMU referencing and in text citation | Authoritative MMU referencing and in text citations |
| **Effectively**  **communicate information**  **appropriately and accurately**  **using a range of media**  **PLO 2.1.3** | Very poor structure, standard of communication including very poor | Poor structure, disrupted flow. Limited logical flow. Poor use of relevant digital media | Some structure and logical communication flow, but it is too jumbled. Satisfactory use of relevant digital media | Adequate structure and flow, acceptable organisation and communication. Adequate use of relevant digital media | Sufficiently clear structure, organisation and communication. Satisfactory use of relevant digital media | Good structure and organisation. Good use of relevant digital media | Excellent structure and organisation. Very good use relevant digital media | Outstanding structure and organisation. Outstanding use of relevant digital media | Very outstanding structure and organisation. Exemplary use of media relevant |

Critical reflection (15% weighting)

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| **Assessment descriptor** | Fail  0-19% | 20-29% | Fail  30-39% | Marginal fail  40-49% | Pass  50-59% | Merit  60-69% | Distinction  70-79% | Distinction  80-89% | Distinction  90-100% |
| **Relevant personal leadership development goals identified and supported by personal critical reflection  Recognise, explore and reflect on key ethical issues as they affecting own and others' practice.**  **PLO 3.1.1**. | No personal reflection or goals identified. Limited attempt to justify. | Extremely limited personal reflection or goals identified. Limited attempt to justify and no ethical insights raised. | Some limited need for personal development identified. Some attempt to justify, but poor relevance to leadership and/or very weak justification. Limited ethical insights raised. | Identifies some appropriate personal development goals, but weakly justified. May be due to weak focus on leadership, descriptive approach, lack of theory and/or framework for analysis, lack of ethical insights raised. | Identifies appropriate leadership development goals through satisfactory critical reflection using appropriate theory and a reflection framework. Some ethical insights raised. | Identifies clear leadership development goals, supported by thorough critical reflection using appropriate theory and a reflection framework with good ethical insights raised. | Identifies feasible professional development goals through rigorous critical reflection using appropriate theory, ethical insights and a reflection framework. Demonstrates some awareness of factors affecting feasibility of achieving goals. | Illuminating and insightful professional development goals through rigorous critical reflection, using appropriate theory, ethical insights and a reflection framework. Expertly highlights factors affecting feasibility of achieving goalsl | Identifies and justifies credible leadership development goals through rigorous critical reflection using appropriate theory, ethical insights and a reflection framework. Outstanding consideration of key factors affecting achievement. |

Exceeding the max word count

If you exceed the max word limit in the brief, your assessor will not assess beyond the word limit for that element.