



Ofqual QAN	<i>Sample</i>
Quartz ID	<i>Sample</i>
Qualification	Level 2 Award in Business / Level 2 Certificate in Business / Level 2 Diploma in Business

Unit ID	<i>Sample</i>
Assessment	Leadership in Business
Assessment Type	Global Assignment
Assessment Cycle	<i>Sample</i>

## An analysis of a leadership example

### **SAMPLE Marking Scheme**

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

**Throughout the marking, please credit any valid alternative point.**

**Marker's comments:**

**Moderator's comments:**

**Mark:**

**Moderated mark:**

**Final mark:**

**Penalties applied for academic malpractice:**

**Important note on word counts:**

**Assignments which exceed the wordcount by more than 10% will be marked but markers must not read any words that exceed the 10% leeway, no marks will be awarded, and no feedback provided for any text beyond this prescribed limit.**

**Markers must indicate on the script and in the marking breakdown the point at which the limit is reached which is, by definition, where they have stopped marking.**

**Task 1 – 20 Marks**

Provide a brief description of the leader you have selected and explain why you have done so AND analyse any aspect of their leadership using Keith Grint's (2010) fourfold approach to leadership. Give justification for your answer.

**Mark Scheme**

<b>Level</b>	<b>Marks</b>	<b>Criteria</b>
<b>Level 1: Basic Understanding</b>	<b>1-4</b>	Limited understanding of leadership qualities and approaches. Minimal reference to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010).
	<b>5-8</b>	Basic understanding demonstrated with some reference to leadership qualities and approaches. Limited linkage to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010). Basic discussion of leadership as person, result, position, and process.
<b>Level 2: Intermediate Understanding</b>	<b>9-12</b>	Clear understanding of leadership qualities and approaches. Adequate linkage to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010). Some detailed discussion of leadership as person, result, position, and process.
	<b>13-16</b>	Good understanding demonstrated with detailed reference to leadership qualities and approaches. Comprehensive linkage to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010). Clear and detailed discussion of leadership as person, result, position, and process.
<b>Level 3: Advanced Understanding</b>	<b>17-18</b>	Excellent understanding of leadership qualities and approaches. Thorough linkage to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010). Detailed and critical discussion of leadership as person, result, position, and process with well-supported conclusions.
	<b>19-20</b>	Outstanding understanding demonstrated with insightful reference to leadership qualities and approaches. Extensive and critical linkage to well-known leaders and concepts from Kouzes and Posner (1995) and Keith Grint (2010). Highly convincing discussion of leadership as person, result, position, and process, showing depth of analysis and originality.

## Task 2 – 20 Marks

Critically assess your chosen leader's range of ideas and approaches to leadership using a leadership theory you have studied. Give justification for your choice of theory.

### Mark Scheme

Level	Marks	Criteria
<b>Level 1: Basic Understanding</b>	<b>1-4</b>	Limited understanding of trait, style, and contingency theories of leadership. Minimal reference to the chosen leader and critical assessment of their ideas and approaches.
	<b>5-8</b>	Basic understanding demonstrated with some reference to trait, style, and contingency theories of leadership. Limited linkage to the chosen leader and critical assessment of their ideas and approaches. Basic discussion of leadership qualities, characteristics, and styles.
<b>Level 2: Intermediate Understanding</b>	<b>9-12</b>	Clear understanding of trait, style, and contingency theories of leadership. Adequate linkage to the chosen leader and critical assessment of their ideas and approaches. Some detailed discussion of leadership qualities, characteristics, and styles.
	<b>13-16</b>	Good understanding demonstrated with detailed reference to trait, style, and contingency theories of leadership. Comprehensive linkage to the chosen leader and critical assessment of their ideas and approaches. Clear and detailed discussion of leadership qualities, characteristics, and styles.
<b>Level 3: Advanced Understanding</b>	<b>17-18</b>	Excellent understanding of trait, style, and contingency theories of leadership. Thorough linkage to the chosen leader and critical assessment of their ideas and approaches. Detailed and critical discussion of leadership qualities, characteristics, and styles with well-supported conclusions.
	<b>19-20</b>	Outstanding understanding demonstrated with insightful reference to trait, style, and contingency theories of leadership. Extensive and critical linkage to the chosen leader and critical assessment of their ideas and approaches. Highly convincing discussion of leadership qualities, characteristics, and styles, showing depth of analysis and originality.

## Task 3 – 20 Marks

Offer practical and tangible written advice to your chosen leader about how they could develop and improve their leadership practice using collective leadership. You should also make them aware of the disadvantages of moving towards collective leadership. Use specific and relevant examples to illustrate the points you make to your chosen leader, showing its practice relevance.

### Mark Scheme

Level	Marks	Criteria
<b>Level 1: Basic Understanding</b>	<b>1-4</b>	Limited understanding of collective leadership and its themes. Minimal reference to practical and tangible advice for the chosen leader.
	<b>5-8</b>	Basic understanding demonstrated with some reference to collective leadership and its themes. Limited linkage to practical and tangible advice for the chosen leader. Basic discussion of the advantages and disadvantages of collective leadership.
<b>Level 2: Intermediate Understanding</b>	<b>9-12</b>	Clear understanding of collective leadership and its themes. Adequate linkage to practical and tangible advice for the chosen leader. Some detailed discussion of the advantages and disadvantages of collective leadership.
	<b>13-16</b>	Good understanding demonstrated with detailed reference to collective leadership and its themes. Comprehensive linkage to practical and tangible advice for the chosen leader. Clear and detailed discussion of the advantages and disadvantages of collective leadership.
<b>Level 3: Advanced Understanding</b>	<b>17-18</b>	Excellent understanding of collective leadership and its themes. Thorough linkage to practical and tangible advice for the chosen leader. Detailed and critical discussion of the advantages and disadvantages of collective leadership with well-supported conclusions.
	<b>19-20</b>	Outstanding understanding demonstrated with insightful reference to collective leadership and its themes. Extensive and critical linkage to practical and tangible advice for the chosen leader. Highly convincing discussion of the advantages and disadvantages of collective leadership, showing depth of analysis and originality.

## Task 4 – 20 Marks

Evaluate the traits and behaviours of your chosen leader to determine if they are a ‘good’, ‘ethically good’ or ‘bad’ leader. Discuss how their actions and motivations align with ethical leadership principles.

### Mark Scheme

Level	Marks	Criteria
<b>Level 1: Basic Understanding</b>	<b>1-4</b>	Limited understanding of good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Minimal reference to course material and specific examples.
	<b>5-8</b>	Basic understanding demonstrated with some reference to good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Limited linkage to course material and specific examples. Basic discussion of the four types of ethical leaders (Treviño et al, 2000).
<b>Level 2: Intermediate Understanding</b>	<b>9-12</b>	Clear understanding of good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Adequate linkage to course material and specific examples. Some detailed discussion of the four types of ethical leaders (Treviño et al, 2000).
	<b>13-16</b>	Good understanding demonstrated with detailed reference to good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Comprehensive linkage to course material and specific examples. Clear and detailed discussion of the four types of ethical leaders (Treviño et al, 2000).
<b>Level 3: Advanced Understanding</b>	<b>17-18</b>	Excellent understanding of good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Thorough linkage to course material and specific examples. Detailed and critical discussion of the four types of ethical leaders (Treviño et al, 2000) with well-supported conclusions.
	<b>19-20</b>	Outstanding understanding demonstrated with insightful reference to good and bad leadership, ethical leadership, traits, behaviours, decision making, and Kant’s approach to principles. Extensive and critical linkage to course material and specific examples. Highly convincing discussion of the four types of ethical leaders (Treviño et al, 2000), showing depth of analysis and originality.

## Task 5 – 20 Marks

Explain the leadership style and competencies of your chosen leader for inclusiveness, diversity and boundaryless leadership.

### Mark Scheme

Level	Marks	Criteria
<b>Level 1: Basic Understanding</b>	<b>1-4</b>	Limited understanding of inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Minimal reference to course material and specific examples.
	<b>5-8</b>	Basic understanding demonstrated with some reference to inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Limited linkage to course material and specific examples. Basic discussion of the advantages and disadvantages of inclusive and boundaryless leadership.
<b>Level 2: Intermediate Understanding</b>	<b>9-12</b>	Clear understanding of inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Adequate linkage to course material and specific examples. Some detailed discussion of the advantages and disadvantages of inclusive and boundaryless leadership.
	<b>13-16</b>	Good understanding demonstrated with detailed reference to inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Comprehensive linkage to course material and specific examples. Clear and detailed discussion of the advantages and disadvantages of inclusive and boundaryless leadership.
<b>Level 3: Advanced Understanding</b>	<b>17-18</b>	Excellent understanding of inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Thorough linkage to course material and specific examples. Detailed and critical discussion of the advantages and disadvantages of inclusive and boundaryless leadership with well-supported conclusions.
	<b>19-20</b>	Outstanding understanding demonstrated with insightful reference to inclusiveness, applying inclusive practices, situational leadership, and boundaryless leadership. Extensive and critical linkage to course material and specific examples. Highly convincing discussion of the advantages and disadvantages of inclusive and boundaryless leadership, showing depth of analysis and originality.

## Learning Outcomes matrix

Task	Learning Outcome(s) / Assessment Criteria assessed	Marker can differentiate between varying levels of achievement
1	1	Yes
2	2	Yes
3	3	Yes
4	4	Yes
5	5	Yes

## Grade descriptors

Learning Outcome	Pass	Merit	Distinction
1. Explore definitions of leadership and explain what leaders typically do.	Provides an adequate interpretation and analysis of the leader using the fourfold approach to leadership (Grint, 2010)	Provides a well-supported and sound interpretation and analysis of the leader using the fourfold approach to leadership (Grint, 2010)	Provides a highly comprehensive understanding of interpretation and analysis of the leader using the fourfold approach to leadership (Grint, 2010)
2. Critically assess leadership theories and style	Demonstrates adequate understanding of a relevant leadership theory, e.g. trait, style or contingency theory and analyses the chosen leader's range of ideas and approaches to leadership.	Shows sound and appropriate understanding of relevant leadership theory, e.g. trait, style or contingency theory and analyses the chosen leader's range of ideas and approaches to leadership.	Shows innovative and highly appropriate of relevant leadership theory, e.g. trait, style or contingency theory and analyses the chosen leader's range of ideas and approaches to leadership.
3. Explain in what ways collective leadership can be understood as an idea that has a particularly contemporary relevance	Demonstrates adequate and appropriate application of collective leadership, providing practical and tangible advice to the individual leader, showing its practical relevance for their development.	Demonstrates sound and consistently appropriate application of collective leadership, providing practical and tangible advice to the individual leader, showing its practical relevance for their development.	Demonstrates detailed and highly appropriate application of collective leadership, providing practical and tangible advice to the individual leader, showing its practical relevance for their development.
4. Evaluate the ethical and	Demonstrates adequate level of	Demonstrates robust level of	Demonstrates highly comprehensive level

responsible leadership practices in businesses.	understanding of whether the leader is a 'good', 'ethically good' or 'bad' leader and how their actions and motivations align with ethical leadership principles.	understanding of whether the leader is a 'good', 'ethically good' or 'bad' leader and how their actions and motivations align with ethical leadership principles.	of understanding of whether the leader is a 'good', 'ethically good' or 'bad' leader and how their actions and motivations align with ethical leadership principles.
5. Explain what is meant by 'diversity' and 'inclusion' and the role of the leader in harnessing the benefits of having an inclusive culture.	Demonstrates an adequate interpretation and evaluation of the leadership style of the leader for inclusiveness, diversity and boundaryless leadership.	Demonstrates a critical interpretation and evaluation of the leadership style of the leader for inclusiveness, diversity and boundaryless leadership.	Demonstrates a comprehensive understanding and critical interpretation and evaluation of the leadership style of the leader for inclusiveness, diversity and boundaryless leadership.