**Assessment 1: Individual Component (Essay)**

**Weight: 25%**

**Due date:** Sunday 27 March, 11:59 (Week 5)

**Length**: 1,500 Words (+/- 10% - excluding references)

**Topic(s):**The following lectures are relevant. All lecture materials are available in week 1, so you can start investigating now. Remember, these lectures are just a starting point. They are designed to get you thinking about the topic.

* + - * Leading and managing teams
      * Managing people
      * Leadership, management, and power

**Submission type:** Via [**Turnitin**](https://ilearn.mq.edu.au/mod/turnitintooltwo/view.php?id=6912337)

**Task Overview:**

*"Teams always need a great team leader"*

Discuss this statement indicating whether you agree or disagree and outlining your justification.

In your essay you should consider the nature of teamwork and elements of effective teams, the relationships between a leader and team members, and the roles that both a leader and team members play within the team.

**References**

You must use the **APA Reference** style (see iLearn and the library for more information).

[New APA 7th Edition - Referencing - Subject and Research Guides at Macquarie University (mq.edu.au)](https://libguides.mq.edu.au/referencing/APA7thEdition)

You must have:

* In-text referencing
* A final reference list (with ALL references mentioned in your report)

Both of these must be formatted correctly and consistently.

**Failure to reference will result in you receiving a 0 for your essay - this includes having a 'reference list' and no in text references.**

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| **Criteria** | **Fail (FA)** | **Fail (F)** | **Pass (P)** | **Credit (Cr)** | **Distinction (D)** | **High Distinction (HD)** |
| **CRITERION 1**  **Research & Referencing**  *Research includes academic and popular references.*  *This forms a part of analysis and construction of solution (ULO 3)*  A minimum of 5 peer reviewed references are required | Non-submission  **OR**  Significant plagiarism  **OR**  No research is evident | The essay does not meet the research requirements; majority popular references (professional publications etc.) are from non-reputable sources and crowd edited websites.  In text referencing is sparse and mostly inaccurate or ambiguous. No attempt to use consistent style and/or reference list does not match in text references | The essay meets the research requirement; references are from appropriate peer reviewed journals  In text referencing is infrequent and sometimes inaccurate or ambiguous. References are mostly consistent in style. Reference list contains several errors. | The essay slightly exceedsthe research requirement;references are from appropriate peer reviewed journals  In text referencing is sufficient with minor errors in style and few inconsistencies | The essay *exceeds*the research requirement; references are from good peer reviewed journals and are used as evidence as well as citations  In text referencing is accurate and timely with occasional use of multiple references to **support** arguments. Very minor errors. | The essay *considerably exceeds* the research requirement; references are from good peer reviewed journals, are of a high standard and are highly relevant to the essay.  In text referencing is excellent with sophisticated understanding of the purposes of referencing. Almost no errors present. |
| **CRITERION 2**  **Structure and organisation**  *Introduction and Conclusion*  *Use structure to develop your argument, analyse the context, and construct your argument/solution (ULO 3)* | Non-submission  **OR**  The student is found to have plagiarised  **OR**  Absence of the material as per the criterion’s requirements (e.g., *no*sections or paragraphs are structured) | Essay contains no real structure and section headings (if used) do not reflect the contents.  There is no sequence present with the essay being put together at the last minute.  Introduction does not tell the reader about the essay, nor does conclusion summarise the core points. | There is an attempt to provide structure and to organise arguments through sections. Headings (if used) provide a general idea of the content.  There is a general attempt to correctly sequence the essay and this sequencing helps to articulate the arguments adequately. However, the structure is basic and is sometimes disjointed.  Introduction attempts to tell the reader about the essay and conclusion attempts to summarise the core arguments. | There is a good attempt to provide structure and to organise arguments through sections. Headings (if used) provide a good idea of the content.  Sequencing of the essay is reasonable, and this adds to the development of the argument, providing the reader with a clear context for the positions of the essay. Arguments, positions, and ideas are therefore easily identified and the pathway to these is generally obvious, though at times there are sections that do not progress the argument.  Introduction tells the reader about the essay and conclusion summarises the core arguments. | Structure explicitly organises arguments with well-crafted sections. Evidence of linking between sections with headings clearly reflecting the contents. Structure adds to the ease of reading the essay.  This paper is sequenced well, and arguments are organised in a clear and consistent manner, though some arguments and ideas may be vague or lacking an explicit connection. The pathway to the arguments and positions is generally clear with some minor problems in progression.  Introduction clearly tells the reader about the essay and conclusion summarises the core arguments well. | Structure is clear and elegant with very well-crafted sections. Headings (if used) succinctly reflect the sections’ content. The structure contributes to communicating complex ideas in a systematic and simple way.  The essay is sequenced exceptionally well with each section being clear and themes explicitly identified. Arguments are expressed well and positioned appropriately and the pathway to the discussed concept and solution is logical and appropriate. There is no surprise in the concluding position as the preceding arguments layout clear justifications. Student demonstrates their own ability to independently think about how to structure their work.  Introductions is a clear roadmap explicitly link arguments and sections. Conclusion summarises the core arguments very well. |
| **CRITERION 3**  Demonstrates understanding of teamwork and/or leadership theory and its implications for the practice of management.  Assesses the purpose and value of teamwork, working collaboratively, and the value of leadership within the context of a workplace setting.  (ULO 4) | Non-submission  **OR**  The student is found to have plagiarised  **OR**  Absence of the material as per the criterion’s requirements (e.g., no challenges are identified) | The essay regurgitates information and does not address the question.  No structured approached to teamwork or leadership and does not demonstrate understanding of theory nor the implications for management.  No evidence that student has assessed either the purpose or value of teamwork or the contribution of leadership to the team processes. | The essay demonstrates an adequate understanding of teamwork theory and its implications for the practice of management. There is some understanding to the practices involvement in managing teams.  Some basic discussion of the purpose of teamwork and the purpose of leadership, but generally superficial. | The essay demonstrates independent thinking regarding teamwork.  Structured approach to addressing the question, though some important points are missed.  Discusses the purpose of teamwork with identification as to its value along with pitfalls. Some discussion of leadership and its value but these are treated separately.  Identifies important points but fails to recognise these as important and therefore does not elaborate on them. | The essay demonstrates critical thinking with a clear answer to the question.  Highly structured approach. Information clearly demonstrates and understanding of teamwork and leadership with a clear discussion of the purpose and value of teamwork and leadership. Discusses pitfalls of both well and addresses this  Both teamwork and leadership are analysed and discuss with a good level of integration, though at times points are either esoteric or of little importance. | The essay demonstrates excellent thinking with a clearly justified answer to the question.  Highly structured approach to the essay with clear and well-articulated discussion of teams.  Demonstrates learning from content as well as understanding of team management practices as well as the roles of leadership along with the pitfalls of both.  Demonstrates an understanding of nuance and clearly understands that group work will play a role in their university life as well as their career. |
| **CRITERION 4**  **Written expression**  *Academic English*  *Structure of essay includes structure of argument (sequencing, paragraph structure – eg Claim, Data Warrant, or PEEL, roadmaps etc), explicit nature of sentences assessing the purpose and value of the question.*  *(ULO4)* | Non-submission  **OR**  The student is found to have plagiarised  **OR**  Absence of the material as per the criterion’s requirements (e.g., no meaning–unintelligible) | The essay is poorly expressed with extensive grammatical errors.  Paragraphs are overly long (>200 words) or too short (<25 words) and frequently make no points.  Sentences are incorrectly structured and difficult to follow.  Poorly formatted | The essay uses reasonable academic English. Several grammatical &/or formatting errors.  Paragraphs are mostly of reasonable length, but some are either too long or too short.  Sentences are mostly structured correctly and are coherent.   Adequately formatted | The essay uses a good standard of academic English. Several grammatical &/or formatting errors.  Paragraphs are of reasonable length.  Sentences are structured correctly and are coherent.  Good formatting | The essay uses a good standard of academic English with very few grammatical errors.  Paragraphs are a good length and flow into one another well.  Sentences are well structured and coherent.  Formatting is very good | The essay uses a good standard of academic English with no grammatical errors.  Paragraphs are a good length and flow into one another well. Claim, data, warrant structure is evident  Sentences are very well structured and coherent.  Formatting is excellent and adds to the quality of the essay |

You must have a minimum of **5 PEER REVIEWED JOURNA**L references - sourced via the Macquarie University Library databases (use the Multi Search link above).

You may reference the textbook if you wish.

Importantly, meeting the minimum number of references does not constitute a 'pass'.

You must use referencing intelligently and integrate it through your report to provide evidence and support for your position/recommendation.

Referencing is not difficult and there are lots of resources that can help you make sure you adhere to the guidelines.

You MUST review the referencing guide created by the library and available on the MGMT1002 Unit iLearn Site.

**Essay Marking Rubric:**

Make sure you pay attention to the rubric