



Central Registry Board

Assignment Brief – Semester 3

Module Title:	Professional Development: Leading Strategic Change through Creativity and Innovation	Assignment Title	Critical Analysis of a Case Study (100%)
Module Code:	7051CRB	Module Leader	Susan Barnes aa8098@coventry.ac.uk
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Submission Date:	Deadline is Friday, 5th August 2022 at 18:00 hrs UK time (6.00pm)	Delivery Tutors	This module is delivered asynchronously on Aula. Tutors for support/drop in sessions Susan Barnes Dr Stella Maris-Orim
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Module Learning Outcomes

LO1:	Critically evaluate approaches to organisational strategy and managing change in professional practice.
LO2:	Critically review the application of creativity and innovation in changing an organisational strategy to achieve a business objective
LO3:	Critically reflect on the leadership qualities for effectively managing strategic change with creativity and innovation in relation to professional development

PSRB Learning Outcomes

LO1	Understand how to develop strategy
LO2	Know how to develop strategy
LO3	Understand the scope and context of strategic change
LO4	Know how to propose a strategy for leading strategic change

Assessment Brief:

This is an **individual** assignment based on a critical analysis of a real organisational issue and includes a presentation of findings. To complete this assignment you must choose **one** of the case studies from the choice of three provided on AULA for this semester as below:

Better Futures Academy**Sports Kitchen****Core Management Logistics**

The assignment consists of portfolio of three tasks which are equivalent in total to an assessment of 3,500 words. NOT ALL of the tasks are written tasks.

In order to complete this assignment, you must:

- submit a written report meeting the needs of Task 1,
- submit a series of related Audio / Visual materials which meet the needs of one of the three options identified in Task 2, and
- submit the written Reflective element identified in Task 3.
- Please refer to the Module Web for more detailed information for each section of the assessment.

Your 3,500 word equivalent submission will be assessed on the following areas:

	Marks out of
1. Developing a strategy to lead change	45
2. Developing Audio / Visual materials to support the change	45
3. A reflective personal and professional account	10
Total	100

Submission structure
The submission is divided into three tasks

Part A: Developing a strategy to lead change (1,500 words – 45% of the marks)

Task 1 - Strategy Report

Produce a 1,500 word report as follows:

1. Using appropriate tools, critically evaluate the operating environment of your chosen case study company
2. Complete a strategic analysis
3. Propose a strategic change management plan
4. Identify your own leadership style and the implications of this style for leading a team.

It is expected that appropriate models, academic sources and good practice theory will be applied and be academically rigorous to support your work. Your work must be based on CMI and Module related learning materials. You will lose marks if this is not the case. Your report must be based on the case study interview – you will fail if this is not the case.

Additional information related to this Task is available on AULA.

Task 2 – Launch Materials (1,500 words equivalent – 45% of the marks)

Having proposed a strategic change management plan in Task 1, complete **ONE** task from the three options listed below based on your findings from Task 1 to communicate the change.

- a) Imagine you are running the launch programme for this new strategy or change. Your task is to create a series of Launch Materials (or similar intervention) to brief your "colleagues" about the Change Programme. You will include, as a minimum, a) the project name, b) the project logo, c) the tag line, d) an information leaflet and e) a Powerpoint template and your Supporting Notes - see below OR
- b) Imagine you are announcing the launch programme for this new strategy or change to your colleagues. Your task is to submit a recorded 10 minute Launch Webinar (or similar intervention) for the Change Programme. You will also include relevant materials, such as but not limited to, the project name, the project logo, the project tag line, related PPT slides if applicable, and your audio narration, as well as your Supporting Notes - see below OR
- c) Imagine the new strategy or change has been in progress for a number of months. What are the outcomes of the change? Based upon your analysis in Task 1, design and present one new innovative product, service and/or process for your case study company. You will include visual materials, for of the product / service / process including as a minimum a) the product name, b) the product logo, c) the product tag line, d) an product information leaflet and your Supporting Notes - see below.

It is expected that where appropriate, relevant CMI and module-related materials, academic sources and good practice theory will be applied and be academically rigorous to support your work. The use of such materials must be reflected in your 'Supporting Notes' which details the creative thought process which has underpinned the development of your academic work.

Additional information related to this Task is available on AULA.

Part B: Personal and Professional Account (500 words – 10% of the marks)

Task 3:

Write a critical reflective personal and professional account, answering the following question:

What skills and behaviours do I need to develop in order to creatively implement a programme of innovative change in a range of contemporary organisations?

This reflection will include an audit of your existing leadership skills and a plan as to how you will develop two specific skills or behaviours. Additional information related to this Task is available on AULA.

Remember:

1. This is an individual assignment. You may not work on the assignment in groups or teams, either formally or informally.
2. Your assessment of the organisation's position and your recommendations **MUST** be based upon the Case Study interview you have selected.
3. In your responses, you are allowed to make reasonable research-based assumptions to the case study details provided. However, the case study should not be changed or compromised in any way. If your analysis is not based on the case study interview you will lose significant marks. If you use a different case study to the ones provided you will fail and receive 0% grade
4. You need to apply a selection of the models, tools and methods that have been referred to in the module resources and discuss their relevance to the client's situation as you understand it from the Case Study interview.
5. You will lose significant marks by using models and theories which are not part of the Module content and the CMI resources.
6. You will lose marks by not applying evidence to those models and theories.
7. Some wider research is beneficial but it must not detract from your prime focus which is the case study interview and CMI and module-related models and content.

Your Task 1 report must:

Include a cover sheet with your ID number (NOT YOUR NAME), your chosen employer case study and your word count.

- Be typed in Word – DO NOT upload PDF versions of your work.
- Include page numbers,
- Be written in Arial font size 12,
- Be 1.5 spaced,

Please note that tables/diagrams/charts, appendices and the reference list are not included in the word count. However, do not rely on appendices for information which directly supports your report - appendices are not marked. Do not rely on extensive use of tables to support your report – you are marked on the quality of your analysis, not the quantity of words per se.

Your Task 2 materials must:

Meet the needs of the assignment brief. Shorter launch presentations than that stipulated may be failed. Submissions which do not include a range of relevant materials will lose substantial marks. Supporting notes which do not evidence the student's academic and creative thought-process will lose substantial marks.

Your Task 3 reflection must:

- Be typed in Word – DO NOT upload PDF versions of your work.
- Include page numbers,
- Be written in Arial font size 12, be 1.5 spaced,

Please note that this task requires you to analyse your Learning style, and to audit your existing leadership skills and behaviours against a standard in order to plan for their development.

Important University assessment rules for you to note:

1. Please submit separate electronic copy of your assignment through Turnitin / Handin as applicable. You can access the Turnitin / Handin links through the module web.
2. The electronic version of your assignment may be used to enable checks to be made using anti-plagiarism software and approved plagiarism checking websites. Your written course work will be given a **zero** mark if you do not submit a copy through Turnitin which can assessed by Turnitin.
3. All work submitted after the submission deadline without an approved valid reason (see below) will be given a mark of **zero**. (This is not the same as a non-submission, which will be graded as AB (absent)).
4. Should you submit work on time but fail the assignment, you may be offered a resit opportunity at the discretion of the PAB (Programme Assessment Board). **A resit module mark will be capped at 40%.**
5. The University wants you to do your best. However we know that sometimes events happen which mean that you can't submit your coursework by the deadline – these events should be beyond your control and not easy to predict. If this happens, you can apply for an extension to your deadline for up to two weeks, or if you need longer, you can apply for a deferral, which takes you to the next assessment period (for example, to the resit period following the main Assessment Boards). You must apply to your Faculty Registry team **before** the deadline.
6. You will find information about the process and what is or is not considered to be an event beyond your control at:
<https://share.coventry.ac.uk/students/Registry/Pages/Deferrals-andExtension.aspx>
7. If, on the final submission date, Turnitin / Handin is not working then you **must email a copy** of your work to the module leader **before** the deadline date and time. This email will provide evidence that you have completed the work on time. Once Turnitin is working again you can then submit your assignment through it for marking. Consider taking **screenshots of the problem** you encountered as supportive evidence if needed.
8. If you think that you will need an extension or deferral please ensure that you contact the **Administrative Support person** or office linked to **your Course** to process the request. This information will normally be found in your Course Handbook. Alternatively seek advice from your Course Director or Registry team if you are unsure.

NOTE: The 7051CRB module teaching team **cannot** process or approve extension or deferral requests.
9. Students **MUST** keep a copy and/or an electronic file of their assignment.
10. There is an allowance of plus 10% of the word count limit. Marks may be deducted if you exceed the word count limit. Tables do not add to the word count but it is not recommended that you include tables to an excessive amount. Marks are given for analysis, evidence and application of models / theories.

Plagiarism

As part of your study you will be involved in carrying out research and using this when writing up your coursework. It is important that you correctly acknowledge someone else's writing or thoughts and that you do not attempt to pass this off as your own work. Doing so is known as plagiarism. It is not acceptable to copy from another source without acknowledging that it is someone else's writing or thinking. This includes using paraphrasing as well as direct quotations. You are expected to correctly cite and reference the works of others. The Centre for Academic Writing provides documents to help you get this right. If you are unsure, please visit www.coventry.ac.uk/caw.

Assessors are able to spot cases of plagiarism. The Faculty insists that coursework is submitted through a plagiarism detection system known as Turnitin. Copying another student's work, large sections from a book or the internet are examples of plagiarism and carry **serious consequences**. Please familiarise yourself with the APA Reference is this changing Style and use it correctly to avoid a case of plagiarism or cheating being brought. If you are unsure please refer to your tutor.

Return of Marked Work

You can expect to have moderated marks and supportive feedback presented to you 15 working days after submission. If for any reason there is a delay you will be kept informed. Marks and feedback will be provided online. As always, marks will have been internally moderated only, and will therefore be provisional. Your mark will be formally agreed later in the year once the external examiner has completed his/her review.

Marking and Assessment Scheme = See Separate Marking Guides for each Task

Marking Guide – Task 1

Part A: Developing a strategy to lead change (1,500 words – 40% of the marks)

Task 1 - Strategy Report

Produce a 1,500 word report which completes sub-tasks 1 to 4 below:

1. Using appropriate tools, critically evaluate the operating environment of your chosen case study company
2. Complete a strategic analysis
3. Propose a strategic change management plan
4. Identify your own leadership style and the implications of this style for leading a team.

It is expected that appropriate models, academic sources and good practice theory will be applied and be academically rigorous to support your work. Your work must be based on CMI and Module related learning materials. You will lose marks if this is not the case. Your report must be based on the case study interview – you will fail if this is not the case.

We expect that the Task 1 report which consists of 1,500 words will be structured as follows:

1. Cover Sheet and Contents Page (This does not add to the word count)
2. Short introduction to the Case Study company (100 words), based on the analysis
3. Define Drivers of Change and use Burke-Litwin to outline external and internal pressures (100 words) + apply case study evidence using PESTLE OR McKinsey 7s analysis. The PESTLE OR McKinsey 7s analysis will be a table and there is no need to cover all the components of PESTLE / McKinsey 7s. You can use Burke & Litwin to outline Drivers of Change AND analyse Drivers of Change. If you are using B&L to analyse Drivers of Change, you do not have to use PESTLE or McKinsey 7s. Tables do not add to the word count.
4. Strategy - Define, Model, Evidence, Apply (300 words) highlighting the current strategy and the proposed strategy using the same Strategy model
5. Leadership - Define, Model, Evidence, Apply (500 words) highlighting your own MBTI leadership style and justifying the selection of your team.
6. Change and Change Management - Define, Model, Evidence, Apply (500 words) highlighting the process by which you will manage the change programme recognising the effect that the change will have on employees.
7. the last page is References - don't forget to cite relevant information throughout. References do not add to the word count.

This analysis will inform the content of Task 2. and support your reflection in Task 3.

	Marks Below 40%	Marks in the range 40–49%	Marks in the range 50– 9%	Marks in the range 60–69%	Marks 70% and above
OVERALL (40%) Consisting of	This work does not meet the task requirements of the assignment. The work demonstrates little or no understanding of the analysis, and little insight into the content of the module or task. At lower grades, the analysis is not grounded in the case study analysis. CMI and module-related resources are not evident.	An adequate ability to meet the task requirements but perhaps only marginally, and without confidence. A great deal of further work is required, and some aspects of the analysis appear to be misunderstood. The analysis is partially grounded in the case study analysis. The use of CMI and module-related resources is limited.	A commitment to meeting the task requirements set within the analysis. Task requirements are met, but not always confidently. The work may display some misunderstandings and flaws in the thought process. The analysis is partially grounded in the case study analysis. The use of CMI and module-related resources is limited but still evident .	Evidence of a competent level of work. Task requirements met, but there is the suggestion that some further work could be beneficial. There is clear evidence of a desire to master the tasks defined within the analysis. The focus of the analysis is clearly grounded in the case study analysis. The use of CMI and module-related resources is clear.	Articulate and generally persuasive levels of work. The task requirements are fully met and perhaps exceeded. There is clear evidence of an ability to master the tasks defined within the analysis.. The focus of the analysis is clearly grounded in the case study analysis. The use of CMI and module-related resources is fully evidenced.
Introduction (est. 100 word)	Does not adequately address the section; the introduction is minimal, non-existent, or irrelevant.	Some attempt to address the section but with significant irrelevance; the introduction may not have appropriate or relevant.	Generally addresses the section but with some irrelevance; the introduction may only have partly appropriate detail.	Addresses the section appropriately; the introduction has mostly appropriate detail.	Fully addresses the section throughout; the introduction has appropriate detail.
Drivers of Change and Analysis (est. 100 words + table)	Does not adequately address the section; evidence is irrelevant or absent.	Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported.	Generally addresses the section but with some irrelevance; the analysis is only partly developed or supported.	Addresses the section appropriately; the analysis is mostly developed, and evidence is generally appropriate, and is clearly linked to the case study.	Fully addresses the section throughout; the analysis is developed and supported with fully appropriate evidence, clearly linked to the case study.
Strategy (est. 300 words)	Does not adequately address the section; evidence is irrelevant or absent.	Some attempt to address the section but with significant irrelevance; the	Generally addresses the section but with some irrelevance; the analysis is	Addresses the section appropriately; the analysis is mostly developed, and evidence is generally	The analysis is developed and supported with fully appropriate evidence, and are clearly linked to the case study.

		analysis is undeveloped or only weakly supported.	only partly developed or supported.	appropriate, and are clearly linked to the case study.	
Leadership (est. 500 words)	Does not adequately address the section; evidence is irrelevant or absent. The rationale for team selection is absent.	Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported. The rationale for team selection is poor.	Generally addresses the section but with some irrelevance; the analysis is only partly developed or supported. The rationale for team selection is limited.	Addresses the section appropriately; the analysis is mostly developed, and evidence is generally appropriate. The rationale for team selection is evidenced.	Fully addresses the section throughout; the analysis is developed and supported with fully appropriate evidence., The rationale for team selection is clear.
Change and Change Management (est. 100 words)	Does not adequately address the section; evidence is irrelevant or absent.	Some attempt to address the section but with significant irrelevance; the analysis is undeveloped or only weakly supported.	Generally addresses the section but with some irrelevance; the analysis is only partly developed or supported.	Addresses the section appropriately; the analysis is mostly developed, and evidence is generally appropriate, and is clearly linked to the case study.	Fully addresses the section throughout; the analysis is developed and supported with fully appropriate evidence, and is clearly linked to the case study.
Plus an additional Referencing and Citations (5%)	Sources are entirely inappropriate, or no references are given, or use of sources and referencing are completely inadequate. CMI and module related academic materials are not referenced. Little or no logical structure. Argument very unclear or unintelligible. Grasp of language inadequate for the task.	Limited range of sources, partly inappropriate; referencing has many serious errors; quotation and paraphrase not usually distinguishable or there may be excessive quotation. Use of CMI and module-related academic materials is limited. Structure between and within paragraphs and sections shows significant weaknesses. Argument unclear. Quite weak control and very limited language range, with frequent errors impeding message.	Use of CMI and module-related academic materials is evidenced in some sections. Referencing has many errors; quotation and paraphrase sometimes not distinguishable or there may be over-reliance on quotation. Structure between and within paragraphs and sections shows mixture of strengths and weaknesses. Argument only partly coherent. Control of language adequate, but limited in range, with errors occasionally impeding message.	Good range of appropriate sources, all referenced, though with a few errors; quotation and paraphrase are usually clearly distinguishable. Use of CMI and module-related academic materials are generally evidenced throughout this section. Mostly logical structure between and within paragraphs and sections. Argument mostly coherent. Generally good control and range of language, though with a few errors not usually impeding message.	Wide range of appropriate sources accurately referenced, (any errors are minor and occasional), quotation and paraphrase fully distinguishable. Relevant Module-related CMI materials are used throughout. Fully logical structure between and within paragraphs and sections. Fully coherent argument. Excellent control and range of appropriate language; only minor errors which never impede message.

Marking Guide – Task 2

Task 2 – Launch Materials (40% of the marks + 5% referencing)

Having proposed a strategic change management plan in Task 1, complete **ONE** task from the three options listed below based on your findings from Task 1 to communicate the change.

- d) Imagine you are running the launch programme for this new strategy or change. Your task is to create a series of Launch Materials (or similar intervention) to brief your "colleagues" about the Change Programme. You will include, as a minimum, a) the project name, b) the project logo, c) the tag line, d) an information leaflet and e) a Powerpoint template and your Supporting Notes - see below OR
- e) Imagine you are announcing the launch programme for this new strategy or change to your colleagues. Your task is to submit a recorded 10 minute Launch Webinar (or similar intervention) for the Change Programme. You will also include relevant materials, such as but not limited to, the project name, the project logo, the project tag line, related PPT slides if applicable, and your audio narration, as well as your Supporting Notes - see below OR
- f) Imagine the new strategy or change has been in progress for a number of months. What are the outcomes of the change? Based upon your analysis in Task 1, design and present one new innovative product, service and/or process for your case study company. You will include visual materials, for of the product / service / process including as a minimum a) the product name, b) the product logo, c) the product tag line, d) an product information leaflet and your Supporting Notes - see below.

It is expected that where appropriate, relevant CMI and module-related materials, academic sources and good practice theory will be applied and be academically rigorous to support your work. The use of such materials must be reflected in your 'Supporting Notes' which details the creative thought process which has underpinned the development of your academic work.

Please note:

This task is equivalent in scale (and therefore in part in effort and certainly in time) to Task 1. This is not an easy Task. Think how long it took you to work through the materials and write and submit for Task 1 and that will be much the same for Task 2.

If you are working on option a) or option c) we will need to see substantial results from your Creativity and Innovation thoughts. The information leaflet for instance must consist of multiple pages, with written detailed content on each page which relates to the case company and your strategy for change.

Supporting Notes

Each of the four options available to you has a requirement for "supporting notes" The Supporting notes (approx. 500 words, no more) are your opportunity to reflect on the process through which you arrived at the finished items which made up your Task 2 submission. The process should be based on your use of the materials available to you in Short Course 3 and 4 and are both academic and reflective in nature. Reflective, because you are looking back on the process. Academic, because you are considering this process from a model-based approach to the topics of Creativity and Innovation. The assumption is that you developed that logo design, that leaflet, that tag line, that podcast etc. based upon your understanding of the needs of your case study company, the changes required, and the impact of those changes coupled with an understanding of your own abilities within this context. The Supporting Notes should also include a short consideration as to how the work could be improved. This work will then lead into your Task 3 Reflection.

	Marks Below 40%	Marks in the range 40–49%	Marks in the range 50–9%	Marks in the range 60–69%	Marks 70% and above
OVERALL (40%) Consisting of	This work does not meet the task requirements of the assignment. The work demonstrates little or no understanding of the analysis, and little insight into the content of the module or task. At lower grades, the analysis is not grounded in the case study analysis. CMI and module-related resources are not evident.	An adequate ability to meet the task requirements but perhaps only marginally, and without confidence. A great deal of further work is required, and some aspects of the analysis appear to be misunderstood. The analysis is partially grounded in the case study. The use of CMI and module-related resources is limited.	A commitment to meeting the task requirements set within the analysis. Task requirements are met, but not always confidently. The work may display some misunderstandings and flaws in the thought process. The analysis is partially grounded in the case study. The use of CMI and module-related resources is limited but still evident .	Evidence of a competent level of work. Task requirements met, but there is the suggestion that some further work could be beneficial. There is clear evidence of a desire to master the tasks defined within the analysis. The focus of the analysis is clearly grounded in the case study. The use of CMI and module-related resources is clear.	Articulate and generally persuasive levels of work. The task requirements are fully met and perhaps exceeded. There is clear evidence of an ability to master the tasks defined within the analysis.. The focus of the analysis is clearly grounded in the case study. The use of CMI and module-related resources is fully evidenced.
Quality of Work	Largely in-coherent and inconsistent, the work fails to reach a satisfactory standard in concept, delivery, research, planning and use of appropriate technologies within the context of the module and task.	May lack coherence and consistency. Generally of a weak standard in concept, delivery, research, planning and use of appropriate technologies, and with significant failures in many of these areas within the context of the module and task.	Generally coherent and consistent as a set of linked resources. Of a satisfactory standard in concept, delivery, research, planning and use of appropriate technologies, but these may be under-developed or inconsistent within the context of the module and task.	Formally coherent and consistent as a set of linked resources in form and content. Of a very good or good standard in concept, delivery, research and planning, and use of appropriate technologies within the context of the module and task.	Fully coherent and consistent as a set of linked resources. An excellent to outstanding standard in concept, delivery, research and planning, with sophisticated use of appropriate technologies within the context of the module and task.
Creativity	ideas contain significant flaws or inappropriate decisions that are unsuccessful in their execution within the context of the module and task.	little evidence of attempts at creativity and these are either largely conventional or are not successfully achieved within the	evidence of attempts at creativity but these are either largely conventional or may only be achieved unevenly within the	Some significant and appropriate creative decisions have been taken although its achievement may be less successful	Significant and appropriate creative decisions have been achieved to produce a work that requires little further development within the context.

		context of the module and task.	context of the module and task.	within the context of the module and task.	
Conceptual/narrative progression	The interlinking narrative between components is almost entirely absent with significant flaws or omissions in text, headlines, and other relevant supporting material.	The interlinking narrative between components is unclear or inconsistent, with flaws or omissions in text, headlines, and other relevant supporting material.	The interlinking narrative between components is clear and consistent, with limited flaws or omissions in text, headlines, and other relevant supporting material within the context of the module and the task.	The interlinking narrative between components is very clear and consistent, with minor flaws or omissions in text, headlines, and other relevant supporting material within the context of the module and the task.	The interlinking narrative between components is very clear and consistent, with no flaws or omissions in text, headlines, and other relevant supporting material within the context of the module and the task.
Critical awareness (Supporting Notes)	No or very limited understanding of relevant creativity and Innovation techniques, and the academic background to these topics. Definitions and models are entirely absent. The student is unable to identify how the ideas presented were developed.	Limited understanding of relevant creativity and Innovation techniques, and the academic background to these topics. Definitions and models are largely absent. The student is unable to clearly identify how the ideas presented were developed.	Some understanding of relevant creativity and Innovation techniques, and the academic background to these topics. Definitions and models are present. The student is able to identify how the ideas presented were developed but without confidence.	An understanding of relevant creativity and Innovation techniques, and the academic background to these topics is evidenced. Definitions and models are present. The student is able to identify how the ideas presented were developed within the context of the module and the task.	A clear understanding of relevant creativity and Innovation techniques, and the academic background to these topics is evidenced. Definitions and models are present throughout. The student is able to clearly identify how the ideas presented were developed, within the context of the module and the task.
Plus an additional 5% Referencing and Citations in Supporting notes and where applicable, in the main content.	Sources are entirely inappropriate, or no references are given, or use of sources and referencing are completely inadequate. CMI and module related academic materials are not referenced. Little or no logical structure. Argument very unclear or unintelligible.	Limited range of sources, partly inappropriate; referencing has many serious errors. Use of CMI and module-related academic materials is limited. Quite weak control and very limited language range.	Use of CMI and module-related academic materials is evidenced in some sections. Referencing has many errors. Control of language adequate.	Good range of appropriate sources, all referenced, though with a few errors; quotation and paraphrase are usually clearly distinguishable. Use of CMI and module-related academic materials are generally evidenced. Generally good control and range of language.	Wide range of appropriate sources accurately referenced, (any errors are minor and occasional), Relevant Module-related CMI materials are used throughout. Excellent control and range of appropriate language.

Marking Guide – Task 3

Learning Outcome 3 of the module asks you to

"**Critically reflect** on the leadership qualities for effectively managing strategic change with creativity and innovation in relation to professional development."

To help you meet that Learning Outcome, we ask you in Task 3 to : Write a 500 word **critical reflective** personal and professional account, answering the following question: *What skills and behaviours do I need to develop in order to creatively implement a programme of innovative change in a range of contemporary organisations?*

The key aspects here the requirement for you to **critically reflect** on your leadership qualities in relation to a professional development plan.

This is not simply a reflection on how you got on with the module and the academic topics of leading / managing, strategy, change, creativity and innovation.

We are asking you to plan to bridge the gaps that you identified in your existing skills, behaviours and understanding as you were working through the materials. We focus on Personal Development Planning, but because this is a professional module, we approach this planning from the viewpoint of you being in a leadership role, if not already, then certainly in the future.

We expect that the 500 word reflection will cover:

1. Definition of Reflection
2. Model of reflection used and a brief explanation as to how it supported your thoughts (not a detailed review of the components of the model)
3. Brief summary of your Learning Style and your reflection on the implications of this for your Leadership development
4. Identify relevant Key Leadership Skills and audit your current personal and professional Skills and Behaviours in order to identify the gap between current and required - this will be in the form of a table and will not add to the word count
5. Personal and Professional Development Plan - Identify 2 skills and 2 behaviours you want to develop. The focus will be on resolving gaps related to "creatively implementing a programme of innovative change" using SMART objectives. This plan will be in the form of a table and will not add to the word count.
6. the last page is References - don't forget to cite relevant information throughout. References do not add to the word count.

Criterion\Level	Below 30%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70% +
Overall (10%)	The reflection is irrelevant to student and/or module learning goals.	Most of the reflection is irrelevant to student and/or module learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is largely relevant and meaningful to student and module learning goals.	The learning experience being reflected upon is relevant and meaningful to student and module learning goals.	The learning experience being reflected upon is relevant and meaningful to student and module learning goals.
Clarity	Language is unclear and confusing throughout. Concepts are not discussed.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	There are frequent lapses in clarity and accuracy. There is a limited attempt to explain abstract concepts with some accuracy. Explanation of concepts makes little to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy. There is some attempt to explain abstract concepts with some accuracy. Explanation of concepts makes limited sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy. Abstract concepts are explained with some accuracy. Explanation of concepts makes some sense to an uninformed reader.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
Analysis	There is no reflection or description of the learning experience(s).	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or module concepts but fails to demonstrate depth of analysis.	The reflection demonstrates student attempts to analyse the experience but analysis lacks depth.	The reflection demonstrates student attempts to analyse the experience but analysis of how the experience contributed to student understanding of self, others, and/or module concepts lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or module concepts.

Definition and Model of Reflection	There is no definition and model of reflection.	The definition and model of reflection are identified but do not demonstrate how the academic theory has contributed to student understanding of reflection.	The definition and model of reflection demonstrate in a limited manner how the academic theory has contributed to student understanding of reflection.	The definition and model of reflection demonstrate how the academic theory has contributed to student understanding of reflection.	The definition and model of reflection clearly demonstrate how the academic theory has contributed to student understanding of reflection.	The definition and model of reflection clearly demonstrate how the academic theory has contributed to student understanding of reflection.
Learning Style and Leadership Skills	There is no definition and understanding of Learning Styles and Leadership Skills.	There is a very limited attempt to analyse the student's learning style and reflection the implications of this for their leadership development.	There is a limited attempt to analyse the student's learning style and reflection the implications of this for their leadership development.	The student's learning style and reflection on the implications of this for their leadership development are analysed.	The student's learning style and reflection on the implications of this for their leadership development are clearly analysed but not evidenced.	The student's learning style and reflection on the implications of this for their leadership development are clearly analysed and evidenced.
Leadership Skills Audit	There is no analysis or evidence of the skills gap between current and required skills and behaviours.	There is no analysis or evidence of the skills gap between current and required skills and behaviours. The student has not mentioned why these skills and behaviours have been selected.	There is limited analysis or evidence of the skills gap between current and required skills and behaviours. The student has mentioned why these skills and behaviours have been selected.	The student has analysed or evidenced the skills gap between current and required skills and behaviours. The student has suggested why these skills and behaviours have been selected.	The student has analysed and evidenced the skills gap between current and required skills and behaviours. The student has justified why these skills and behaviours have been selected.	The student has clearly analysed and evidenced the skills gap between current and required skills and behaviours. The student has clearly justified why these skills and behaviours have been selected.
Personal and Professional Development Plan	There is no relevant content presented.	The student has not presented a plan to develop skills and behaviours. The student has not mentioned the benefits of the plan.	The student has presented a limited plan to develop skills and behaviours, but these are not linked to the Skills Audit. The student has noted some the benefits of the plan.	The student has presented a clear and SMART plan to develop 2 skills and 2 behaviours, but these are not clearly linked to the Skills Audit. The student has suggested the benefits of the plan.	The student has presented a clear and SMART plan to develop 2 skills and 2 behaviours, and these are linked to the Skills Audit. The student has articulated the benefits of the plan.	The student has presented a very clear and SMART plan to develop 2 skills and 2 behaviours, and these are clearly linked to the Skills Audit. The student has clearly articulated the benefits of the plan.

