



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 8 Diploma in Strategic Management & Leadership
Qualification No (RQF)	601/5362/3
Unit Name	Personal Leadership Development as a Strategic Manager
Unit Reference	801
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/qualifi-level-8-diploma-in-strategic-management-and-leadership/>
- 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

Scenario

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:

You are a senior manager in a business unit of a medium sized enterprise, with functional management and organisational leadership development responsibilities.

Please select and research an organisation of your choice to identify its vision, strategic goals and objectives, and welfare culture. Provide brief details of your research in a summary of between 200 and 250 words which are in addition to the suggested word counts. Use the results of your research to answer the tasks below.

Task 1 – 500 words

1.1: Analyse the vision and strategic objectives of your organisation or those of an organisation of your choice, and evaluate the managerial and leadership competencies required to deliver the strategic ambition over the period of the plan. Demonstrate that you have used one or more attributed skills analysis models from management theory. Present the conclusions of your analysis, identifying the four most significant skills the organisation needs to enhance in the next year to begin to deliver the strategic direction. In addition, identify at least three new skills the organisation will be likely to need to enhance in the next 3-5 years to achieve strategic ambitions. Discuss the implications of the skills gaps you have identified.

Assessment Criteria

1.1: Critically analyse the needs, goals and aspirations of organisations and people involved in international organisational strategy.

1.2: Critically evaluate the strategic skills required of a leader to achieve identified strategic leadership ambitions.

1.3: Critically assess the relationship between existing, required and future skills to achieve the identified strategic leadership ambitions.

Task 2 – 1000 words

2.1: In task 2, you are required to describe at least three different methods of developing strategic leadership skills and relate these to differing individual learning styles based on one of the well-known models.

2.2: Using at least two different analysis frameworks, assess your own leadership skills against those required by the organisation now and in the future, and identify areas for development for the next three years.

2.3: Determine the methods most appropriate to meet each of these development needs, showing that you understand your personal learning style by the completion of an appropriate analysis exercise. Describe how and when you plan to meet these development needs over the next three years, and detail the outcomes you hope to achieve as a result of the development plan. Describe at least three actions you have taken to develop your leadership skills in the last six months, and analyse the progress you have made as a result. Review the impact of recent external influences on strategic goals and identify what new challenges these present for leadership skills development, updating the plan with new actions required.

You may complete this task by means of a comprehensive personal development plan with SMART objectives and tangible outcomes that has also been reviewed and updated, with the starting point taken as the commencement of your current studies.

2.4: Taking the results of the personal development plan you have produced above, analyse how your development has contributed to the performance of your own department and to the strategic ambitions of the wider organisation. Discuss where the development has made a greater contribution than originally envisaged, and where the contribution has been less than expected, giving reasons for the variances.

Assessment Criteria

2.1: Critically discuss the opportunities to achieve strategic leadership development.

2.2: Design a personal development plan to achieve strategic leadership development.

2.3: Devise an implementation process for the development plan.

3.1: Critically assess the achievement of outcomes of the plan against strategic needs.

3.2: Evaluate the impact of the achievement of objectives on strategic leadership ambitions.

3.3: Critically review and update the leadership development plan.

Task 3 – 500 words

3.1: In this task, you are required to assess the impact of strategic leadership development on the success of international organisational strategy critically evaluating the extent to which the strategic needs of organisations involved in international organisational strategy are met from existing resources. Based on this you are required to formulate proposals to develop the strategic leadership resource for the organisation. You are also required to critically evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practices in organisations.

Assessment Criteria

4.1: Critically evaluate the extent to which the strategic needs of organisations involved in international organisational strategy are met from existing resources.

4.2: Formulate proposals to develop the strategic leadership resource.

4.3: Critically evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practices in organisations.

	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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