

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID	
Programme:	MA LEADERSHIP		
Module:	Leaders in a Global Business		
Module code:	BMSW7002_CARD/SWAN	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Rebecca Francis-Davies	Internal Verifier:	James Moore
Assignment Title:	Leaders in a Global Business	Word count (or equivalent):	5000
Submission deadline:	26th July 2023	Return date of provisional marks & written feedback:	23rd August 2023
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Code	
Title	Leaders in a Global Business
Date	
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of the role and characteristics of a leader in a global context
- To identify the differences between 'global' and 'domestic' leadership

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the characteristics of successful global leaders
- Evaluate and interpret divergent international cultures within business and the impact of leaders
- Critically evaluate the challenges faced by leaders within global organisations

INDICATIVE CONTENT

- How organisations operate domestically and globally
- **How global leadership competencies can be disseminated rapidly and effectively throughout the organization**
- Key responsibilities of the leadership role within global organisations.
- Evaluate different leadership styles and how these translate on a global scale
- The value of leadership development to the success of global organisations
- Theories of international communication and the importance of relationship building
- The global mindset and connecting with individuals and organisations across boundaries
- Stakeholder expectations and the importance of understanding different modes of engagement with international markets and explore the interconnectedness between economic, legal, political, ecological and cultural environments in which organisations operate;
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- Concept of emotional intelligence and how it applies to the leadership role in global organisations

TEACHING AND LEARNING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. Concepts, theories and techniques associated with leadership tools and how they are used to developing people and organisations are provided as learning resources. Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☐	Coursework	x	Practical
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Mode of assessment	Volume	Weighting
Pamphlet/Brochure	2000	40%

Assessment Component 2

(Tick one)

☐	Written exam	x	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Report	3000	60%

INDICATIVE READING LIST

Module Code		
Module Title	Leaders in a Global Business	
Classification	Reading List entry	Electronic *
Essential	Abrahams, N.R. and Morgan. (2017), <i>Managing Cultural Differences: Global Leadership for the 21st Century</i> , UK: Routledge	☒
Essential	Liddle, D. (2021), <i>Transformational Culture</i> , UK: Kogan	☒
Essential		☒
Essential	Morrison, J. (2016), <i>The Global Business Environment</i> , (Fourth Edition), UK: Palgrave	☒
Essential	Mullins, L.J. (2019), <i>Organisational Behaviour in the Workplace</i> , (Twelfth Edition), Harlow: Pearson	☒
Essential	Pullan, P. (2022), <i>Virtual Leadership</i> , (Second Edition), UK: Kogan	☒
Essential	Ramakrishnan, K. (2013), <i>Managerial Leadership in Multicultural Organisations</i> , uk: Prentice-Hall	☒
Essential	Spencer-Oatey, H (2020) <i>Global Leadership: Key Concepts and Frameworks</i> , in E.Jordans, B. Ng'weno and H. Spencer-Oatey, <i>Developing Global Leaders: Insights from African Case Studies</i> , UK: Palgrave.	☒
Essential	Yukl, G. and Gardner, W.L (2020), <i>Leadership in Organisations, Global Edition</i> , (Ninth Edition), England: Pearson	☒
Further	Dogru, C. (2020), <i>Leadership Styles</i> , Pennsylvania: IGI Global	☐
Further	Francis, R.D. and Bishop, S. (2015), <i>Global Business Ethics: Responsible Decision Making in An International Context</i> , London: Kogan	☐
Further	Meadenall, M. Osland, J. (Eds) and Bird, A. (2017), <i>Global Leadership: Research, Practice and Development</i> , UK: Routledge	☒
Further	Molinsky, A. (2013). <i>Global Dexterity</i> . Boston: Harvard Business Review Press.	☐

Further	<u>Websites</u> SAGE Organization Studies ILM Harvard Business Review World Economic Forum	☐
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Assessment One: Practical

You have been asked to design a brochure/leaflet/guide to prepare a new manager for her first international appointment. She is a Turkish national and she will be managing teams in Australia and China. The Company has headquarters in Germany, where she will be located.

Your brochure should be designed in Canva or a similar design package, and must be supported by references. You must provide practical advice for the new manager, as well as communicate theoretical models that will help her in her global leadership role.

The content of your brochure/leaflet must equate to 2000 words. You may attach your references in a separate document if you wish.

Assessment 2: A GLOBAL LEADERSHIP PROGRAMME

You are required to write a report which proposes a new global leadership development programme for a multi-national organisation of your choice. The organisation might be “for profit” or “not for profit.”

The report must address the following:

- A critical analysis of the global business environment and how this in turn will impact upon the characteristics, competencies and responsibilities required of future global business leaders
- The value of global leadership development to the success of the organisation
- Your recommendations for the content of a global leadership development programme

Your report must be 3000 words and must include the following:

An executive summary

Introduction (this will include a brief overview of your chosen organisation)

Analysis (based on the three bullet points above)

Conclusion

1. REPORT: ANALYSIS/EVALUATION/CRITIQUE (3000 words - 60% of total marks)

- The specific objectives of the report should be met with clear aims and objectives that are fully addressed throughout the assignment. The discursive content of the assignment should be supported by pertinent facts and figures. There should be a critical focus on analysis and evaluation based on effective critique of business practice using theoretical concepts and ideas on leadership as it relates to global leadership.

- **The assignment content should be evaluative, analytical, have a strong business case, strategic focus and demonstrate an awareness of contemporary global issues that will challenge global leaders.**
- **Your analysis and evaluation should make reference to theoretical models, ideas and concepts.**
- Utilise a variety of data sources, which might include primary data, to inform the reader and support your analysis, conclusions and recommendations.

Please note the following when completing your report:

2. **Writing:** Written in English in an appropriate business/academic style
3. **Focus:** Focus only on the tasks set in the assignment.
4. **Length:** 3000 words(+/-10%)
5. **Formatting:** Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
6. **Document format:** In business report format, including an Executive Summary, Introduction , Analysis and Conclusion, with a clear title, course, and name or ID number on a cover sheet and including a reference list using Harvard referencing throughout.
7. **Research:** Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive.

The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, the views of analysts, company annual reports and other relevant information.

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Please include all used resources in your bibliography at the end of your report. Industry specific data, economic figures, forecasts etc. need to be **current**. Where it is not possible to find recent data, this needs to be stated in the report.*

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Please make sure you demonstrate a good understanding of various concepts discussed during the course of the module. Where appropriate, refer to related theories and concepts from other modules.*

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing

arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to be able to demonstrate the relevance of the current data and information for your chosen organisation. Make sure the data is meaningful to the organisation and demonstrate the relevance for future organisational decisions.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment: *Industry specific data as well as national and international economic information should be used. You are encouraged to show a commercial understanding of the costs of implementing your recommendations.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Your report must include a title page, executive summary and contents page. A clear structure of the report is essential and it needs to be well presented. Your brochure must be well-designed and suitable for its intended audience.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to verification at the Exam Board. These comments and marks are for your information only.)

Late Submission Penalties (tick if appropriate)

ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Up to 1 week late (40% Max)		%
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Categor	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated.	Limited attempt at critical evaluation / critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgement about...	Some critical evaluation / critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgement about...	Sound critical evaluation / critique of current research and methodologies. Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation / critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive...	Exceptional critical evaluation / critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make...

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship.	Exceptional application skills in complex, unpredictable contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in planning.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, personal, and	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional