



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 4 Diploma in Business Management
Qualification No (RQF)	601/6048/2
Unit Name	Leadership and the Organisation
Unit Reference	BUS 1.2
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-4-certificate-in-business-management/>
- 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 to write an assignment based on assessment tasks. Assessment tasks are learning outcomes of the unit associated with Assessment Criteria. You are required to generate sufficient evidence on assessment criteria to meet learning outcomes of the unit within the rules, regulations and standards to achieve credits of the unit. If you are not in employment, please use the following scenario.

Consider you are working as a team leader of a small-medium sized organisation, which deals with its customers all over the world to sell its products and services. You are leading a team of ten individuals within your company who are interacting with customers individually or in a group in their day-to-day roles and responsibilities to achieve the sales target. You are using your leadership abilities, skills and capabilities to influence, motivate, and enable individuals and groups in your organisation to contribute toward the effectiveness and success of the organisation goals. That includes planning, sound decision making in any business situation and context, adoption of contingency plans in adverse situation, organising resources, leading and implementing strategies to achieve the organisational short and long term targets. You have been asked to write an assignment based on evaluation, researching and analysis to meet the following 3 tasks to demonstrate your leadership qualities and skills.

## **Task 1 – 450 words**

Identify different skills and characteristics of successful leaders in your organisation and assess how they with their leadership style influence the organisation.

**1.1:** Identify different skills and characteristics of successful leaders.

**1.2:** Assess how different leadership styles can influence an organisation.

## **Assessment Criteria**

**1.1:** Identify different skills and characteristics of successful leaders.

**1.2:** Assess how different leadership styles can influence an organisation.

## **Task 2 – 650 words**

In context to your organisation, Appreciate and Comment on and Evaluate the usefulness of different leadership theories, models and principles. Discriminate between the leadership skills needed for different tasks in you organisation and at different levels.

**2.1:** Appreciate and comment on different leadership theories, models and principles.

**2.2:** Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader.

**2.3:** Evaluate the usefulness of leadership theories, models and principles.

## **Assessment Criteria**

**2.1:** Appreciate and comment on different leadership theories, models and principles.

**2.2:** Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader.

**2.3:** Evaluate the usefulness of leadership theories, models and principles.

### **Task 3 – 900 words**

**3.1:** Does your organisation's objectives influence the choice of leadership style? Discuss.

**3.2:** For other industries or sectors, evaluate what leadership styles may be most suited to them.

**3.3:** Evaluate for different functions of your organisation and situations, what leadership styles may be most suited to them.

**3.4:** Identify methods of leadership development suitable for a range of different contexts.

### **Assessment Criteria**

**3.1:** Identify Discuss how an organisation's objectives can influence choice of leadership style.

**3.2:** Evaluate different industries and sectors and what leadership styles may be most suited to them.

**3.3:** Evaluate different organisation functions and situations and what leadership styles may be most suited to them.

**3.4:** Identify methods of leadership development suitable for a range of different contexts.



	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Proficient</b>	<b>Basic</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>Criteria</b>	80+	70	60	50	40	30	0
<b>Content (alignment with assessment criteria)</b>	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
<b>Application of Theory and Literature</b>	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
<b>Knowledge and Understanding</b>	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
<b>Presentation and Writing Skills</b>	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
<b>Referencing</b>	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
<b>Total Score</b>	<b>220/5 = 44, Basic</b>



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