QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 4 Diploma in Accounting and Finance
Qualification No (RQF)	610/0796/1
Unit Name	Leadership and Management in Accounting
Unit Reference	D/650/2375
No of Credits	20 Credits

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification can be found at https://qualifi.net/qualifications/
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of https://www.turnitin.com as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Assignment Question

Task 1 – 100 words

Understand the application of theories of leadership and management to accounting.

1.1 Distinguish between leadership and management.

- Key information: Management consists of controlling a group or a set of entities to accomplish a goal. Leadership refers to an individual's ability to influence, motivate, and enable others to contribute toward organizational success. Influence and inspiration separate leaders from managers, not power and control.
- Leadership is about getting people to understand and believe in your vision and to work with you to achieve your goals while managing is more about administering and making sure the day-to-day things are happening as they should.

1.2 Explain the concepts that underpin effective management and leadership.

- Key Information: Leadership is the ability to continuously influence a team of individuals and encompasses many important traits. While management is the overall direction and oversight of the work activities of a team, leadership focuses on the ongoing motivation, engagement and productivity of a team.

1.3 Evaluate the suitability of different leadership styles for different management roles.

- Learners should apply three different leadership styles to each of the two roles and explain the positive and negative attributes of each role, they should conclude their answer with a recommendation as to which leadership style would be appropriate for each role.
- Learners may wish to consider presenting their evaluation in a table format; however, this is not compulsory.

Task 2 – 100 words

Understand motivation theory and practice in accounting.

2.1 Explain key motivational theories and the purpose of reward systems.

- Key Information: Theories of Motivation. Maslow's theory of the hierarchy of needs, Alderfer's ERG theory, McClelland's achievement motivation theory, and Herzberg's two-factor theory focused on what motivates people and addressed specific factors like individual needs and goals.
- Reward systems are identified as one of the human resource management (HRM) practices that may impact motivation. Reward systems may consist of several components, including financial and nonfinancial rewards, in fixed and variable amounts.

2.2 Assess the effectiveness of different reward systems.

- Learners should use examples to show how reward systems provide positive benefits, such as promote teamwork to the employees. The employees will work together as part of a team to achieve their targets in return for rewards. Teamwork within the organisation will help increase efficiency and create a happier workplace.
- Learners should also identify any negative benefits of their chosen reward system.
- Learners must provide examples to demonstrate understanding. A description without examples is not sufficient to award a pass

2.3 Evaluate the benefits of organisational employee engagement and performance management.

- Learners may use their own workplace or a case study to apply employee engagement and performance management theory, identify both the benefits and any disadvantages of employee engagement and methods of performance management to the organisation, drawing their own conclusions.
- A description without application to an organisation is not sufficient to award a pass

Task 3 – 100 words

Understand the role of teamworking in accounting.

3.1 Explain key teamworking theories

- Learners should select two team working theories and explain their features and objectives.
- Examples may include: Belbin Team roles, The Tuckman Team Model. "Tuckman's Stages of Group Development," proposed by psychologist Bruce Tuckman in 1965, is one of the most famous theories of team development. It describes four stages that teams may progress through: forming, storming, norming, and performing (a 5th stage was added later: adjourning).

3.2 Assess the benefits of teamworking in achieving organisational objectives.

- Learners must be able to make reasoned judgements relating to the benefits of team working to the achievement of organisational objectives
- Working collectively toward achieving the company's objectives, the team approach drives each team member to be more effective and more productive than each individual would be working alone, shared knowledge and expertise, motivation for long term goals etc.

3.3 Evaluate the effectiveness of different approaches used for conflict resolution.

- Kenneth Thomas and Ralph Kilmann developed five conflict resolution strategies that people use to manage conflict, including avoiding, defeating, compromising, accommodating, and collaborating. This is based on the assumption that people choose how cooperative and how assertive to be in a conflict.

- Learners must identify the benefits and drawbacks of each strategy in different scenarios and draw conclusions as to the most effective way of managing conflicts in different circumstances
- A description of approaches without application is not sufficient to award a pass.

Assessment Criteria

1.1 Distinguish between leadership and management.

1.2 Explain the concepts that underpin effective management and leadership.

1.3 Evaluate the suitability of different leadership styles for different management roles.

2.1 Explain key motivational theories and the purpose of reward systems.

2.2 Assess the effectiveness of different reward systems.

2.3 Evaluate the benefits of organisational employee engagement and performance management.

3.1 Explain key teamworking theories

3.2 Assess the benefits of teamworking in achieving organisational objectives.

3.3 Evaluate the effectiveness of different approaches used for conflict resolution.

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments

Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).

2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."

3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Range	80-100	70-79	60-69	50-59	40-49	35-39	0-34

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40

Total Score   220/5 = **44, Basic**

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