

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	YUEN KWONG KEUNG	Student ID number:	1710332
Programme:	DBA		
Module:	Quantitative Research Methods		
Module code:	SBPD7010	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Andrew Chan	Internal Verifier:	
Assignment Title:	Project report, reflection and in-class test	Word count (or equivalent):	Project report: 3500 Reflection: 1000
Submission deadline:	19 April 2019	Return date of provisional marks & written feedback:	17 May 2019
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 Learning Outcomes
(from module syllabus)

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

- critically assess the appropriate contexts for using quantitative research techniques, the philosophical underpinnings, strengths and limitations of quantitative research;
- design a quantitative research project, with particular attention to hypotheses, data sources, sampling and questionnaire design;
- select from and implement a range of quantitative analysis techniques in order to address a particular research question;
- understand and critically evaluate quantitative research papers in the candidate's subject area of interest.

TASK DESCRIPTION

Component 1: Project Report (40%).

Develop a survey instrument and research strategy (including sampling and analysis) to test hypotheses in your area of interest. Pretest your instrument and check for robustness. Present your instrument and the outcomes of your pretest as a report (3500 words). This needs to be supported by Component 2...

You need to develop a research strategy for a topic of your choice. This needs to address the following issues:

- A brief introduction to the academic context of your topic.
- Literature review.
 - Conceptualisation.
 - Hypotheses development.
- Methodology.
 - Measurement/scale development.
 - Sampling.
- Findings.
- Conclusions.

The report needs to include topic related references and refer to appropriate research development literature. Be critical and justify your choices...

Component 2: Reflection (10%).

You will write a 1000-word reflection on this process, describing your learning experiences and the challenges you encountered.

This document supports your main report in Component 1 and should reflect on your journey. This should include comments on the feedback received from your pretest. You do not need much, if any, subject related references for this document but you may want to refer to business research literature or perhaps look at the pedagogical literature to explore how you learn...

Component 3: In-class Test (50%).

An in-class test will take the form of unseen questions to be answered within 2 hours. It will test students' understanding of the basic principles of statistics and quantitative research. Students are not expected to memorise formulae, any formulae needed will be provided.

■ **FORMATTING AND LAYOUT**

Please note the following when completing your written assignment:

1. **Writing:** Written in English in an appropriate academic style.
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Length:** 4,500 words.
4. **Formatting:** Typed on A4 paper in Times New Roman or Arial font 12 with a 2 centimetre space at each edge, 1.5 spaced and pages numbered.
5. **Document format:** In report format.
6. Ensure the assignment specification (Page 1) is attached to your assignment and a bibliography using **Harvard referencing** throughout is also provided.
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, company annual reports and other company information. All reports must be consistently referenced with a separate Harvard style bibliography. They will be submitted via Turnitin and checked for plagiarism.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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:

- Your work must be informed and supported by scholarly material that is relevant to the concept being studied; 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 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...

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:

- 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...
- Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the concept being studied...

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 are expected to identify a concept that is of interest to you and critically evaluate current research and advanced scholarship in the relevant discipline...
- You also need to describe how you would develop and pre-test a survey instrument capable of measuring such concept. Your choice of methodologies to gather data and information must be rigorously defended..

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: ..

- Your report should describe the development of the survey instrument, including the refinement of the questions and the pre-test results. You should be able to demonstrate mastery of data analysis and statistical concepts by analysing the data with appropriate methods, interpreting the results and drawing valid conclusions..

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: ..

- You are expected to communicate effectively both orally and in writing. All work submitted should be coherent and well-structured in presentation and organisation..

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...

Component 1: Project Report (40%)

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	4	4
Use of current research. Range of sources used. Referencing. Academic conventions	4	4
2. Knowledge and Understanding Skills	4	4
Systematic and conceptual knowledge. Critical awareness of relevant issues. New insights. Comprehensive understanding of techniques	4	4
3. Cognitive and Intellectual Skills	4	4
Develop critiques. Analytical ability. Evaluation of research	4	4
4. Practical Application Skills	4	4
Application of knowledge, tools and techniques. Practical use of research techniques	4	4
5. Transferable Skills for Life and Professional Practice	4	4
Professional presentation. Effective communication at professional level. Fluency of expression	4	4

Component 2: Reflection (10%)

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Use of current research Range of sources used Referencing Academic conventions	2	
2. Knowledge and Understanding Skills		
Systematic and conceptual knowledge Critical awareness of relevant issues New insights Comprehensive understanding of techniques	3	
3. Cognitive and Intellectual Skills		
Develop critiques Analytical ability Evaluation of research	3	
4. Practical Application Skills		
Application of knowledge, tools and techniques Practical use of research techniques	0	
5. Transferable Skills for Life and Professional Practice		
Professional presentation Effective communication at professional level Fluency of expression	2	

Component 3: In-class Test (50%)

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
Use of current research Range of sources uses Referencing Academic conventions	10	
2. Knowledge and Understanding Skills	15	
Systematic and conceptual knowledge Critical awareness of relevant issues New insights Comprehensive understanding of techniques	15	
3. Cognitive and Intellectual Skills	15	
Develop critiques Analytical ability Evaluation of research	15	
4. Practical Application Skills	15	
Application of knowledge, tools and techniques Practical use of research techniques	15	
5. Transferable Skills for Life and Professional Practice	5	
Professional presentation Effective communication at professional level Fluency of expression	5	

Assessment Mark (Assessment marks are subject to 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.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA⁴³

Level 7⁴⁴

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 equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.⁴⁵

Level 7 ⁴⁶	FAIL ⁴⁷	FAIL ⁴⁸	MARGINAL FAIL ⁴⁹	SATISFACTORY ⁵⁰ (Pass) ⁵¹	GOOD to VERY GOOD ⁵² (Merit) ⁵³	EXCELLENT ⁵⁴ (Distinction) ⁵⁵	EXCEPTIONAL ⁵⁶ (Distinction) ⁵⁷
Category ⁵⁸	0-29% ⁵⁹	30-44% ⁶⁰	45-49% ⁶¹	50-59% ⁶²	60-69% ⁶³	70-84% ⁶⁴	85-100% ⁶⁵
Engagement with literature (including current research, referencing, ⁶⁶ academic conventions and academic honesty) ⁶⁷	Little or no evidence of reading and/or reliance on inappropriate sources. ⁶⁸ Views and findings mostly unsupported and non-authoritative. ⁶⁹ Referencing conventions used incoherently or largely absent. ⁷⁰	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing. ⁷¹	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. ⁷² Referencing conventions evident though not always applied accurately or consistently. ⁷³	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. ⁷⁴	Engagement with a wide range of research-informed literature, including sources retrieved independently. ⁷⁵ Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. ⁷⁶	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing. ⁷⁷	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. ⁷⁸
Knowledge and	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

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% ⁺
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 understanding of techniques applicable to their own research) ⁺	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. ⁺	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline. ⁺	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 new insights, but often under-developed. ⁺	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 though this may be under-developed occasionally. ⁺	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 contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship. ⁺	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 insights. A critical, awareness of how the boundaries of knowledge are advanced through research. ⁺	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 by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research. ⁺
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	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	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	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	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies. Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Exemplary systematic and

Level7 [⚡]	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% [⚡]
judgements in the absence of complete data.) [⚡]	judgements. Unsubstantiated generalisations, made without use of credible evidence. [⚡]	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. [⚡]	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. [⚡] May assert rather than argue a case. [⚡]	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. [⚡]	creativity. Ability to make sound judgements based on data (that may be incomplete) [⚡]	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. [⚡]	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research. [⚡]
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	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	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	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	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	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	Exceptional application of 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

Level7 [⚡]	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% [⚡]
	unpredictable contexts. [⚡]	making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. [⚡]	logical links between the two. [⚡] Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts. [⚡]	problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality. [⚡]	originality and creativity. [⚡]	advanced scholarship. [⚡] Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline. [⚡]	advanced scholarship. [⚡] Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques. [⚡]
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 expression; systematic	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. Little or no evidence of	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. Weak independent	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 group activities. [⚡] Demonstrates	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 effectively 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 professional, postgraduate	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

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%
approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

Component 1: Project Report

Abstract

The title of this report is “Are there any correlations between Charisma, Inspirational motivation, Intellectual stimulation, Individual consideration of the transformational leadership and the reward/penalty system of the transactional leadership?”

The objective of this report is to study which kind of leadership in the traditional law firms practicing laws in Hong Kong that affect employees’ performance. The leadership of the law firms in Hong Kong are following the style of those law firms in the United Kingdoms since Hong Kong was the Colonial land of the United Kingdom more than a century ago. There was a small number of law firms in 1907 which were and are associated with The Law Society. The Law Society was incorporated as a company limited by guarantee. The law firms have to support and not to do harm to the characters and status of solicitors in Hong Kong. The law firms have to comply with the good standards of practice and ethical practice. The law firms have to maintain their works in the areas of law, to follow the practice directions and the relevant procedures. The view of the solicitors in the law firm should be accurate and could be communicated purposely. Therefore, the kinds of leadership of the partners or sole proprietor of each law firm are or is very important as the law firms are professional and their conducts are governed by the Law Society. Moreover, the law firms and each solicitor should comply with the Legal Practitioners Ordinance (Cap.159, Laws of Hong Kong). As a result, the practices of the traditional law firms are very strict forward and the leadership would be the kind of transactional leadership depending on the people who are self-motivated working in a structured and directed environment. The employees are only motivated by reward-penalty system. However, the findings of this study shown that there is correlation between Individual consideration of the transformational leadership and the reward/penalty system of the transactional leadership. Therefore, the usual transactional leadership can be improved by the Individual consideration of the transformational leadership.

1. Introduction

The transformational leaders emphasize motivation and inspiration on the employees while the transactional leaders only motivate the employees by reward-penalty system. The employees are not self-motivated, they are required to work in a structured environment, they need instruction, their work is monitored. They finish their work correctly and on time and get the contingent reward for meeting the expectation of the leader. However, they will be punished if they did wrong. Law firms could not suffer damages from any misconduct of their staff, they set up many regulations to avoid misconduct and reward the excellent staff in a contingent way. The management will not interfere

the daily works of the staff if there is nothing wrong, but they will monitor the process and correct the misconduct immediately if they anticipate the said misconduct. It is always an allegation of misconduct when the law firms are complained by their clients or another law firms which in result of penalty imposed by the Law Society after investigation. The penalty will be paying a substantial amount of costs and will be sanctioned. If the performance of the employees of the law firm is beyond expectation despite reward/penalty system, Individual consideration of the transformational leaders offer care and concern the individual employees. This is to suggest the law firm to change its leadership to that of the transformational so as to achieve the goal of the law firm.

2. Literature review

Transformational leadership's four dimensions: Charisma, Inspirational motivation, intellectual stimulation, Individual consideration (Bass and Avolio, (1990); Howell and Avolio, (1993); Howell and Hall-Merenda, (1999)) will be studied and comparing with their relationship with the contingent reward of transactional leadership. They defined transactional leadership: they reward to the employees who met their expectation of efficiency and performance; the managers are passive as they do not interfere the workflow unless there is something going wrong and; if there is something wrong, they monitor the process and correct them. The transformational leadership will consider the objective which will inspire the employees to perform beyond expectation. The transformational leadership also generate the visions and approaches of the goal of the organization. Individual consideration concerns the employees' contribution to their good performance; Intellectual stimulation is to improve the innovative of the employees; inspirational motivation is to motivate the employees by supporting the employees' daily work done; and idealized influence is the attraction of the leaders which stimulates the employees.

3. Research Design

The research was to examine if there is any correlation between Inspirational motivation, Intellectual stimulation, Individual consideration and Idealized influence of the transformational leadership and the reward/penalty system of the transactional leadership. In order to carry out the pilot tests, twenty questionnaires are distributed to twenty employees of the law firm with nineteen questionnaires returned. The questionnaire used in this study is the modified multifunctional leadership questionnaire in which the first to tenth questions are related to the transformational leadership with the remaining eleventh to twentieth questions relating to the reward/penalty system of the transactional leadership. The modified multifunctional leadership questionnaire was used with 5-point likert scale where 1= Strongly agreed and 5= Strongly disagreed. The interpretation of the survey of which the reliability and validity were defined to be .73 the Cronbach α value.

Cronbach alpha of .73 is sufficient to accept. Consent letter will send to the respondents seeking their consent and voluntariness to participate the survey and their right to withdraw from the survey at any time. The consent letter should inform the respondents: (a) the purpose of the study; (b) that their participation was voluntary; (c) that they could withdraw from the survey at any time without giving any reason; (d) that all information given by them were kept confidential. A consent letter was also sent to the management at the same time of the respondents for seeking the permission to carry out the survey.

4. Findings

4.1 Demographic Analysis

Table 1: Questionnaire Distribution Responses Analysis

Item	Category	Frequency	Percentage (%)
Age	21-30	2	10.5
	31-40	2	10.5
	41-50	4	21
	51 or above	11	58
Gender	Male	8	42
	Female	11	58
Qualification	Under graduation	15	79
	Post-graduation/Master.	4	21
Duration of Service	6-10 years.	1	5
	above 11 years	18	95
Status	Married	12	63
	Single	5	26
	Divorced	2	11

From looking at Table 1, it shows that the number of male respondents represents 42% while that of the female was 58%. This implied that there are more females in the law firm. This might be attributed to the nature of the organization which effectiveness will not depend on gender. It shows that the majority of the respondents fall between the age bracket of 51 years or above of age and represent 58% and the age bracket of 41 to 50 years of age represent 21%, totaling 79%. It

indicates the reason while questionnaires administered were able to be filled and returned. It shows the marital status of the respondents. It revealed that 63% of the respondents were married representing the highest percentage while 11% were divorced and 26% was single among the respondents. This indicates that the outcome of the study can be relied upon because of the majority of the respondents were married and it shows that the responsible set of people which might be useful for a reasonable conclusion. The educational background of the respondents revealed that 79% of the respondents owes Secondary School certificates, 21% possess Bachelor's Degree certificates. This implies that all the respondents are educated and this might be the reason for their employment in the law firm. In consideration of the years of experiences, it shows that 5% of the respondents spent between 6 to 10 years and 95% spent 11 years or above. It implies that the employees of the law firm become old and the policy of leadership has to be changed.

4.2 Descriptive Statistics

Table 2 Descriptive Analysis

Valid cases=19, cases with missing value(2) = 0.

Variable	N	Mean	Std Dev	Minimum	Maximum
Charisma	19	2.74	.65	2.00	4.00
Motivation	19	2.47	.70	1.00	4.00
Intellectual stimulation	19	2.63	.68	1.00	4.00
Individual consideration	19	2.63	.83	1.00	4.00
reward/penalty system	19	2.63	.50	2.60	3.00

Table 2 stated the mean values of Charisma, Inspirational motivation, Intellectual stimulation, Individual consideration of the transformational leadership and the reward/penalty system of the transactional leadership. The mean value for Charisma computed as 2.74 implied the level of the employees' awareness that their leaders' attraction to them. The mean value computed as 2.47 for Inspirational motivation implied that the level of awareness of the employees of their leaders supporting to their works. The mean value for Intellectual stimulation computed as 2.63 implied that the level of awareness of the employees of how their leaders' innovating to their works. The mean value for Individual consideration computed as 2.63 implied that how their leaders care and concern the employees' daily life and their works. The mean value computed as 2.63 for the reward/penalty system implied that if the employees are incentive or not.

4.3 Reliability

Case Processing Summary

		<i>N</i>	%
<i>Cases</i>	<i>Valid</i>	19	100.00
	<i>Excluded</i>	0	.00
	<i>Total</i>	19	100.00

Reliability Statistics

<i>Cronbach's Alpha</i>	<i>N of items</i>
.73	5

The Cronbach's Alpha is .73 which is higher than .70 and is acceptable and it indicated the Reliability of the research is reliable.

4.4 Correlations

		<i>Charisma</i>	<i>Motivation</i>	<i>Intellectual Stimulation</i>	<i>Individual Consideration</i>	<i>Reward/ Penalty</i>
<i>Charisma</i>	<i>Pearson</i>	1.00	.41	.27	.22	.37
	<i>Correlation</i>		.080	.267	.364	.119
	<i>Sig(2tailed)</i>					
	<i>N</i>	19	19	19	19	19
<i>Motivation</i>	<i>Pearson</i>	.41	1.00	.39	.51	.53
	<i>Correlation</i>	.080		.102	.026	.019
	<i>Sig(2tailed)</i>					
	<i>N</i>	19	19	19	19	19
<i>Intellectual Stimulation</i>	<i>Pearson</i>	.27	.39	1.00	.04	.07
	<i>Correlation</i>	.267	.102		.867	.779
	<i>Sig(2tailed)</i>					
	<i>N</i>	19	19	19	19	19
<i>Individual Consideration</i>	<i>Pearson</i>	.22	.51	.04	1.00	.87
	<i>Correlation</i>	.364	.026	.867		.000
	<i>Sig(2tailed)</i>					
	<i>N</i>	19	19	19	19	19
<i>Reward/Penalty</i>	<i>Pearson</i>	.37	.53	.07	.87	1.00
	<i>Correlation</i>	.119	.019	.779	.000	
	<i>Sig(2tailed)</i>					
	<i>N</i>	19	19	19	19	19

Research questions: Are there any correlations between Charisma, Inspirational motivation,

Intellectual stimulation, Individual consideration of the transformational leadership and the reward/penalty system of the transactional leadership?

H₀: There is no relationships between each of the variable to one another.

H_a: There is meaningful relationships between each of the variable to one another.

The upper left cell is the correlation of variable of Charisma with Charisma and the correlation result is 1.00. The correlation result in the upper right cell is .37 is the correlation between Charisma and Reward/Penalty. The p-value is the number that below the correlation result, that is .37. P-value will indicate if the correlation is significant between the two variables. The sample size is the last number, that is 19, the number of paired scores.

From viewing the p-values of the respective correlations, it is found that there are significant relationships between Motivation and Individual Consideration, p-value is $.026 < .05$; Motivation and Reward/Penalty system, p-value is $.019 < .05$; Individual Consideration and Reward/Penalty system, p-value is $.000 < .05$. Null hypothesis should be rejected. In respect of other paired variables, the p-values are greater than the confidential interval, that is $>.05$, the alternative hypothesis cannot be rejected. There will be some relationship between the variables though it may be not close.

4.4 Regression Analysis

Model Summary

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of The Estimate</i>
.89	.79	.73	.26

R computed as .89 is the simple correlation which indicates the extent of correlation that is high. The R square represents how the dependent variable: Reward/Penalty system can be explained by the independent variables, Charisma, Motivation, Intellectual Stimulation Individual Consideration. It means that 79% variation in the Independent variables which is due to the Reward/Penalty system with the remaining 21% is the unexplainable variability. R value of .89 shows the good relationship between the independent variables and the dependent variable. ANOVA (Reward/Penalty System)

	<i>Sum of</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
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	<i>Squares</i>				
<i>Regression</i>	3.48	4	.87	12.97	.000
<i>Residual</i>	.94	14	.07		
<i>Total</i>	4.42	18			

The ANOVA table shows the statistical significance of the model. The model is sufficient to predict the outcome. The significance $.000 < .05$ of the F-statistic of 12.97 or large shows that the model is suitable for predicting the impact of Reward/Penalty System on employees. The assumption is assumed that there is linear relationship between the dependent variable and the independent variables. The variance of the residual is constant, their values are normal distribution. There is significant relationship between Reward/Penalty System and the linear composite of the independent variables.

Coefficients (Reward/Penalty System)

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	.97	.35	.00	2.80	.013
Charisma	.13	.10	.18	1.29	.218
Motivation	.05	.12	.07	.43	.671
Intellectual Stimulation	-.03	.10	-.04	-.28	.784
Individual Consideration	.47	.09	.79	5.42	.000

Individual Consideration is the best predictor of Reward/Penalty system, p-value is $.000 < .05$. Also, it is noted that Charisma, Motivation and Intellectual Stimulation do not relate or have any impact on Reward/Penalty system.

T-tests

$H_0: B_c=0$ (p-value=.218)

$H_0: B_m=0$ (p-value=.671)

$H_0: B_{is}=0$ (p-value=.784)

$H_0: B_{ic}=0$ (p-value=.000)

The first three hypothesis cannot be rejected as their p-values $> .05$. As a result, it is concluded that there is a significant relation between Individual Consideration and Reward/Penalty system. Constant means intercept; the regressions coefficients is the change in Reward/Penalty system variable for each unit change in Charisma, Motivation, Intellectual Stimulation and Individual

Consideration variables provided that other variables are constant. As Charisma, Motivation, Intellectual Stimulation do not have any impact on Charisma, Motivation, Intellectual Stimulation and Individual Consideration.

To compare Standardized regression Coefficients

Independent variables	Unstandardized regression Coefficients	Standardized regression Coefficients
Charisma	.13	.18
Motivation	.05	.07
Intellectual Stimulation	-.03	-.04
Individual Consideration	.47	.79

Individual Consideration is the strongest predictor as its Standardized regression Coefficients is .79 being the highest.

Research Question: Do the four dimensions of transformational leadership (Charisma, Inspirational motivation, intellectual stimulation, Individual consideration) affect reward/penalty dimension of transactional leadership

H₀: There is no relationship between the variables.

H_a: There is a relationship between the variables.

From the result of the Regression Analysis, it can conclude. that there is a significant relation between Individual Consideration and Reward/Penalty system

4. Discussion

In this study it is to find if there is any correlation between the four dimensions of the transformational leadership, namely, Charisma, Inspirational motivation, intellectual stimulation, Individual consideration and the dimension of contingent reward of transactional leadership because some researchers found that they are related. The null hypothesis H₀: There is no relationships between each of the variable to one another. The alternative hypothesis H_a: There is meaningful relationships between each of the variable to one another.

It is found that there are significant relationships between Motivation and Individual Consideration, p-value is $.026 < .05$; the variables belong to the dimensions of Transformational Leadership. There are significant relationships between Motivation and Reward/Penalty system, p-value is $.019 < .05$; Individual Consideration and Reward/Penalty system, p-value is $.000 < .05$. Null hypothesis is rejected. Since both Motivation and Individual Consideration of the Transformational leadership

have correlations with Reward/Penalty system of the Transactional Leadership, it implied that Transformational leadership can be used to improve Transactional Leadership. Both leadership styles can be used together in an organization.

In Regression Analysis, the dependent variable: Reward/Penalty system can be explained by the independent variables, Charisma, Motivation, Intellectual Stimulation Individual Consideration. It is shown that 79% variation in the Independent variables which is due to the Reward/Penalty system with the remaining 21% is the unexplainable variability. The R value of .89 shows that there are good relationships between the independent variables and the dependent variable.

The ANOVA table shows that the model is sufficient to predict the outcome. The significance $.000 > .05$ of the F-statistic of 12.97 or large shows that the model is suitable for predicting the impact of Reward/Penalty System on employees.

From comparing the regression coefficients, Individual Consideration is the best predictor of Reward/Penalty system, p-value is $.000 > .05$. Also, it is noted that Charisma, Motivation and Intellectual Stimulation do not relate or have any impact on Reward/Penalty system.

As can be seen, the employees are incentive. On the one hand, they like the rewards/penalty system of the transactional leadership. On the other hand, they also need the care and concern of their leaders, that is, individual consideration of the transformational leadership. It is therefore implied that the two leadership styles can be mixed to manage the employees in the law firm. The balance may be more individual consideration on the employees than to that of the rewards/penalty system.

It is difficult to abandon the rewards/penalty system of the transactional leadership as it has been used for a long time. However, the leadership of the law firm should be humanized as the employees are human being whose daily life and emotion should be cared and concerned.

6. Conclusions and recommendations and limitations

As this study examined the correlations between the four dimensions of transformational leadership, namely, Charisma, Inspirational motivation, Intellectual stimulation, Individual consideration of the transformational leadership and the reward/penalty system of the transactional leadership. The result will be further used to examine “The impact of the leadership style on the job satisfaction of the employees in the law firms in Hong Kong.” Apart from the law firms, the study can be carried in different industries. The academic contribution of this study is that although there are a lot research on transformational leadership and transactional leadership in many domains, there is a few, even none in the field of law firms. Therefore, it is worth to carry out the research on the law

firm. The practical contribution will be that the law firm can achieve its goal by the individual consideration of the immediate supervisors to their subordinates to improve their performance. Although the rewards/penalty systems cannot be abandoned, the employees' performance beyond expectation can be obtained despite that fact that they are met by rewards/penalty systems previously.

The limitation of this study is that there are only 19 respondents as the sample size is small and the results of the research may not be accurate. The sample size should be 50 or more and the research should be replicated for 100 times.

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