



University
of Exeter

BEMM114DA

Assignment 1 Guide

Dr Fernando Correia

What is assignment 1?

Assignment 1 (40%)

Reflective Essay on personal strategic leadership challenge

3,000 words (+/- 10%)

Write a critical reflection that examines your challenge in light of new insights gained from the module.



Assignment 1 in focus



With reference to **the personal strategic leadership challenge** you outlined early in the module (and discussed in your Friendly Consulting groups), **write a critical reflection** that examines your challenge in light of **new insights gained** from the module.

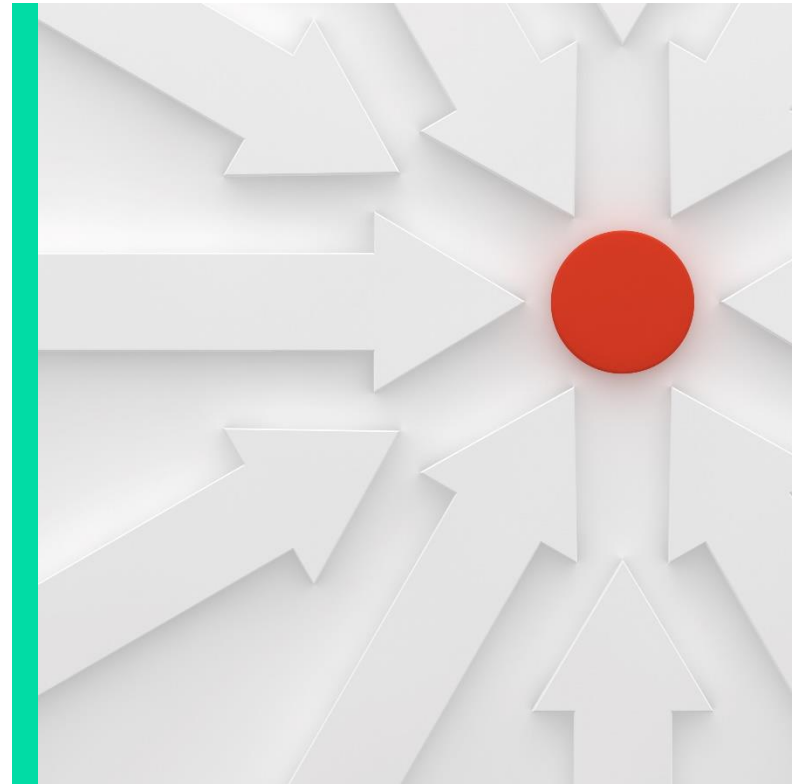
This should be a **personal** leadership challenge that also relates to a concrete **organizational** problem, and it should be a **current/ongoing issue**.

Focus specifically on **what you now bring to the situation** in terms of leadership using the new lenses at your disposal to analyse and evaluate your challenge in the face of an uncertain future.

Consider the implications not just for your own development as a manager and leader, but also **any possible improvements to managerial and leadership practice in your organisation**. (...) Your reflection should also look forward and consider your **next actions**.

The essence of Assignment 1

- **you** and your leadership practice
- what you've learnt on the module (**theory, concepts & literature**)
- the context you operate in (your organisation & the wider world)
- **how you/your perspective has changed**
- the implications of that change (for you & your organisation)
- **what this means you will do differently in future** (i.e., the application of your learning)

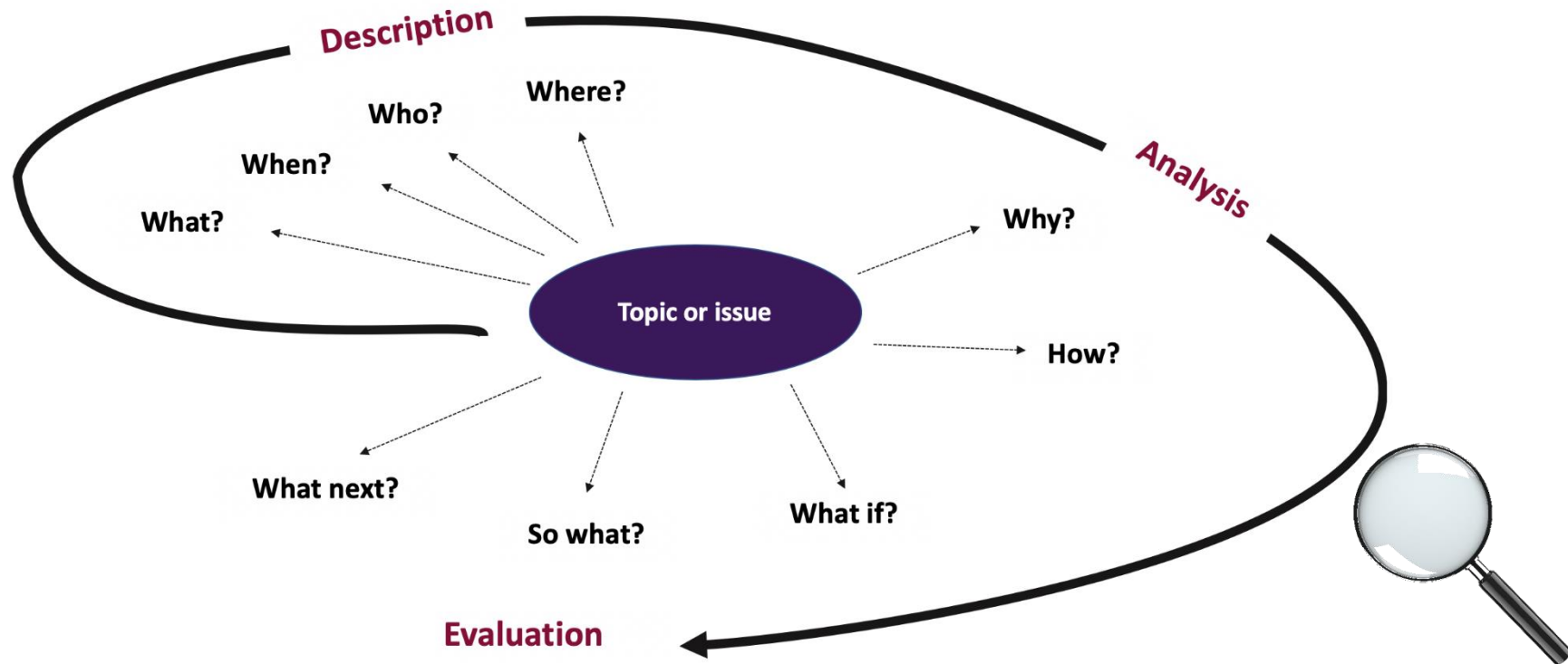


Themes and concepts covered in the Module



| | | | | | |
|---------------------------------|--------------------------|-----------------------------|------------------------|-------------------------------|-------------------|
| Values-based Leadership | Ethical Leadership | Strategic Leadership | Inclusive Leadership | Leading Self & Sensemaking | |
| Crisis Management | Risk and Governance | The Accidental Leader | Organisational Culture | Networks | |
| Social Identity | Resilience in Leadership | Leadership Politics & Power | Leading with Kindness | Collaboration & Partnership | |
| Emotional & Social Intelligence | Coaching & Mentoring | High Performance Teams | Systems Leadership | Personal Development Planning | ... and others... |

Example of Model to Generate Critical Thinking



What does 'good' look like?





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Everyone's a critic...

Group activity



Group activity

- **You have:**

- a highly edited extract of a student essay
- a copy of the marking rubric for Assignment 1, with the marking criteria.

- **In your groups:**

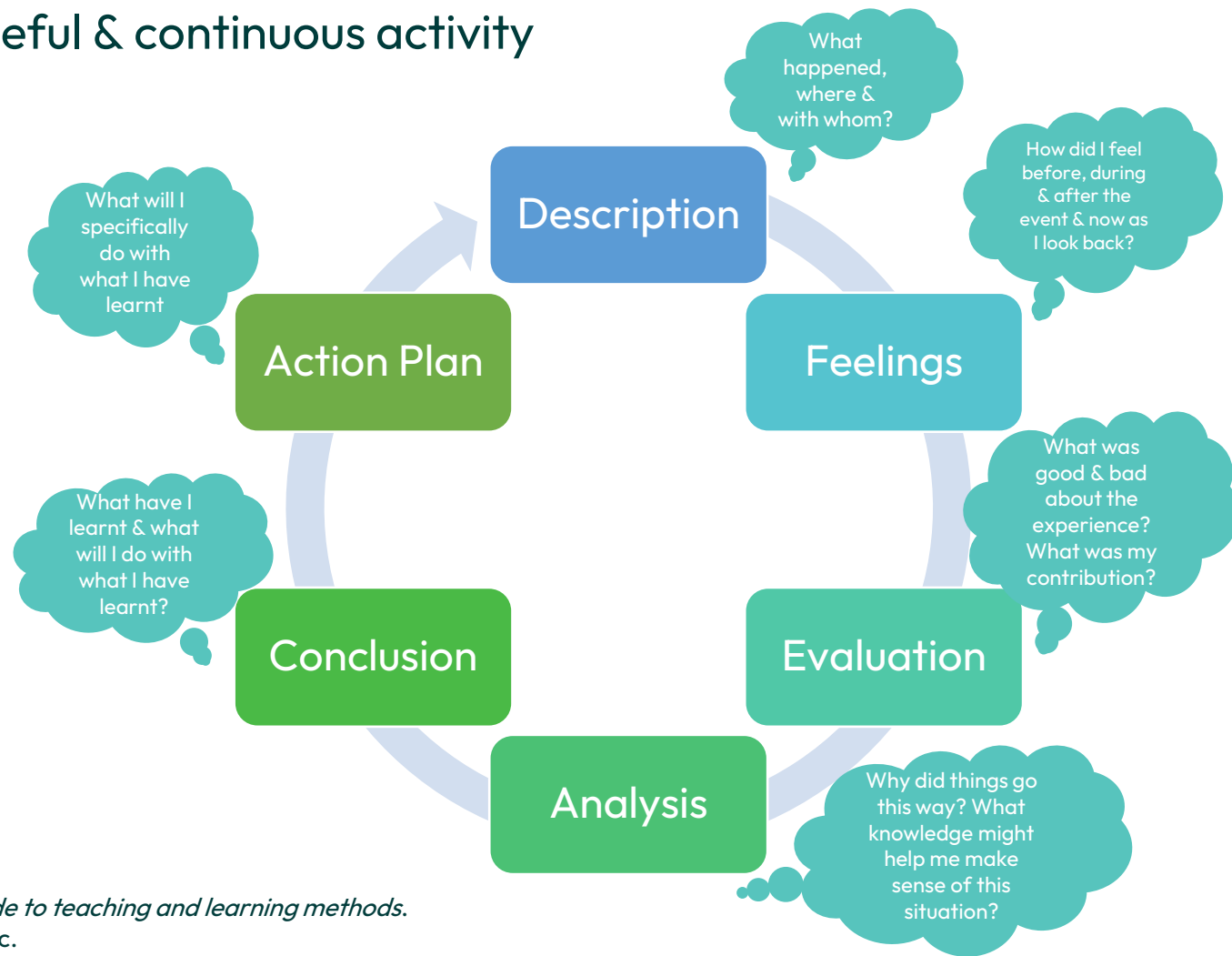
- Spend 5 minutes reading the short essay and rubric
- Discuss as a group where you would score the essay for each criteria in the rubric and why
- Share your conclusions to the plenary



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Reflection is a purposeful & continuous activity



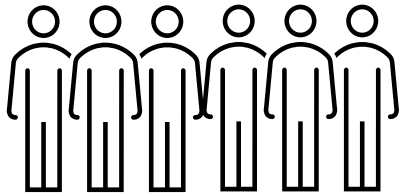
Reflection & Reflexivity

Reflection is concerned with **thoughtful questions about something you want to understand.**

We might say it is about using your "mental tools" in order to **build your understanding** - and so solve some problem or puzzle you are interested in.



In contrast reflexivity is concerned with **thoughtful questions about yourself.** We might say it is about asking why you see something as a problem or puzzle, and why you (instinctively) choose particular frames / tools for thinking (and not others - of which you may not yet be aware).



Leadership Challenge

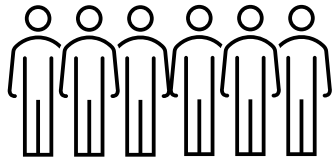


Personal Challenge

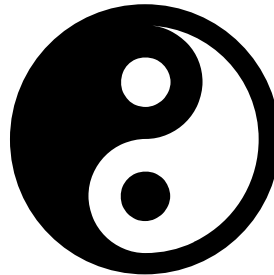
Reflection & Reflexivity

Reflection achieves some learning about the issue, but learner is the "same person" afterwards.

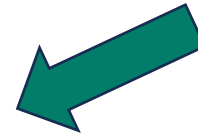
Reflexivity achieves learning but also leaves the learner changed as a result.
So (very crudely!) we could say that reflexivity is **reflection + self change**



Leadership Challenge



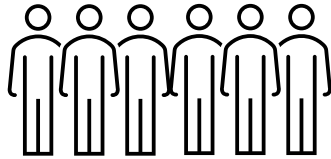
Personal Leadership Challenge



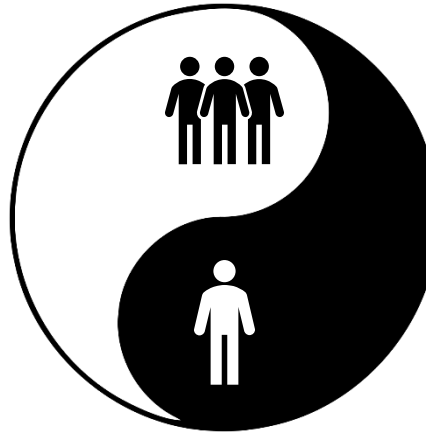
Personal Challenge

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Leadership Challenge



Personal Leadership Challenge

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Personal Challenge

Too much of a consultant mode...

Too much of a
purely personal development mode...

Reflective and Reflexive Processes

| Experience | Reflective Process | Reflexive Processes |
|----------------------------|--|--|
| Learning behaviours | What did I do? | What were the consequences (for me/ others) of the experience? |
| | What was I trying to achieve? | What would I do differently in the future? |
| | What guided my actions? | How can I learn from the experience? |
| Feelings | Did I achieve personal or externally driven goals? | Could I have handled the situation better? |
| Ideas | Why did I respond in a certain way? | How might I improve in the future? |
| Activities | How did the situation make me feel? | How does the experience link with previous experiences? |
| Actions | What factors influenced my behaviour? | How can I apply what I've learned to other situations? |
| | Did I achieve my 'best?' | |
| | Did I let myself 'down?' | |

Referencing

It is an unavoidable part of academic work.

For all your assessed work you need to use APA 7th Style.

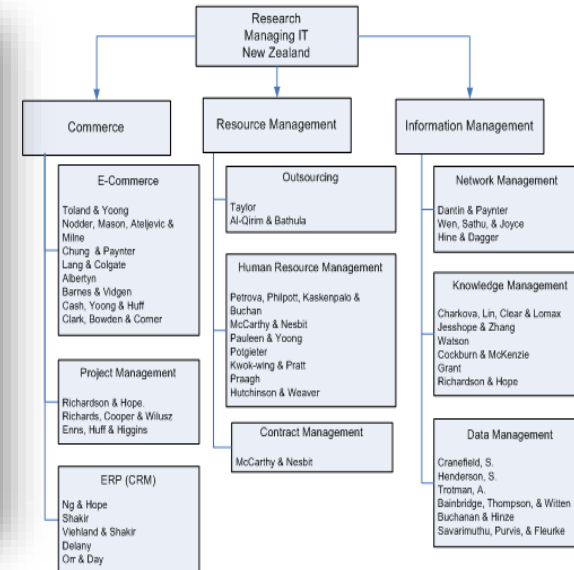
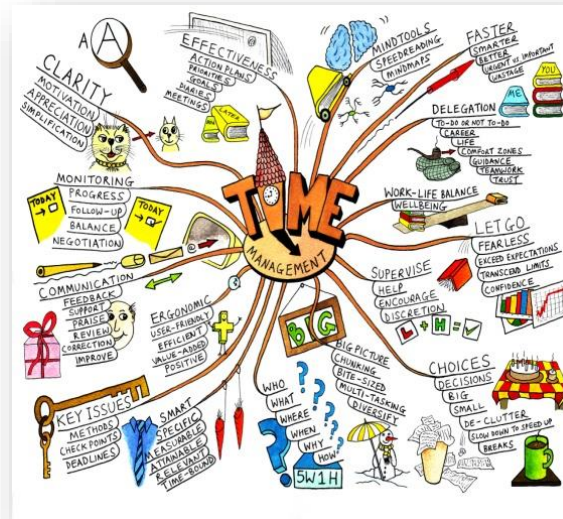
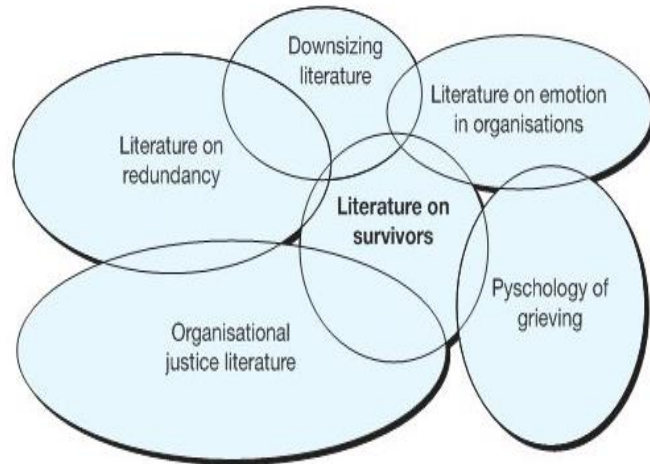
This requirement will repeat in all future assignments, so the earlier you get used to do it, the better.

A Guide to Citing, Referencing
and Avoiding Plagiarism (APA 7th)

Use your preferred approach(es) to organise or map the relevant literature to your case, but make sure this adds value to your thinking and arguments.
Don't add references or sources just to "make numbers".



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Style and tone



- Writing for the academy requires a particular style.
- You are aiming for an original argument that critical engages with the literature.
- In order to write a convincing argument you have to be really sure what you want to say.
- Sentence and paragraph length matter.
- Express yourself as simply as you can.

Remember you also have free access to Studiosity



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Search website



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Studiosity

Studiosity

Anytime, anywhere

What is Studiosity?

The University of Exeter has worked in partnership with the Studiosity team to offer online study support for students 24 hours a day, 7 days a week, 365 days a year.

There are two ways in which you can engage with the Studiosity service:

Writing feedback

Studiosity's Writing Feedback service to receive feedback on spelling and grammar, structure, choice of language, and referencing, this will be provided within 24 hours of submitting your work.

- Week 8: Collaboration an...
- Week 9: Coaching and me...
- Week 10: High Performan...
- Week 11: Systems Leader...
- Week 12: Development Pl...
- Week 13/14 - Writing We...**
- Assignment Cover Sheet
- Support for Assignment 1 (...)
- Support for Assignment 2 (...)
- Researching your topics
- Referencing support
- On 'reflective' and 'critical' ...
- Log your time in OneFile
- Making audio and visual Po...
- Level 5 diagnostic tool
- Level five Leadership
- Assessment Submission
- Module Feedback
- Evidence Locator - Knowl...
- Module Forum
- Module Forum
- Section 20
- Masterclass Extras

Leading People and Organisations (BEMM114DA_1SLA23_1_202324)

Course | Settings | Participants | Grades | Reports | More

Main course page

Assessment Submission

Week 12: Development Planning and Feedback (w/c 4 Dec)

Week 13/14 - Writing Weeks

Introduction

The final writing weeks are all about the final push for the assignments. Your module lead will continue to be available during the writing weeks for 1-1 appointments if necessary, if you want to have a conversation about your assignments' plans. But we strongly recommend that you do not leave it right to the final week to arrange your first appointment with the lecturer, and leave this week mainly for any final (smaller) questions or doubts, as you might not have enough time for substantial changes or reviews at that time.

We recommend you consult regularly the materials on this page. These will help you not just with your assignments, but also with the regular formative activities we have throughout the module - e.g. how to write reflectively in your weekly blog; how to look for academic sources to inform your views; how to reference your sources properly using the required APA formatting, etc. These will be aspects that you will need to be comfortable with throughout the full programme, and not just this module, so the sooner you get used to them the more you will benefit from it.

We can continue to update this page throughout the term, and add new materials that might be useful to help you with any final questions or issues you might have to help you with your assignments.

Instead of wishing you good luck, it is better to remember the old quote from Pasteur that "fortune favours the prepared mind"! We hope you make the most of these resources to help you prepare for your assignments.

Useful guides, tools and resources that can help you with your assignments

In the Induction Week's ELE site we have pointed to a range of support resources that can help you with the academic requirements of your Degree Apprenticeship, future assignments, etc (see [Academic Induction and Foundations](#) page, which is well worth revisiting).

Below you can find again the links to some of those resources that are useful for the assignments of this and future modules, as well as other great resources from the University and other sources. We recommend you check them all, and bookmark the resources you find more useful for you, and/or download them to your computer, as they can come in handy in many instances throughout your full Programme.

Study Zone Digital

For more guidance on a range of academic and writing skills, spend some time exploring the "Study Resources" on the University's [Study Zone Digital sharepoint site](#). You will find here more detailed guidance on academic writing and reading, taking a critical approach, referencing, presentation planning and preparation, and many other support resources.



Assignment Cover Sheet

Mark as done



- ✕
- Week 8: Collaboration an...

➤ Week 9: Coaching and me...

➤ Week 10: High Performan...

➤ Week 11: Systems Leader...

➤ Week 12: Development Pl...

▼ Week 13/14 - Writing We...

Assignment Cover Sheet

Support for Assignment 1 (...)

Support for Assignment 2 (...)

Researching your topics

Referencing support

On 'reflective' and 'critical' ...

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Level 5 diagnostic tool

Level five Leadership

➤ Assessment Submission

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▼ Module Forum

Module Forum

▼ Section 20

➤ Masterclass Extras

Support for Assignment 1 (Reflective Paper)

Mark as done

- Support for Assignment 1 (Reflective Paper):
- Guidance on reflective writing
 - Planning an academic written assignment

Support for Assignment 2 (Leadership Strategy presentation))

Mark as done

- Support for Assignment 2 (Strategic Leadership Strategy presentation):
- Understanding the 'why' and 'what' of a Leadership Strategy
 - Adding narration to powerpoint presentations

Researching your topics

Mark as done

- Researching your topics:
- Finding quality sources to inform your thinking
 - Evaluating your information sources

Referencing support

Mark as done

- ✕
- > Week 8: Collaboration an...

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> Week 12: Development Pl...

▼ Week 13/14 - Writing We...

Assignment Cover Sheet

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On 'reflective' and 'critical' writing

Page Settings More v

Mark as done

Supporting resources for 'reflective' and 'critical' writing

- **Pocket Study Skills on Reflective Writing.** This is a great beginners' guide to reflective writing. Available as an e-book from the library.
- **Critical thinking skills: effective analysis, argument and reflection.** Stella Cottrell's guidebook on Critical Thinking Skills is a classic that has been supporting Higher Education students with their critical writing skills for many editions now. Also available as an e-book from the library.
- **Critical Analysis: what it is, why it's important, and how to get better at it.** This is a pdf of an excellent presentation by Prof. Alison Truelove, Lead Academic Tutor at the Business School, on the topics of critical analysis, critical thinking and critical writing. There is no sound but the slides are self-explanatory.

Video resources

The video below provides a nice introductory overview of Reflective Writing:



Reread, redraft, revise, repeat.



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Good writing is about **rewriting**.

The purpose of rewriting is to clarify your meaning **for the reader**.
You are trying to lay the shortest possible path to the destination.

This is not always easy, so:

- don't get attached,
- give yourself time,
- read it out loud,
- ask for feedback.



It's a story! How will you awaken curiosity in your audience?

What are you reflecting on and why does it matter to you?



What's going on? Limit description of situation and concepts



How were/are you feeling?



What were/are the challenges?

Use the concepts to reflect upon experiences & experiences to critique the concepts



How will you apply your new understanding to your practice & how will you share what you have learnt?
How are you feeling now?



The STAR technique

Situation: Describe the situation and when it took place.

Task: Explain the task and what was the goal.

Action: Provide details about the action you took to attain this.

Result: Conclude with the result of your action

WHAT ARE STAR QUESTIONS?

S

SITUATION

Start your story by painting a specific picture of the situation you faced.

- What was the exact situation?
- Who was involved? (Address them by name)
- Why did the situation happen?

T

TASK

Use this opportunity to explain your specific role in the task.

- Why were you involved in the task?
- What is the background story?

A

ACTION

Discuss, very specifically, the actions you took to resolve the situation.

- What steps did you take to resolve the situation?
- Why did you choose to complete tasks this way?

R

RESULTS

Clearly detail the results of your actions and highlight your strengths.

- What was the outcome?
- How did you feel about the result?
- What did you learn?
- How did this situation influence who you are today?



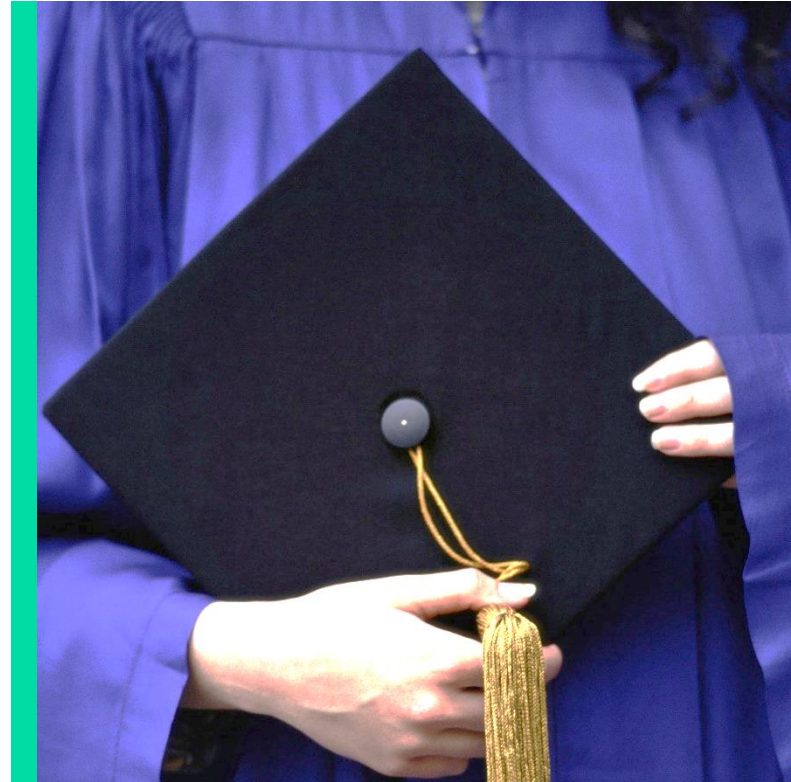
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Consider your readers – the Markers:

- Academic audience
- Likely not involved in the module delivery
- Will be using University's academic criteria for Level 7 (Masters Level)
- Approaching your paper for the first time
- No assumption of previous knowledge, discussions, etc
- Reader must get a good sense that the writer is knowledgeable of what s/he is talking about, done the research/reading, and appreciates its complexity.

Rules of thumb...

1. Follow the brief.
2. Write in a formal style.
3. Adhere to the required referencing standards: cite your sources correctly, attribute ideas appropriately and include a full and properly formatted reference list.
4. Write simply and concisely.
5. Be objective and measured & justify your points (e.g., avoid unsubstantiated assertions).





**KEEP
CALM
AND
WRITE
SOMETHING**