GROUP PROFILE AND CAPABILITY ASSESSMENT (3%)

1. FORM YOUR GROUP

    1. Combine with five other classmates to form a group.
    2. Give yourselves a group name (and a logo if you wish)
    3. Choose a Coordinator for the group

2. INDIVIDUAL PROFILES

Each person makes of list of the following:
    a. Your group name and number
    b. A photo of the group in which each person is identified by name
    c. A list for each member of their:
        i. skills,
        ii. experience,
        iii. career ambitions,
        iv. strengths,
        v. areas with room for improvement,
        vi. anything else the group member would like to tell us about, e.g. hobbies, sports, home life etc.

3. GROUP CAPABILITY ASSESSMENT

1. Each group member identifies their individual capabilities **in their own words**:

    a. make a list of what you see as your strengths

    b. rank each strength on a scale of 1-5 where 1 = weak, 2 = present, 3 =- quite strong, 4= strong, 5 = very strong

    c. make a list of areas in which you would like to improve

    d. rank how much improvement you think each area needs on a scale of 1-5 where 1 = a bit, 2 =- more than a bit, 3 = a medium amount, 4 = a significant amount, 5 = a lot

2. The group creates a summary of its capabilities:

    a. Analyse and summarise the combined individual capabilities to create a profile of the group as a whole

    b. Display the data as in the example in Section 2, or equivalent. Please note that the descriptions of strengths and areas for improvement in the example are just the sum of what each individual member of the group identified for them self; you should use whatever descriptions you wish.

    c. Write a one page (or less) summary of what you have found out about your group's strengths and areas for improvement following the instructions in the document in Appendix A: **How to write a paragraph**

4. SUBMIT THE PROFILE WITH IN THE FOLLOWING FORMAT:

    • Cover page with the Group name and logo, date, group photo identifying each member

    • Table of contents

- Individual profile for each member
- Summary of group capabilities (table/spreadsheet and text)
· Header with "[Group Name] Profile" and footer "page x of y" and date/ time on every page

5. AN EXAMPLE OF A GROUP CAPABILITY ANALYSIS

GROUP CAPABILITY ANALYSIS

STRENGTHS	Madhav	Waiho	David	Shirley	Yasmeen	
Honesty	4	4	5	5	4	22
Enthusiastic	3	5	5	4	4	21
Co-ordination	4	4	4	4	4	20
Observant	3	4	3	5	5	20
Ambitious	5	4	4	4	3	20
Team Work	4	4	4	4	4	20
Strengths	4	5	3	4	3	19
Hard-working	4	4	3	4	4	19
Optimistic	5	5	4	2	3	19
Versatile	4	4	3	4	4	19
Problem-Solving	3	4	3	4	4	18
Confidence	4	4	4	2	3	17
Straight-Forward	3	3	4	4	3	17
Communication	4	3	3	3	3	16
Ability to work under pressure	4	3	4	3	2	16
Good Listener	3	3	2	3	5	16
Negotiation	4	4	2	3	3	16
Meticulous	3	2	1	4	3	13
Creativity	2	1	1	4	3	11
Patience	1	1	3	2	1	8

AREAS FOR IMPROVEMENT	Madhav	Waiho	David	Shirley	Yasmeen	
Being too emotional	5	5	5	5	5	25
Short Tempered	5	5	4	5	5	24
Distraction From focus	4	5	5	4	3	21
Lazy	3	4	5	4	4	20
Control-Freak	4	4	3	4	4	19
Moody	3	3	4	4	4	18
Too much Perfectionist	2	3	2	5	5	17
Blunt	3	2	4	4	4	17
Stubborn	2	3	2	4	5	16
Intolerant	3	2	3	4	4	16
Self-Discipline	2	4	2	3	4	15
bias perspective	1	2	3	3	2	11
Short-sighted	2	1	4	1	3	11

APPENDIX A   How to write a paragraph

A paragraph typically contains the following three components which work together to provide both internal consistency and the linkage of ideas across a text.

COMPONENT	FUNCTION
Topic sentence(s)	To introduce and clearly state the main idea that you intend to develop in the paragraph To preview for the reader the kinds of information that the rest of the paragraph will contain
Elaboration of the idea	to elaborate the idea that you have introduced.
Concluding sentence(s) (not always needed)	To round off what you have said in your paragraph To qualify the views expressed

• What do topic sentences do?

The topic sentence introduces a controlling idea. This determines the content of the paragraph – what goes in and what is left out. You should always be able to demonstrate how every item of information in your paragraph relates to the controlling idea expressed in the topic sentence.

• How to develop a paragraph

The development section of a paragraph elaborates the controlling idea expressed in the topic sentence. The development section (or body) of a paragraph can have a number of roles. Often, it fulfils all of these roles simultaneously. It may do this by:
- describing - presenting more information about the controlling idea.
- exemplifying - using examples to illustrate the controlling idea.
- analysing - comparing and contrasting concepts associated with the controlling idea .

• What do concluding sentences do?

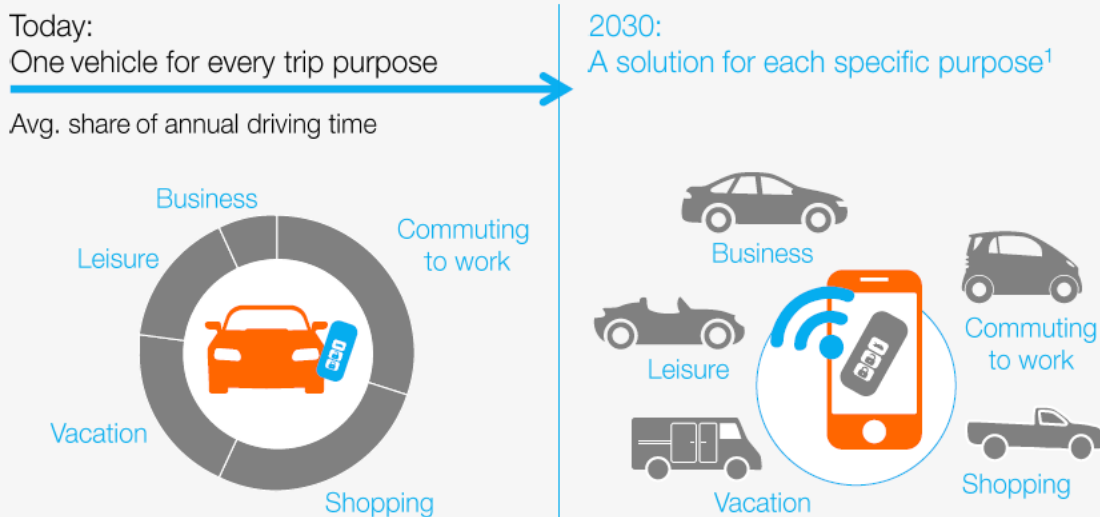Concluding sentences have *three crucial roles* in paragraph writing.

1. They draw together the information you have presented to elaborate your controlling idea:
- summarising the points you have made.
- repeating words or phrases (or synonyms for them) from the topic sentence.
- using linking words that indicate that conclusions are being drawn, for example, *therefore, thus, resulting*.

2. They often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:
- introducing a word/phrase or new idea which will then be picked up in the topic sentence of the next paragraph.
- using words or phrases that point ahead, for example, *the following, another, other*.

3. They often qualify the information or perspectives developed in the elaboration. They may qualify this information by:

- using conjunctions such as *although, even though, in spite of, despite, whereas* and *while*. to foreground the importance of some perspectives and background others.
- making comparisons and contrasts between perspectives.

FOR MORE INFORMATION SEE http://iwrite.sydney.edu.au/ENGINEERING/Writing-Clearly/Paragraph-Structure/Introduction.html

AN EXAMPLE OF A GOOD PARAGRAPH