

Final Exam Date: September 22nd 2021, Wednesday

A short case study (2-5 pages) on leadership will be posted on Moodle Page. Students have to present reflective critical analysis of the case study. Select minimum five points (or concepts) in the case study, and compare them with what you have learnt in this course. You have to choose to either agree or disagree with these five points, and present your reasons.

The case study will be shared on the day of the exam. Students will have three hours to write the Final Exam. **Minimum three references** should be used, in APA format. You may refer to articles/textbook used in the syllabus.

You can submit the Final Exam as a written essay, or as a recorded video. If you choose to submit an **essay**, formal writing and grammar should be used. The writing should be proofread, have a clear introduction, main body, and conclusion. There is no minimum wordcount. The essay should be submitted on Turnitin by the deadline. If the essay is not submitted on time, or the file is corrupt, the exam may receive zero.

If you choose to submit a **recorded video**, there is no minimum duration/length of video. It is the students' responsibility to upload the recording onto students' personal Dropbox/Google Drive, and share the link with the professor, before the deadline. The link should be submitted in Ms Word document on Turnitin by the deadline with 'share' privacy settings. If the link is not accessible to the professor, the exam may receive zero.

For example, if the case study discusses the role of business leaders, then you can argue the role of followers has been neglected in this paper, and we know from research (add references here) that followers are important for effective leadership because (list your reasons/evidence/argument here).

As another example, if the case study discusses the mentors in effective leadership, you can agree that when employees benefit from organisational mentorship, these mentees can soon be able to mentor others, thus generating more followers (add references/reasons/evidence).

You can agree with some points and disagree with other points. What is important is that your opinion is backed with research evidence and key concepts discussed in the course. You should use adequate terminology and jargon, and demonstrate your understanding of the course.

Structure of essay/video:

- Introduction
- Paragraph 1-5: The article talks about [key concept 1] (add paragraph or page number of the article so the professor knows which specific concept you are referring to)... I (dis)agree with this because our textbook (or syllabus) states (add chapter or page number or slide number so the professor knows what you are referring to)... additional evidence to prove my viewpoint...
- Conclusion

• **Grading Criteria**

	Weightage	Below standard	Approaching standard	At standard	Exceeding standard
		Below 70	70-80	80-90	90-100
Professionalism	10%	Less than five key points/concepts are discussed, lack of professionalism, the file is corrupt or not accessible or not submitted on time (zero may be awarded)	Four key concepts/points are addressed, attempting professionalism, exam file is submitted on time in adequate format, low similarity (below 15%) and no evidence of Academic Incident	Five key concepts/points are addressed, maintains professionalism, exam file is submitted on time in adequate format, low similarity (below 15%) and no evidence of Academic Incident	Five key concepts/points are addressed, maintains professionalism, exam file is submitted on time in adequate format, low similarity (below 15%) and no evidence of Academic Incident
Writing style/ grammar / paragraphs/ logic and flow Or Oral presentation skills (body language, tone, facial expressions, pauses, voice clarity, enthusiasm)	20%	Writing is difficult to understand, Does not use formal tone, Ideas do not flow, ideas are all over the place, no clear line of argument, poor connection between paragraphs, paragraphs do not follow PEEL, no consistency or coherence	Writing is often easy to understand, occasionally uses informal tone, some sentences lack in meaning, the focus is sometimes lost, goes off tangent, chunky sentences/paragraphs without smooth transitions, does not always establish connection between paragraphs, some paragraphs do not follow PEEL, weak consistency or coherence	Writing is easy to understand, rarely uses informal tone, sentences are meaningful meaning, the focus is maintained, stays on track of argument, always establishes connection between paragraphs, all paragraphs follow PEEL, clear consistency and coherence OR Effective Oral presentation skills (looking into the camera, natural style, engaging and persuasive style)	Writing is engaging and meaningful, maintains formal tone, logic and flow are maintained, ideas build up on one another, reads like a story OR Effective oral presentation skills (looking into the camera, natural style, engaging and persuasive style)
Introduction	10%	Does not state the purpose of paper, has cliché or vague sentences, does not include structure or	Purpose of paper is hinted at but not clear, has some assumptions/cliché/anecdotes, offers weak outline of the paper, test results are presented but not clear.	Purpose of paper is explicitly stated, outline of paper is clear, test results are clearly presented	Purpose of paper is explicitly stated, outline of paper is clear, test results are clearly presented, makes a strong

		outline of paper, does not make a positive impression			impression by providing statistics or evidence that links the essay contents with real world
Evidence/ argument / reasoning / supporting material / examples / analysis/ Integration of concepts from the course	50%	Mostly rewrites others' ideas, describes and summarises only, unclear examples, missing evidence, large claims, over generalisations, little to no research support, no evidence of wider reading, very limited critical thinking Very limited reference to key concepts discussed in the course, hardly any knowledge from the textbook, not clear if the student has understanding of the syllabus	Mostly rewrites others' ideas, attempts to present own ideas, largely describes and summarises, some examples, weak evidence, large claims and generalisations, limited research support, scarce evidence of wider reading, some critical thinking 1-2 references to key concepts discussed in the course, some knowledge from the textbook, some understanding of the syllabus	Attempt at presenting own ideas, not just describes but also analysis, presents counter arguments, adds opposing views, engages with limitations, presents research/statistical evidence, shows wider reading of the topic, demonstrates decent level of critical thinking Three or more references to key concepts discussed in the course, detailed substantial knowledge from the textbook, clear understanding of the syllabus	Presents own ideas and views, independent thoughts, disagrees and challenges what is written in the book, understands limitations, engages with opposing views and identifies gaps, presents research/statistical evidence, shows wider reading of the topic, demonstrated substantial level of critical thinking Three or more references to key concepts discussed in the course, substantial knowledge from the textbook and other readings, clear understanding of the syllabus
Conclusion	10%	Missing conclusion, Shallow ideas, repeats what is in the paper without concluding	Weak conclusion that offers partial coverage of key points covered in the essay	Strong conclusion that pulls together key points in the essay	Strong conclusion that pulls together key points in the essay and identifies gaps in the paper/raises further questions

Students must select their preferred choice of time of Final Exam on Moodle by July 25th, 2021.

- **Option 1: From 8:00 AM to 11:00 AM**
- **Option 2: From 12:00 PM to 3:00 PM**
- **Option 3: From 2:00 PM to 5:00 PM**