

BAM122 Presenting to Others and Developing Self

Assessment Part 2

You are required to submit a goal specified according to the method outlined in the handout titled Goal Setting that was distributed by Chris Downs in the third session. That is to say your goal must be SMART and broken down into 'chunks' (tasks). Each task must have a timing specified and an assessment of your preparedness or state of readiness to complete it.

The goal you choose must be related to your own personal development. It could be, for example, connected with your skills in presenting to others. It could be concerned with your contributions in class, or your written work. It could be to do with your skill in the game of darts, or in ballroom dancing. The choice is yours. In making this choice, it may help you if you refer back to the work you probably did with the University's PDP (personal development planning) materials at the very start of this semester. This may give you some ideas. (There is a link to the University's PDP materials on Chris Downs's website.) You may also find it useful to refer to Cottrell's *Skills for Success, Study Skills Handbook*, Cameron's *The Business Student's Handbook*, or some other similar material on getting the most out of university. (See the reading list in the BAM122 module handbook or on the BAM122 website.)

Your submission will be assessed against the following criteria.

1. Quality of presentation (accuracy of English; layout on the page; ease of use by the reader etc).
2. Conciseness, clarity and specificity of goal statement.
3. Usability of measures of success specified.
4. Appropriateness of 'chunking'.
5. Level of detail of assessment of preparedness.

Grading criteria are given below.

	Quality of presentation	Goal statement	Measures of success	'Chunking'	Assessment of preparedness
85 +	The work is extremely attractive and user-friendly; there are only one or two typographical, spelling or grammatical errors.	Very concise, clear and specific. It's very difficult to see where it could be improved.	Very clear, unambiguously measurable and appropriate to the goal specified in the goal statement.	Breakdown into tasks is sensible; none are too large and none too small and detailed. Timings seem feasible.	Very clear and detailed, and covering skills, resources and enthusiasm in connection with each chunk.

	Quality of presentation	Goal statement	Measures of success	'Chunking'	Assessment of preparedness
70-84	The work is attractive and user-friendly; there are only one or two typographical, spelling or grammatical errors.	Very concise, clear and specific.	Very clear, measurable with little scope for argument, and appropriate to the goal specified in the goal statement.	Breakdown into tasks is sensible; very few are too large or too small and detailed. Timings seem feasible.	Clear, detailed and covering skills, resources and enthusiasm in connection with each chunk.
60-69	The work is quite attractive and user-friendly; there are very few typographical, spelling or grammatical errors.	Very specific but with scope for improvement in clarity and conciseness.	Fairly clear and measurable; reasonably appropriate to the goal statement.	Breakdown into tasks is sensible; but there is some cause for concern over size of chunks or timings.	Clear, detailed and covering skills, resources and enthusiasm in connection with most chunks.
50-59	The work shows evidence that thought has been given to presentation and ease of use; there are sufficient typographical, spelling or grammatical errors to distract the reader.	Fairly specific but with scope for improvement.	Fairly clear but measurability needs to be significantly improved; reasonably appropriate to the goal statement.	Breakdown into tasks is inconsistent, with some much larger than; there may be some cause for concern over timings.	Clear, detailed and covering skills, resources and enthusiasm in connection with some chunks.
40-49	The work is not presented so as to make its use by readers easy; the English is sufficiently poor to make reading difficult in places.	Rather vague.	Measures of success not really appropriate.	Chunking is generally poor.	Lacking in detail throughout.
< 40	The work is not presented so as to make its use by readers easy; the English is sufficiently poor to make reading difficult in large parts of the work.	Very vague.	Measures of success absent or wholly inadequate.	Chunking is very poor.	Absent or incomplete.