**Coursework Information Sheet**

To be supplied to students when they receive the coursework assignment task.

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| **Unit Co-ordinator: John Grisby** |
| **Unit Name: Leadership Project** |
| **Unit Code: SHR011-6 (On campus; Off campus (**Oman, Zurich & Poland) |
| **Title of Coursework: Assignment 2: Report on Organisation and Sector Leadership** |
| **% weighting of final unit grade: 60%** |

**Feedback details**

The university policy is that you will receive ***prompt*** feedback on your work ***within 15 working days*** of the submission date. Exceptionally where this is not achievable (for example due to staff sickness) you will be notified as soon as possible of the revised date and the reasons behind the change.

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| **Submission Date: 14th December** |
| **Feedback Date: 15 working days** |
| **Details of how to access the feedback: BREO** |

* **Please refer to the Learning Outcomes and Threshold Criteria as detailed below**
* **You must submit your work to BREO by the stated deadline (late submissions not accepted)**

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| **Core learning outcomes** | | |
|  | On completion of this unit you should be able to: | **Assessment number** |
| 1 | Demonstrate a critical appreciation of how types of leadership/management styles differ depending on history, culture, geographic life and conditions and how they impact people performance, followers and productivity. | 1 |
| 2 |
| 2 | Critically evaluate leadership/management styles, leadership problems and challenges and your personal leadership capabilities and needs for future development. | 1 |
| 2 |

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| **Threshold standards** | |
| **Assessment number** | In order to pass the assessment you will need to: |
| **1** | Produce, to an acceptable standard, an evaluation and analysis of aspects of particular leadership issues in an organisation through the use of relevant leadership theory. |
| Compare and contrast differing leadership styles and behaviours in an organisation from differing cultural, geographic and historic perspectives. |
| **2** | Produce, to an acceptable standard, an assessment of how varying leadership styles impact upon the organisation and sector and systems |
| Produce a critical evaluation of the impact of some leadership types upon followers. |
| Reflect on some aspects of your leadership capability and needs for future personal and organisational development |

**The Task:**

You will produce a written report of 3600 words (+/- 10%) that critically assesses and evaluates ***your organisation and sector*** using organisational systems and structures theory (vMEME) and all the types of approaches and models of organisational strategy it contains.

Critically analyse particular leadership problems and challenges through critical evaluation and appropriate application of theory

1. Critically evaluate how certain types of leadership/management styles differ depending on history, culture, geographic life and conditions
2. Critically evaluate how certain types of leadership/management styles impact people performance, productivity
3. Critically evaluate how certain types of leadership/management styles determine who will ‘follow and how’.
4. Critically evaluate your personal leadership capabilities and critically analyse the need for future development

Through application of Seven Leadership Mindsets Theory (vMEME) you will have a tool (and the skill) to critically assess and evaluate all types of organisational and sector theories worldviews that include USA, UK, China, European countries, India, Oman, GCC, African countries, etc. Leadership is different depending on the relevant mindset (*life conditions*, how humans individuals *adapt to successfully compete and socio-cultural elements)*. Inevitably leadership mindset impacts everything in a company – strategy, people, performance, productivity, etc.

**Instruction: Please answer all of the following questions**:

A suggested structure for the written report would include the following: This assignment can be divided into four equally weighted sections. These have been presented as four questions.

**1. Having considered the theory, research and science, characteristics of organisations identify and assess:**

1. The seven structures and systems present in your organisation
2. Analyse and describe how the present Leadership Value Systems and Structures in your organisation impact on leadership, management and staff.
3. Consider and analyse differences to your competitors (local or global)
4. Consider to what extent are these differences positive points of differentiation or negative traits of the organisation

**2. Now that you understand your organisations structure consider your organisations sector. Critically analyse:**

1. How has your sector evolved?
2. In what way do they differ to your competitors (local or global)
3. To what extent are these differences positive points of differentiation or negative traits of the organisation

**3. Having examined change and transformation critically assess an analyse how to ensure your organisation’s continued growth and success, organisations need to undertake transformation and growth.**

1. What kinds of changes are taking place in your sector and what do you believe the most successful organisations are doing to embrace the changes required to deliver continued success?
2. To what extent is your organisation at the forefront of this transformation (or maybe it is trailing some of the best organisations in the sector). Give examples of specific actions and leadership behaviours you are seeing to underpin your view.

**4. Every organisation faces challenges and problems, which can be driven from rapid growth or serious decline. Identify and critically assess:**

1. The top two or three big issues your organisation is facing
2. Key actions your organisation needs to take to put it on a path of future sustainable success.

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| **Criteria** | **Excellent 70% or higher** | **Very Good 60-69%** | **Good 50-59%** | **Satisfactory 40-49%** | **Marginal Fail 35-39%** | **Fail 0 – 34%** |
| **Application of theory**  **20%** | Draws on major theoretical contributors introduced in the unit and with substantial evidence of independent reading. | Draws on most theoretical contributors introduced and with evidence of independent reading. | Draws on a good range of theoretical contributors introduced but with limited evidence of wider reading. | Attempts to apply appropriate theory (ies) drawing on published sources introduced. Limited evidence of understanding key issues and concepts. | Weak application of appropriate theories and models. Fails to demonstrate detailed understanding. Very little use of published sources. | Very little or no attempt to use published sources. No evidence of understanding key issues and concepts. |
| **Analysis**  **45%** | Critical evaluation of an excellent range of directly relevant quality academic and practitioner sources. Demonstrates an excellent understanding and clear practical awareness of the challenges and opportunities in the integration of theory and practice. | Critical evaluation of a very good range of relevant quality academic and practitioner sources. Demonstrates a very good understanding and practical awareness of the challenges and opportunities in the integration of theory and practice. Less in-depth than for an A grade. | Critical evaluation of a good range of relevant quality academic and practitioner sources. Demonstrates a good understanding of challenges and opportunities in integrating theory and practice. | Critical evaluation of some relevant quality academic and practitioner sources. Demonstrate an adequate knowledge and understanding of challenges and opportunities in integrating theory and practice. | Lacks critical analysis and fails to demonstrate an understanding of relevant challenges and opportunities. | A random collection of statements with no attempt to use evidence to support the arguments. Nothing of value to the task. |
| **Conclusions**  **15%** | Conclusions are valid and clearly derived from in-depth analysis and reflection drawing on application of major theoretical contributors and experiential learning. Entirely convincing. | Conclusions are clearly derived from in-depth analysis through application of most major theoretical contributors and experiential learning. Largely convincing | Conclusions are mainly derived from analysis through application of theoretical contributors and experiential learning. Limited and not entirely convincing. | Conclusions are acceptable but not clearly derived from analysis through application of theoretical contributors and experiential learning. Validity of conclusions is unconvincing. | Conclusions do not follow from the evidence and argument presented. | A random collection of statements based on the student’s own point of view with little or no attempt to draw analysis to conclusions. |
| **Recommendations**  **10%** | Clear and appropriate recommendations. Professional applicability. | Clear and appropriate recommendations. Less comprehensive than for an A grade. | Recommendations are reasonably clear and mostly realistic | Recommendations are satisfactory but rather vague. Doubtful feasibility | Recommendations are unclear or unrealistic | No attempt to identify appropriate recommendations |
| **Presentation and Referencing**  **10%** | Clearly and concisely structured in report format, sourced throughout and with a comprehensive bibliography. | Clearly and concisely structured in report format, sourced throughout and with a good bibliography. | Well-structured in report format, sourced throughout and with an adequate bibliography. | Acceptable but not in report format. Few citations and a passable bibliography. | Few citations and no bibliography. Not in report format. Poorly structured. | No citations and not in report format. Poorly structured |

**Leadership Project: Assignment 2 Evaluation Criteria**