

# Assessment Criteria

This document includes details of assessment criteria for those enrolled on the Skills Development Programme (SDP). It contains assessment criteria for the following assignments:

- Team Management
- Project Management
- Effective Communication
- Persuasion & Negotiation
- Emotional Intelligence
- Leadership Development

All assignments submitted for the SDP will be assessed against the subject related criteria. It is recommended that participants on the SDP refer to this document when completing their assignments, to provide them with the best chance of passing upon first submission.

If you have any questions regarding the SDP, submitting assignments or how to enrol on the programme, please contact a member of the team at [imperialplus@imperial.ac.uk](mailto:imperialplus@imperial.ac.uk).

# Team Management

Criteria	Referral	Pass
<b>Identify the characteristics that make an effective team.</b>	<ul style="list-style-type: none"> <li>No, or a limited range of (less than 3) characteristics are identified.</li> <li>Traits/attributes are not justified or explained as to why these contribute to an effective team.</li> </ul>	<ul style="list-style-type: none"> <li>A range of (3 or more) traits/attributes have been identified that support the working of an effective team.</li> <li>Reasoning or justification is provided to explain why the identified traits/attributes contribute to making a team work effectively.</li> </ul>
<b>Identify your role within a team that plays to your strengths.</b>	<ul style="list-style-type: none"> <li>Strengths are not identified or are not discussed in relation to a team role.</li> <li>A team role is not identified or is not supported by evidence of strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Personal strengths are identified and discussed in relation to their role within a team.</li> <li>A clear role has been identified (e.g. a Belbin team role, or their position within their committee, etc.)</li> <li>Using the strengths identified a justification or reasoning has been provided as to why the role is best suited to the individual.</li> </ul>
<b>Evidence how you have acted upon a team member's motivations</b>	<ul style="list-style-type: none"> <li>No reference of a model or theory of motivation.</li> <li>No reference made as to how a team member's motivations were identified.</li> <li>Motivations identified but no example provided of how this knowledge was used to motivate the individual/team.</li> </ul>	<ul style="list-style-type: none"> <li>A theory or principle of motivation is discussed.</li> <li>An example of how a team member's motivations have been identified is provided.</li> <li>An example of actions or steps taken to motivate a team member is provided. This should link to the motivational theory discussed.</li> </ul>
<b>Identify how conflict can be prevented or resolved within a team situation.</b>	<ul style="list-style-type: none"> <li>No example (either real or hypothetical) has been provided to</li> </ul>	<ul style="list-style-type: none"> <li>An example (either real or hypothetical) of when conflict has occurred within a team is</li> </ul>

	<p>illustrate conflict resolution / prevention.</p> <ul style="list-style-type: none"><li>• No actions discussed as to how conflict has been prevented or resolved.</li></ul>	<p>discussed with the cause of the problem identified.</p> <ul style="list-style-type: none"><li>• An explanation of the steps/actions taken to prevent or resolve the conflict is provided and the outcome discussed.</li></ul>
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# Project Management

Criteria	Referral	Pass
<b>Identify why it is important to set SMART project goals and how to set them.</b>	<ul style="list-style-type: none"> <li>No identification as to why SMART goals are an important part of project planning.</li> <li>A goal is provided but is not SMART.</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning is provided as to why SMART goals are an important part of project planning.</li> <li>An example of a SMART project goal is provided.</li> </ul>
<b>Demonstrate how a project management tool can be used when managing a project.</b>	<ul style="list-style-type: none"> <li>No project management tool has been referenced or discussed.</li> <li>No example (either real or hypothetical) of using the project management tool is provided.</li> </ul>	<ul style="list-style-type: none"> <li>A project management tool has been identified and discussed in relation to how it could be applied.</li> <li>An example (either real or hypothetical) of using a project management tool has been provided.</li> </ul>
<b>Demonstrate the importance of contingency planning as part of the project management process.</b>	<ul style="list-style-type: none"> <li>No discussion about the importance of contingency planning is provided.</li> <li>No evidence provided as to how a contingency plan ensures project goals are met (using a real or hypothetical example).</li> <li>No example of a contingency plan is provided (either real or hypothetical)</li> </ul>	<ul style="list-style-type: none"> <li>An explanation about why it is important to have a contingency plan when planning projects is provided.</li> <li>Evidence as to how a contingency plan ensures project goals are met is provided (using a real or hypothetical example).</li> <li>An example of a contingency plan is provided (either real or hypothetical).</li> </ul>
<b>Identify your strengths in time management and explain steps you have taken to overcome weaknesses.</b>	<ul style="list-style-type: none"> <li>No strengths are identified in relation to time management.</li> <li>No weaknesses are identified in relation to time management.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths have been identified and discussed using an example of when time has been effectively managed.</li> <li>Weaknesses in relation to time management have been identified and discussed.</li> </ul>

	<ul style="list-style-type: none"><li>• Steps to overcome weaknesses are not provided.</li></ul>	<ul style="list-style-type: none"><li>• An action plan of how to overcome the time management weakness provided is discussed.</li></ul>
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# Effective communication

Criteria	Referral	Pass
<p><b>Describe barriers to effective communication and the steps you have taken to overcome them.</b></p>	<ul style="list-style-type: none"> <li>• No or limited range of barriers (less than 3) to communication have been provided.</li> <li>• No steps to overcome barriers to communication.</li> <li>• Steps to overcome barriers are provided but with no explanation or evaluation of their outcome.</li> <li>• No example provided, or the example is not relevant to volunteer role.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of barriers (3 or more) to effective communication have been identified.</li> <li>• A clear outline of steps to overcome the identified barriers is provided with an explanation of how this will remove or overcome the barrier.</li> <li>• The barriers and steps to overcome are provided in the context of the volunteer role and supported with examples.</li> <li>• If no experience of overcoming communication barriers in volunteer role, a hypothetical example is discussed.</li> </ul>
<p><b>Describe how to design your message to communicate effectively.</b></p>	<ul style="list-style-type: none"> <li>• No explanation about how messages should be structured to communicate effectively is provided.</li> <li>• No example provided or the example is not relevant to volunteer role.</li> </ul>	<ul style="list-style-type: none"> <li>• An explanation about how messages should be structured to communicate effectively.</li> <li>• An example of a well-structured message is provided (e.g. email, presentation), in the context of the volunteer role (either real or hypothetical).</li> </ul>
<p><b>Demonstrate the importance of active listening to enhancing communication.</b></p>	<ul style="list-style-type: none"> <li>• No definition of active listening is provided.</li> <li>• The importance of active listening to enhancing communication is described.</li> <li>• No example provided or the example is not relevant to volunteer role.</li> </ul>	<ul style="list-style-type: none"> <li>• A definition of active listening is provided with an explanation of why it is important to enhancing communication.</li> <li>• An example of when either active listening has been used within volunteer role (either real or hypothetical).</li> </ul>

<p><b>Assess own presentation skills and areas for development.</b></p>	<ul style="list-style-type: none"> <li>• No strengths in relation to presentation skills are identified.</li> <li>• No explanation of why they are beneficial for effective communication is provided.</li> <li>• No areas for improvement in relation to presentation skills are discussed.</li> <li>• No areas for improvement are identified.</li> <li>• No actions to overcome areas for improvement are discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths in relation to presentation skills have been identified and discussed, explaining why they are beneficial for effective communication.</li> <li>• Areas for improvement in relation to presentation skills have been identified and discussed.</li> <li>• Actions to overcome areas for improvement are identified.</li> </ul>
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# Persuasion & Negotiation

Criteria	Referral	Pass
<b>Define both negotiation and persuasion, distinguishing the differences between the two processes.</b>	<ul style="list-style-type: none"> <li>No definitions are provided for both negotiation and persuasion.</li> <li>No distinction is made between negotiation and persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>A clear definition of negotiation is provided.</li> <li>A clear definition of persuasion is provided.</li> <li>Distinctions between negotiation and persuasion are clearly made.</li> </ul>
<b>Identify and provide reasoning for the interpersonal skills required in successful negotiation and persuasion.</b>	<ul style="list-style-type: none"> <li>No, or a limited range (less than 3) of interpersonal skills are identified.</li> <li>No attempt is made to justify the why the identified interpersonal skills required in the context of persuasion and negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>A range of skills (3 or more) required to negotiate and/or persuade are identified.</li> <li>A justification as to why the identified skills are required in the context of persuasion and negotiation.</li> </ul>
<b>Evidence a situation where you have used a negotiation tactic that played to your strengths and secured a successful outcome.</b>	<ul style="list-style-type: none"> <li>A tactic is identified but not discussed in relation to strengths.</li> <li>Strengths are discussed but no tactic is identified.</li> <li>No example (either real or hypothetical) of applying the tactic to a situation.</li> <li>No evidence of reflection on the outcome of the negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths are identified and discussed in relation to negotiating with others with a tactic clearly identified.</li> <li>An example (either real or hypothetical) is provided that demonstrates application of a negotiation tactic and justification for using this tactic.</li> <li>The outcome of the negotiation is reflected upon in terms of tactics used and success.</li> </ul>
<b>Evidence a situation where you have planned a negotiation or persuasion strategy to structure your arguments, evaluating its success.</b>	<ul style="list-style-type: none"> <li>No example of a negotiation or persuasion strategy is provided.</li> <li>No clear outline of the steps to be taken within the negotiation or persuasion strategy.</li> </ul>	<ul style="list-style-type: none"> <li>An example (either real or hypothetical) of a planned negotiation or persuasion strategy is evidenced.</li> <li>Steps of the negotiation or persuasion strategy are clearly outlined.</li> </ul>



	<ul style="list-style-type: none"><li>• No evaluation of the strategies success is provided.</li></ul>	<ul style="list-style-type: none"><li>• An evaluation of the success of the strategy is provided.</li></ul>
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# Emotional intelligence.

Criteria	Referral	Pass
<p><b>Explain how emotional intelligence can have an impact on your relationship with others.</b></p>	<ul style="list-style-type: none"> <li>• No explanation of what emotional intelligence is.</li> <li>• No reference to the impact emotional intelligence can have on relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>• An explanation of what emotional intelligence is, is provided.</li> <li>• An explanation of how an individual’s level of emotional intelligence can impact how they interact or build relationships with others.</li> </ul>
<p><b>Demonstrate the importance of feedback in relation to enhancing your own self-awareness.</b></p>	<ul style="list-style-type: none"> <li>• The importance of feedback is not discussed in relation to enhancing own self-awareness.</li> <li>• No example of when constructive feedback has been used by the volunteer within their role (real or hypothetical).</li> <li>• No or limited (less than 3) ways of collecting feedback are discussed, in relation to volunteer role.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of feedback is provided in relation to enhancing own self-awareness.</li> <li>• An example is provided of when constructive feedback has been used by the volunteer within their role (real or hypothetical).</li> <li>• A number of ways (3 or more) of collecting feedback are discussed, in relation to volunteer role.</li> </ul>
<p><b>Explain how to be more aware of your own emotions, and manage your own behaviour.</b></p>	<ul style="list-style-type: none"> <li>• No explanation of impact of own emotions/behaviour on others is provided.</li> <li>• No example of when own behaviour had an impact on others in relation to volunteer role (real, or hypothetical) is not provided.</li> <li>• No, or limited (less than 3) techniques to manage own emotions are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• An impact of own emotions/behaviour on others is discussed.</li> <li>• An example is provided of when your behaviour had an impact on others in relation to volunteer role (real, or hypothetical).</li> <li>• A range of techniques (3 or more) to manage own emotions is provided.</li> </ul>

<p><b>Identify your strengths and weaknesses to fulfil the responsibilities of your volunteer role.</b></p>	<ul style="list-style-type: none"> <li>• No or limited (less than 3) strengths have been identified.</li> <li>• No or limited (less than 3) areas for improvement have been identified.</li> <li>• Strengths and/or weaknesses are not discussed in relation to volunteer role.</li> <li>• No actions to overcome areas for improvement are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of strengths (3 or more) have been identified and discussed in relation to volunteer role.</li> <li>• A range of areas of improvement (3 or more) have been identified and discussed in relation to volunteer role.</li> <li>• Actions to overcome areas for improvement are identified.</li> </ul>
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# Leadership Development

Criteria	Referral	Pass
<b>Define the role of a leader and identify the interpersonal skills that effective leaders possess.</b>	<ul style="list-style-type: none"> <li>No, or an unclear definition of leader is provided.</li> <li>No, or a limited range of interpersonal skills (less than 3) are provided.</li> <li>No, or insubstantial justification for interpersonal skills is provided.</li> </ul>	<ul style="list-style-type: none"> <li>A clear definition of a leader is provided.</li> <li>A range of interpersonal skills (3 or more are provided).</li> <li>Justification for identified interpersonal skills is provided.</li> </ul>
<b>Demonstrate your understanding of leadership theory and how it can be applied. Evidence a situation where you have successfully led a team.</b>	<ul style="list-style-type: none"> <li>No leadership theory is referenced, or a leadership theory is referenced incorrectly.</li> <li>No, or limited, explanation of a leadership theory is provided.</li> <li>No example (either real or hypothetical) of when a team was successfully led is provided.</li> <li>No attempt is made to apply a leadership theory to an example (either real or hypothetical) of when a team was successfully led.</li> </ul>	<ul style="list-style-type: none"> <li>A leadership theory is referenced correctly.</li> <li>A clear and accurate description of the leadership theory is provided.</li> <li>An example (either real or hypothetical) of when a team has been successfully led is provided.</li> <li>Leadership theory is applied to the example (either real or hypothetical) of when a team has been successfully led.</li> </ul>
<b>Explain the importance of implementing flexible leadership styles when leading a diverse team.</b>	<ul style="list-style-type: none"> <li>No, or limited (less than 3) leadership styles are identified and discussed.</li> <li>No explanation is provided as to why leadership style should be flexible.</li> </ul>	<ul style="list-style-type: none"> <li>A range of (3 or more) leadership styles are identified and discussed.</li> <li>An explanation as to why using flexible leadership styles is beneficial is provided.</li> <li>An explanation as to why leaders should avoid becoming rigid in their style is provided.</li> </ul>

	<ul style="list-style-type: none"> <li>No explanation is provided as to the negative outcomes of a rigid leadership style.</li> </ul>	
<p><b>Identify your strengths and areas for improvement in relation to leadership skills. Discuss how areas for improvement will be targeted.</b></p>	<ul style="list-style-type: none"> <li>No, or a limited range (less than 3) strengths are identified or justified in relation to leadership skills.</li> <li>Strengths are not discussed in relation to leadership styles.</li> <li>No areas for improvement are identified. No attempt is made to discuss how areas for improvement will be improved upon.</li> </ul>	<ul style="list-style-type: none"> <li>A range of strengths (3 or more) in relation to leadership skills are identified and justified.</li> <li>Strengths are discussed in relation to, and linked to leadership styles.</li> <li>Areas for improvement are identified and discussed in relation as to how they will be improved.</li> </ul>