**Evaluation Specification Table**

|  |  |  |
| --- | --- | --- |
| 1. | Demonstrate the ability to utilize leadership skill, employability and corporate skill in an organization.( MQF3, MQF5, MQF7, MQF8 ) | Individual Interview (Personality Test) |
| 2. | Demonstrate and apply knowledge and understanding of the concepts of time management and stress management in an organization(MQF1, MQF2, MQF4, MQF6 ) | Group Assignment |
| 3. | MQF1 - Showcase the Concept Knowledge, MQF4 - Values, attitudes, professionalism and ethics | Group Presentation |

**Individual Interview (Personality Test) 50%**

|  |  |  |
| --- | --- | --- |
| 1. | Demonstrate the ability to utilize leadership skill, employability and corporate skill in an organization.( MQF3, MQF5, MQF7, MQF8 ) | Individual Interview (Personality Test) |

This part of assignment carries 50% of the total marks for this module.

Students are required to appear in the interview along with updated CV and Cover Letter maintaining proper formal attire.

The interview will be about 10–15 Minutes to Evaluate student’s various Communication Skills, confidence, dress ethics, Team Leadership and Motivational skills, Problem-Solving & Decision-Making skills, Identifying group dynamics & conflict managing skill, Managerial and entrepreneurial skill.

***Students are required to record the whole interview in coordination with the penal module leader and submit it to the Moodle for the final evaluation****.*

(**Total: 100 Marks)**

**Individual Interview Marking Criteria (100 Marks)**

|  |  |
| --- | --- |
| **Gesture** | **(10 Marks)** |
| **Dressing** | **(10 Marks)** |
| **Introduction** | **(15 Marks)** |
| **Eye Contact & Confidence** | **(10 Marks)** |
| **Communication Skills** | **(10 Marks)** |
| **Problem solving & Decision making** | **(15 Marks)** |
| **Leadership Skills** | **(10 Marks)** |
| **Understanding Motivation & Emotional Intelligence** | **(10 Marks)** |
| **Psychological or Behavioural understanding** | **(10 Marks)** |
| **TOTAL** | **100 Marks** |

**Rubric Evaluation of Marking criteria**

**Gesture (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Uses gestures effectively to enhance communication. Gestures are natural and appropriate.** |
| **7-8** | **Uses some gestures effectively, but they may not always be natural or well-timed.** |
| **5-6** | **Uses gestures occasionally, but they do not significantly enhance communication.** |
| **3-4** | **Uses few or awkward gestures, which may distract from the communication.** |
| **1-2** | **Rarely uses gestures or uses inappropriate gestures that hinder communication.** |

**Dressing (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Dresses appropriately and professionally, perfectly suited for the context.** |
| **7-8** | **Dresses adequately, but some aspects may be unsuitable for the context.** |
| **5-6** | **Dresses adequately, but some aspects may be unsuitable for the context.** |
| **3-4** | **Dresses inappropriately or unprofessionally, which may detract from overall impression.** |
| **1-2** | **Dresses very inappropriately, significantly affecting the impression.** |

**Introduction (15 Marks):**

|  |  |
| --- | --- |
| **13-15** | **Provides a clear, engaging, and thorough introduction. Sets the stage effectively.** |
| **10-12** | **Provides a clear introduction with minor elements missing or not fully engaging.** |
| **7-9** | **Introduction is somewhat clear but lacks engagement or thoroughness.** |
| **4-6** | **Introduction is unclear or incomplete, failing to set the stage effectively.** |
| **1-3** | **Poor or missing introduction, does not provide context or engage.** |

**Eye Contact & Confidence (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Maintains excellent eye contact and displays strong confidence throughout.** |
| **7-8** | **Maintains good eye contact and displays confidence most of the time.** |
| **5-6** | **Maintains some eye contact but may appear slightly lacking in confidence.** |
| **3-4** | **Struggles with maintaining eye contact and appears lacking in confidence.** |
| **1-2** | **Rarely maintains eye contact and shows little to no confidence.** |

**Communication Skills (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Communicates clearly, effectively, and confidently. Excellent use of language.** |
| **7-8** | **Communicates well but may have minor issues with clarity or effectiveness.** |
| **5-6** | **Communication is adequate but lacks in clarity or confidence.** |
| **3-4** | **Struggles with communication, often unclear or ineffective.** |
| **1-2** | **Poor communication skills, very unclear and ineffective.** |

**Problem Solving & Decision Making (15 Marks):**

|  |  |
| --- | --- |
| **13-15** | **Demonstrates excellent problem-solving skills and makes sound decisions.** |
| **10-12** | **Demonstrates good problem-solving skills with generally sound decisions.** |
| **7-9** | **Demonstrates adequate problem-solving skills but may make some questionable decisions.** |
| **4-6** | **Struggles with problem-solving and decision-making, often making poor decisions.** |
| **1-3** | **Very poor problem-solving and decision-making skills.** |

**Leadership Skills (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Exhibits strong leadership skills, effectively guiding and inspiring others.** |
| **7-8** | **Exhibits good leadership skills, with minor areas for improvement.** |
| **5-6** | **Exhibits adequate leadership skills but lacks in certain areas.** |
| **3-4** | **Struggles with leadership, occasionally failing to guide or inspire effectively.** |
| **1-2** | **Very poor leadership skills, unable to guide or inspire others.** |

**Understanding Motivation & Emotional Intelligence (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Displays excellent understanding of motivation and emotional intelligence.** |
| **7-8** | **Displays good understanding with minor gaps in knowledge or application.** |
| **5-6** | **Displays adequate understanding but struggles with application.** |
| **3-4** | **Displays limited understanding, often failing to apply knowledge effectively.** |
| **1-2** | **Very poor understanding of motivation and emotional intelligence.** |

**Psychological or Behavioural Understanding (10 Marks):**

|  |  |
| --- | --- |
| **9-10** | **Demonstrates excellent psychological and behavioural understanding.** |
| **7-8** | **Demonstrates good understanding, with minor areas for improvement.** |
| **5-6** | **Demonstrates adequate understanding, but lacks depth in some areas.** |
| **3-4** | **Struggles with understanding psychological and behavioural concepts.** |
| **1-2** | **Very poor understanding of psychological and behavioural concepts.** |

**Group Assignment 40%**

|  |  |  |
| --- | --- | --- |
| 2. | Demonstrate and apply knowledge and understanding of the concepts of time management and stress management in an organization (MQF1, MQF2, MQF4, MQF6 ) | Group Assignment |

This group assignment represents 40% of the total marks for this module. The report for this assignment carries 40% and the remaining 10% for its presentation.

Students are required to choose **an organisation** of their own choice and to use it as a case study of Individual’s Personality development.

**Group Assignment Question**

**Personality development Case Study (Group Report) 40%**

* Conduct an interview of approximately 20-30 minute with a person involved in the organization you choose for case study who differs from you in terms of age, gender, sexual orientation, ethnicity, race, class, or culture.
* Interview should be focused on the individual’s life journey, their struggles and achievements, their interesting facts and personality.
* Create your own questions based upon what you have learned in the class, your own interests about the person’s life, and from any relevant sources.
* Use follow-up questions to highlight areas of the person’s development while interviewing.
* During the time of interview think of and gather the points focusing on both the areas, the good personality he/she poses with and the areas where he/she need some enhancement in terms of developmental learning.

**Recording and Mapping:** You will need to record either the audio or the video of the interview (*video preferred*).

**Case Report Writing:** Listen to the recorded version of the interview carefully and write the **“Case report”** in group of **4-5 Students,** highlighting various relevant theories, interesting themes or title, various questions, strengths & weaknesses, different challenges of the individual's life journey, inspiration, what they need to focus in terms of individual personality development and your own learning out of the interview.

**In written report, students are advised to include some important factors as;**

* Whom did you interview?
* Why?
* Where?
* Under what conditions?
* Did the interview go as planned?
* Were there surprises?
* Were there themes that emerged in the process?
* How did you do as interviewer?
* What did you learn from the interview process?

**Guidelines for Writing Format**

**Case Study Group Report (100 Marks)**

1. Title Page (5 Marks)
2. Executive summary (5 Marks)
3. Table of content
4. Acknowledgement
5. Aim and Objective of the study (5 Marks)
6. Introduction (5 Marks)
7. Define Personality Development (5 Marks)
8. Explain Various Personality Traits (5 Marks)

**Research/ Case Study** (40 Marks)

* About selected company and individual
* Relate to relevant personality developmental theories
* Various questions and responses
* Strength and weaknesses of the selected individual
* Life Journey of the individual (Challenges and opportunities)
* Impact in individual life and towards the society/organization
* Source of inspirations
* Developmental need
* Various relevant factors
* Your own leaning experiences out of the interview

1. Recommendations (10 Marks)
2. Conclusion (10 Marks)
3. References (10 Marks)

(**Total 100 Marks)**

# The report must follow the standard academic format:

* Font Type : Times New Roman
* Font Size : 12 pts
* Line Spacing : 1.5
* Headings Only: 14 pts

**Please pay particular attention to the following:**

* The Executive Summary should be no more than one page, but it should excite interest for the reader, other than the assessor, to read the whole report.
* Bibliography/references should be listed according to **the APA referencing style** with the authors listed in alphabetical order.

**Assessment Guidelines**

**Grading Criteria**

Level 1 modules require that work carried out will incorporate most of the following features:

**Fail (Below 50 marks):**

* The report will lack the structure, content and use of appropriate terminology that would be expected from a student able to make appropriate conclusions following a critical evaluation of a range of theoretical developmental theory.
* The report will not demonstrate ability for group thought and is therefore unlikely to contain a recognizable critique of academic literature although it may “list” some theories/concepts that might, or might not, apply.
* The report will not balance academic theory and the practical application of such to a well-described developmental issue.
* The report will provide little, if any, evidence of the students having "read around" the subject matter. As such the essay will contain few, if any, academic references or, if they do, sources are unlikely to be consistently and/or accurately cited and referenced using Harvard.
* The essay may be inconsistent in approach as well as content - sometimes minor areas, or inappropriate theories, might be discussed at length while relevant or seminal theories are omitted all together. Indeed it may not be clear exactly which theoretical area or practical problem the student is critically analyzing in the report

**Pass (50 to 64 marks):**

* Sufficient issues are addressed in order to distinguish between the rote learning student and those students with the ability to generate a required level of group thought processes but which is inadequate to achieve a distinction due to inconsistency or due to insufficient understanding.
* Use of structure and terminology that shows an ability to undertake personality analysis.
* Content and structure that indicates an ability to analyze, evaluate and make logical conclusions regarding the personality issues that encompasses both practical examples and theoretical elements.
* Evidence that the theory behind the practical application of personality development concepts is clearly understood but with certain aspects of the analysis being covered more extensively than others that indicates a less insightful critique of particular concepts.
* Use of more dated, limited or unrelated academic referencing showing literature review and research technique that is short of a distinction level.

**Merit (65 to 74 marks)**

* Evidence of a full understanding of the possibilities and limitations of the methodologies and models employed.
* Evidence of ability to make a sustained argument using appropriate evidence.  
  Evidence of ability to critically evaluate evidence and synthesize generalizations.
* Evidence of an appropriate level of critical analysis and judgment including justification of the criteria.
* Appropriate reading with effective use of a range of relevant sources.  
  Effective deployment of reading in supporting arguments.
* A good grasp of the requirements necessary to conduct an analysis of practical issues; an ability to critique concepts from the literature reviewed; and to make clear and practical conclusions to resolve the issues faced.

**Distinction (Above 75 marks):**

* Structure and content that distinguishes it as being well rounded in both structure and content with practical and theoretical aspects of the paper being more balanced and with conclusions put forward based on sound theory that shows theoretical evidence.
* Strong evidence of having read extensively around the chosen individual for the interview with extensive referencing of the key theories and arguments proposed and which encompasses the creative application of academic knowledge in such a way that it may well lead to the extension of such academic knowledge.
* Consistency in the arguments used to evaluate and critically analyze the strategies and theories reviewed as well as in the utilization of basic analytical tools.

**Group Presentation 10%**

|  |  |  |
| --- | --- | --- |
| 3. | MQF1 - Showcase the Concept Knowledge, MQF4 - Values, attitudes, professionalism and ethics | Group Presentation |

This part of assignment carries 10% of total marks.

The **group presentation** will be on the case study of the selected individual you have done in second part of the assignment. Here each group has to summaries the case study report in the form of PPT slides.

**Some major points regarding presentation:**

* Prepare the presentation in the range of 15-20 slides.
* The duration of presentation will be of 20-30 minutes
* All PPTs’ should equipped with appropriate and relevant pictures and graphics
* Overall body language and appearance while presenting should be noted.

The student delivered the material in a clear and structured manner. (5 Marks)

The student was knowledgeable about the topic and any related issues. (5 Marks)

The student answered questions effectively. (5 Marks)

Student maintained overall dressing, body language and eye contact (5 Marks)

**(Total: 20 Marks)**

**\*\*\*\*\*End of the Assignment\*\*\*\*\***