**Module Assignment Brief**

**Leading People and Organisations BEMM114DA**

This module is assessed by two assignments and a series of formative exercises: Date due: **See module homepage**

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| ***Formative or % Contribution:*** | ***Form of Assessment:*** | ***Size of the assessment e.g. duration/length*** | ***ILOs assessed by this assessment:*** | ***Feedback method:*** |
| Formative | Blogs and critical  incident reflections | c. 300 words each | Relevant to the  week written | Written |
| 40% | **Assignment 1**  Reflective assignment | 3,000 words | All | Written |
| 60% | **Assignment 2**  Leadership Strategy formulation | PowerPoint slide deck  with voice over and accompanying notes pages (10 slides + up to 20 mins. narration) | All | Written |

**Assignment 1: Reflective Paper – 40% Essay topic:**

With reference to the personal strategic leadership challenge you outlined in week one of 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 organization, given the likely constraints we will have to negotiate as we move forward. Your reflection should also look forward and consider your next actions.

You have many reflective blogs, exercises, your colleague feedback and OneFile journal entries to help you develop this assignment.

**Learning outcomes**

On successful completion of this module you should be familiar with the areas of knowledge listed below, specified in the Senior Leader Apprenticeship Standard. This assignment should allow you the opportunity to demonstrate some or all of these knowledge areas (according to your chosen challenges or themes). As a personal exercise (not a requirement for your submitted final draft), we recommend that throughout your essay you try to map your reflections to the most appropriate and relevant Knowledge Skills and Behaviours (KSBs) from the Senior Leader Standard. Doing this will help you:

1. get into the habit of reflecting on your KSBs, and make it easier for you to identify potential points of evidence mentioned on your assignments that you could bring to your e-portfolio in OneFile later.
2. provide the basis of a potential personal development plan, that you can work on to be able to demonstrate the skills and behaviours from the Senior Leader standard in the workplace.

This list of possible KSBs is not exhaustive. You may decide that other KSBs also can also be applied to your work, and can be considered in your personal reflections.

|  |  |
| --- | --- |
| **Code** | **Learning Outcomes** |
| (K6) | Define ethics and values-based leadership theories and principles |
| (K12) | Describe influencing and negotiating strategies both upwards and outwards. |
| (K13) | Identify the external social and political environment and define the use of diplomacy with diverse groups of internal and external stakeholders. |
| (k14) | Describe working with board and other company leadership structures. |
| (K16) | Define working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda. |
| (K17) | Define crisis and risk management strategies. |
| (K18) | Describe coaching and mentoring techniques. |

**Marking Rubric for Assignment 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mark** | **(Fail/Non-Condonable Fail)** | **(Pass)** | **(Merit)** | **(Distinction)** | **(Distinction)** | **Weighting** |
| **Marking Criteria** | **<50** | **50-59** | **60-69** | **70-85** | **86-100** | **% of total mark** |
| **Knowledge and understanding of the subject area and Critical Analysis.** Demonstration of knowledge and understanding of the subject area and ability to apply critical analysis. | No critical analysis or reflection; a purely descriptive account. | Weak critical analysis and reflection with minimal reference to the theories and concepts presented in the course materials set against your challenge. Largely descriptive rather than analytical or critical. | Very good critical analysis on the theories, concepts and/or strategies presented in the course materials set against your challenge. Very good evaluation of theory/concepts. | Excellent arguments, strong analysis and critical reflection drawing on the  theories, concepts and/or strategies presented in the course materials set against your challenge. | Meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub-categories of criteria: knowledge and understanding of subject; style and structure; and critical personal reflection.  Work is of such a quality that the student is clearly highly capable of doctoral academic research in the discipline.  Work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal. | 40% |
| **Style and Structure**  - Clear structure, attention to grammar and spelling.  - Use of recommended and other materials.  - Correct academic referencing. | Poor structure, style and grammar making the essay hard to follow or understand. No references or poorly chosen sources. | A reasonable structure, presentation and use of language. Some errors in grammar, vocabulary and referencing. Limited choice of sources. | Good structure, style and grammar making the essay easy to follow and understand. Few instances of typos, formatting or referencing errors. Correct and good use of APA referencing. Evidence of own research and wider reading. | Clearly structured and lucidly expressed. Only minor errors in language, grammar or referencing. Strong evidence of further research supported by a wide range of quality sources used judiciously to  support analysis and evaluation. Correct and excellent use of APA referencing. | 20% |
| **Critical Reflection on Personal strategic leadership challenge(s)** | Some evidence of  reflection about self, but lacking depth: quite superficial. No clear statement of a leadership challenge. | Some good reflections  showing personal insights  and learning in relation to an identified leadership  challenge. | Clear statement of a leadership challenge which relates to reflections that are an analysis of the learning experience and the value of the derived learning in relation to self and others. | A clearly expressed challenge with  Relevant, well-developed reflections that illustrate an in-depth analysis of the learning experience, the value of the derived learning to self and others, and the enhancement of the student’s appreciation of the challenge in the context of their professional practice. | 40% |
|  |  |  |  |  |  | **Total 100%** |

**Assignment 2: Organisational Strategic Leadership Strategy – 60% Presentation topic:**

Critically evaluate strategic leadership within your organisation by doing an appraisal based on key elements from the module, and based on your findings make recommendations for change. Use selected theories and methods of leadership and management explored in the module, to support the organisation’s future direction. The strategic leadership strategy needs to be aligned with your organisation’s organisational strategy. An organisational strategy in this context is an expression of how an organisation needs to evolve over time to meet its objectives along with a detailed assessment of what needs to be done. A leadership strategy makes explicit how many leaders are needed, of what kind, where, with what skills, and behaving in what fashion individually and collectively (leadership culture) to achieve the total success the organisation seeks. You should consider all these areas at a high level in your recommendations.

For practical reasons you may not choose to attempt to do a leadership strategy for your whole organisation, but instead focus on a part you have potential influence over. In this case you must show how your recommendations are aligned to, or contribute to, your organisation’s overall strategic goals and objectives.

**Practical instructions**

Your presentation includes the following two key elements:

* Slides with voice-over recorded narration. Your slides should simulate a presentation that you would do internally in the organization, to the most appropriate audience. Do not include video capture in your presentation. The presentation should be no more than 10 slides and have a maximum of 20 minutes narration. The usual +/- 10% rule also applies here.
* Slides’ notes: these are comments, reflections, observations aimed at the academic marker, and not your organisation’s audience. Use the notes section of your PowerPoint slides as an opportunity to expand on what has informed your thinking in your presentation (including what sources/references), why, eventual background information that can help the marker understand the context of your presentation/organization, etc. This section should only be used to cover matters that would not necessarily be relevant or needed for your work audience, but that can help you evidence your academic requirements. Your overall notes cannot exceed 1000 words (with usual +/- 10% rule).

(N.b: if for technical reasons you cannot do a recorded narration, a transcript is acceptable and this should be submitted as a separate word document, where references can also be shown. However, please discuss this with your Module Lead in advance).

**Learning outcomes**

As with assignment 1, use this assignment as an opportunity to reflect on how and where you have directly applied the knowledge elements of the KSBs from the Senior leader standard. Again, you are not required to indicate these explicitly in your submitted draft. But as a personal exercise (for example for discussion with your Mentor), we recommend that you try to map how what you have produced allows you to demonstrate knowledge in the areas below:

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| --- | --- |
| **Code** | **Learning Outcomes** |
| (K6) | Define ethics and values-based leadership theories and principles |
| (K12) | Describe influencing and negotiating strategies both upwards and outwards. |
| (K13) | Identify the external social and political environment and define the use of diplomacy with diverse groups of internal and external stakeholders. |
| (k14) | Describe working with board and other company leadership structures. |
| (K16) | Define working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda. |
| (K17) | Define crisis and risk management strategies. |
| (K18) | Describe coaching and mentoring techniques. |

As before, this list of possible KSBs is not exhaustive, and you may also consider what other KSBs also can be applied to your work.

**Marking Rubric for Assignment 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mark** | **(Fail/Non-Condonable Fail)** | **(Pass)** | **(Merit)** | **(Distinction)** | **(Distinction)** | **Weighting** |
| **Marking Criteria** | **<50** | **50-59** | **60-69** | **70-85** | **86-100** | **% of total mark** |
| **Knowledge & understanding of subject area**  - Mastery of the discipline  - Critical analysis, synthesis and reflection  - Application of theory to practice  - Use of research-informed literature  - correct academic referencing. | Weak demonstration of knowledge or understanding of the field.  Insufficient evidence of analysis, synthesis, evaluation and critical appraisal.  The work displays limited or almost no understanding of the link between theory and practice.  Poor or very limited engagement with readings and appropriate examples of research literature. Uncritical and/or indiscriminate use of sources.  Academic referencing is incorrect where present. | Demonstrates knowledge and understanding of material within a specialised field of study, but limited reference to, or use of, theoretical knowledge and concepts.  Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal  The work displays some, but limited, understanding of the link between theory and practice.  Relatively limited range of sources or evidence of engagement with literature relating to current research. Over-reliance on a small number of texts.  References are included but sparingly, and/or they are inconsistent or not correct. | Demonstrates systematic knowledge, understanding and critical awareness of current theory, much of which at the forefront of the academic discipline or area of professional practice.  Evidence of high quality analysis, synthesis, evaluation and critical appraisal.  The work displays a good understanding of the link between theory and practice.  Engagement with a range of literature relating to current research and advanced scholarship in the discipline, including independently researched sources.  General consistent good use of appropriate referencing conventions, with few inaccuracies or inconsistencies. | Displays exceptional mastery of a complex and specialised area of knowledge, with an exceptional critical awareness of current theory, key concepts and/or new insights at the forefront of the field.  Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal  Work displays high standards of understanding of the link between theory and practice.  Excellent breadth and depth of engagement with a range of literature relating to current research and advanced scholarship in the discipline.  Makes consistently excellent use of appropriate academic referencing conventions. | Meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub-categories of criteria: knowledge and understanding of subject; presentation, style and structure; and quality and completeness of the leadership strategy.  Work is of such a quality that the student is clearly highly capable of doctoral academic research in the discipline.  The work represents an outstanding response to the task set and attains the very highest standards of scholarship (authoritative and/or publishable) that can be expected of a level 7 submission. | 40% |
| **Presentation, style and structure.**  - presentation structure and “storytelling”  - use of inspirational communication style.  - Slides’ quality and visual communication.  - professional formatting (inc. accurate grammar and spelling). | The style and presentation of the narration is consistently poor and structure lacks focus or logical connection of concepts. The overall purpose/rationale of the presentation is unclear. There is very little evidence of storytelling and lack of inspirational communication.  Quality of slides and visual communication generally poor, with visuals irrelevant or difficult to understand, poor readability and/or composition of content.  Errors with language, spelling and grammar. | Presentation is somewhat structured, with some attempt to use storytelling evident but mainly ineffective.. Narration is confused, not fluent and/or does not attempt to be inspirational (i.e., it is solely functional).  Slides make use of some visual aids and show some attention to composition and visual presentation, though presentation overall is not very visually effective.  Minor errors in spelling and grammar. | Presentation has a good structure and focus, with sections well connected. Storytelling is evident and effective in engaging the audience. Narration is mostly fluent with some hesitation, interruptions, or inconsistencies. Narration is overly descriptive in places detracting from the inspirational impact of the presentation.  Good approach to visual presentation of information, though in places slides can be confusing or not visually effective.  Few instances of formatting errors in grammar or spelling. | Excellent presentation structure with a clear storyline. A storytelling style underpins the assignment and this engages the audience and supports an inspirational, dynamic style in the narration throughout. Narration is succinct, fluent and professional.  Excellent visual quality of slides and content presentation.  No/very few errors in language and grammar.  Overall, the presentation is polished, convincing and Boardroom ready. | 20% |
| **Quality & completeness of the leadership strategy.**  Quality, value and practicality of the evaluation, strategy, insights and recommendations. | The work does not appear to adequately assess leadership strategy, or the quality, value and practicality of the strategy are weak or unclear. There are no recommendations made, or the recommendations made appear impractical or unrealistic.  An unsatisfactory response to the task. | Generally the quality, value and practicality of the leadership strategy have been highlighted in the presentation with some problematic areas of weakness. Some sound recommendations are made with scope for development and refinement. Some elements of the assignment may benefit the organisation if successfully implemented.  An adequate to sound response to the task. | A practical and valuable leadership strategy is proposed based on a sound evaluation. The recommendations made are supported by a perceptive appraisal of the likely implications for the organisation. The assignment shows a consistent ability to tackle and solve demanding problems. Overall, the assignment is likely to benefit the organisation.  A good to very good response to the task. | The leadership strategy presented is practical and clearly aligned to organisations’ strategic goals. The assignment demonstrates originality in tackling and solving demanding problems. Realistic and well-supported recommendations are made that logically flow from insights generated by a consistent, analytical approach to the evaluation process. The value of the assignment to the organisation is clear.  An excellent response to the task. | 40% |
|  |  |  |  |  |  | **Total 100%** |

**Appendix – Generating Evidence for your Endpoint Assessment (EPA)**

This module and its two assignments are the first of several in your Senior Leader Apprenticeship programme, where you will be working on a range of areas of Knowledge (part of the KSBs) of the SLA Standard. On your journey to your final endpoint assessment (EPA), you will be producing and compiling a portfolio of evidence that, amongst other things, showcases the activities you have undertaken whilst on-programme that demonstrate competence in the relevant grading descriptors and can be discussed in-depth as part of the EPA Professional Discussion.

With these assignments you will produce both a personal reflection on a strategic leadership challenge (with a consideration of actions you should take to address it), as well as a strategic leadership strategy for your organization. Hopefully, many of you will have the opportunity to then implement in practice the ideas or plans you have produced in your assignments, learn from your implementation attempts, and potentially further develop a range of KSBs evidence points that could eventually become part of your EPA portfolio.

This module was designed to provide you with an opportunity to develop and demonstrate these Personal and Key Transferable Skills specified in the Senior Leader Apprenticeship Standard (ST0480\_V1.1) and assessed in your EPA portfolio discussion:

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| Show how to lead and respond in a crisis situation using risk management techniques. (S5) |
| Drive a culture of resilience and support development of new enterprise and opportunities. (S9) |
| Create an inclusive culture, encouraging diversity and difference and promoting well-being. (S14) |
| Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate. (S15) |
| Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area. (S16) |
| Lead and influence people, building constructive working relationships across teams, using matrix management where required. (S17) |

Perhaps there are also other Skills in the KSBs that you consider can also be developed by the module’s activities or plans you produced in your assignments. **So here is our proposal to you**:

1. Consider the Skills listed above (and any others from the Standard that you consider particularly relevant). As you write your assignments, what are the Skills that you consider are more closely linked to what you will produce (or have produced) with your assignments? Why?
2. How would you go about collecting evidence of such Skills for your EPA? How could the ideas/plans in your assignments provide opportunities for it?
3. How would you map them to the CMI evidence locator?
4. Write a paragraph of your ideas, and discuss these with your Academic Mentor to help you plan your approach for collection of evidence.

**N.B**.: You **do not** need to submit this paragraph with your assignments (you can if you want to, but in that case submit it as an Appendix). The point of the proposal above is to help you make the most of the opportunities provided by this module and its assignments, to generate evidence of KSBs beyond the knowledge areas we worked on.

**Submission Guidelines**

Please submit your assignment(s) electronically **only** through the assignment submission link on the Exeter Learning Environment (ELE) module webpage. Do not submit any paper copies. Computer issues will not be accepted as a valid reason for mitigation or extension of your deadline.

Please ensure the text file you upload is saved in a ‘.doc’ or ‘.pdf’ format as other file types may not be accepted.

Please ensure the presentation file you upload is saved in a powerpoint format as other file types may not be accepted.

All submissions when uploaded must include an Assignment Cover Sheet. These are made available on the ELE module page in the Assignment Submission tab. You should include the cover sheet as the first page, or first slide, of each of your assignments (for Assignment 2 you may submit it with your notes document if you choose).

The following information must be included on the Assignment Cover Sheet:

**Module code:** e.g. BEMM114DA

**Module name**: e.g.Leading People and Organisations

**Candidate number:** e.g., 011633 (on every page)

**Word count:** e.g., 3,000 words (check the requirements for each assignment)

**ILP details:** any details of your ILP if this applies.

***Note: You should not include your student number (9 digit number beginning with 6) nor your name anywhere on your assignments.***

Please note that your candidate number can be located via iExeter, select the Student Record System (SRS) and collect your candidate number for your academic year. This number should be 6 digits long.

The deadline for this submission is shown on the assignment submission tile on your ELE module home page. For further details on the process of submitting online coursework via ELE, please click on the student guide: <https://vle.exeter.ac.uk/pluginfile.php/798774/mod_resource/content/4/Student%20Guide%20-ELE%20Assignment%20Submission.pdf>

This is a general guide covering the process of submitting online coursework. The method of providing feedback online can vary across assignments.

**Late Submission of Assignments**

To ensure fairness in assessment of your work, you must submit your assignment by the deadline specified on the ELE module page unless an extension or mitigation request has been approved. The deadline is final and will be in the form of a date and a time. There is no negotiation of deadlines. If you fail to submit on time (to the second!), penalties will be applied automatically by the submission system. Medical related mitigating circumstances are taken into account but must be supported by a Medical Certificate from your doctor. In other circumstances, mitigation must be discussed and agreed before the submission deadline. Formal evidence that supports any non-medical mitigation will usually be required.

If you fail to submit on time and do not have an agreed mitigation or extension the following penalties apply:

* Coursework submitted within one hour of the deadline, and which has reached the standard of the module pass mark or above, will be awarded a penalty of 5% of the total available marks for the coursework, down to a minimum score of the module pass mark.
* Coursework submitted within one hour of the deadline, which does not reach the standard of the module pass mark, will not be awarded a penalty of 5%.
* Late submission of coursework more than one hour after a submission deadline and up to 24 hours beyond a submission deadline must receive a mark capped at the module pass mark, unless an application for mitigation is approved.
* First submissions submitted later than 24 hours after the deadline will receive a mark of zero.

Further details on late submission and mitigation processes are shown in the University’s Teaching Quality Assurance Manual (TQA). For information on late submissions and penalties see TQA’s [Chapter 2](https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/settingandsubmission/#submission). Information on mitigation and extensions is available on [Chapter 10.](https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/mitigation/) Please liaise also with the Business School Apprenticeships Student Support Team if you need help with extensions or mitigations ([business.apprenticeships.support@exeter.ac.uk](mailto:business.apprenticeships.support@exeter.ac.uk)).

**Referencing**

You must provide a list of the sources you have cited in your assignment (e.g., journal articles, books, TED talks, podcasts, etc.). You should use the APA 7th system of referencing. Details of how to do this can be found on the Induction ELE page or via the library.

To get you familiarised with APA referencing requirements and other relevant academic skills, we strongly recommend you regularly consult the following resources:

* [Senior Leader Apprenticeship (Exeter): Foundations and Resources](https://vle.exeter.ac.uk/course/view.php?id=13244) ELE page
* [UEBS Academic Development Resources ELE page](https://vle.exeter.ac.uk/course/view.php?id=6748) (see section on ‘Finding and Using Sources’, but check also the other sections as appropriate).
* [Library mini-guide for Business Degree Apprenticeships](https://libguides.exeter.ac.uk/business/degreeapprenticeships)
* Library’s [Business, Management, Accounting & Finance Subject Guide](https://libguides.exeter.ac.uk/business/degreeapprenticeships)
* [Study Zone Digital](https://universityofexeteruk.sharepoint.com/sites/StudyZone) (includes also excellent student-focused resources on academic writing, reading, presenting and other skills)

**Academic Honesty and Plagiarism**

Academic honesty means never falsifying the results of any work and always giving full credit for any other persons' contributions to our own achievements and never falsifying the results of any work, amongst other things.  The University takes poor academic practice and academic misconduct very seriously and expects all students to behave in a manner which upholds the principles of academic honesty. Academic honesty is fundamental to the values promoted by the University and **no student should** be allowed to obtain for themselves, or for another candidate, an unfair advantage.

Plagiarism can lead to exclusion from the module and is taken extremely seriously. The University has a set of procedures and range of serious penalties that can be imposed to cases of academic misconduct. Detailed information on these can be consulted on TQA’s [Chapter 12 ‘Academic Conduct and Practice](http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/managingacademicmisconduct/#tariff)’.

For guidance on Academic Honesty and how to avoid falling into situations of misconduct or plagiarism, we strongly recommend that you complete the short online module and exercises that can be complete in this ELE page: <https://vle.exeter.ac.uk/course/view.php?id=3044>

**Word counts**

You are required to meet the specified word count as detailed in the assessment brief. There is a permitted margin of +/- 10% on the specified work count. For example, for a 1,500 word limit the permitted range is between 1,350 and 1,650. You must specify the word count on the Assignment Cover Sheet. Checks will be made to ensure that this is correct. Please refer to the list below on content included in the word count.

The following content **is not included in** a final word count:

* References
* Bibliography
* Appendices
* Assignment Cover Sheet (refer to detail above)
* Title
* Contents page

The following content **is included** in a final word count:

* Abstract
* Executive summary
* Main body of text
* Words used in tables, graphs and other forms of data presentation (including titles of figures)
* In text quotations
* In text citations
* Footnotes
* Section headings/subtitles