MNG03236 Tourism & Hotel Professional Development
Assessment 3: Report – 40%

Marker:	Student Name:
Date:	Mark: /80 Grade:

	5 Outstanding	4 Better than adequate	3 Competent	2 Basic	1 Needs refining	0 Poor
Preliminaries & Introduction (15 marks)						
Executive Summary	Clearly states report purpose; findings and conclusion are in the context of the purpose; information is in a logical order; length of one page.	States report purpose; findings from all sections discussed in context and in order; between half and one page in length.	Purpose of the report considered; findings from most sections presented; more than two paragraphs in length.	Includes at least one actual finding; limited demonstration of the conventions of an executive summary, i.e. reads as an introduction	Purpose of the report not clearly acknowledged; summary not included; does not discuss all/any report findings.	Not included or is very limited/poor.
Contents	Contents is correctly titled, numbered, aligned and spaced; uses heading styles; consistent font/s, capitalisation and leaders.	Contents is clearly titled, numbered, aligned and spaced; uses heading styles and consistent capitalisation.	Contents is numbered, aligned and spaced; uses heading styles. Limited issued with font/s, numbering and/or capitalisation.	Most headings appear in contents table; several issues with spacing, alignment, numbering and/or font/s.	Contents is limited in depth and visually poor; inconsistent fonts, spacing, numbering and/or capitalisation.	Contents not included or is very limited/poor.
Introduction	Effectively orients report; defines key terms within this context; creatively identifies/lists key parts; no evidence or findings.	Orients the report; defines key terms; identifies and lists key parts; does not present evidence or findings.	Good attempt to orient the report and define key terms; identifies and lists most key parts.	Limited attempt to orient the report; identifies and lists some key parts; lacks focus; inadvertent presentation of findings.	Introduction is absent or does not identify key parts of the report.	Not included or is very limited/poor.

Section 2 - Self-awareness (30 marks)

Personality traits	In depth overview of personality theory; describes, compares and contrasts results of two personality models/tests; in depth reflection on own traits in relation to career choices.	Very good overview of personality theory; considers findings of at least one personality model/test in own words; very good reflection on own traits in relation to career choices.	Good description of personality theory; overviews personality model/test results; good reflection on own traits in relation to career choices.	Minimal consideration of personality theory; presents results from one test/model; basic reflection on own traits; limited consideration of relationship to career choices.	Limited/no consideration of personality theory and/or test results; poor reflection on own traits; limited/no consideration of relationship to career choices.	Not included or is very limited/poor.
Attitudes, values and motivators	Defines then provides an in-depth overview and reflection on own attitudes, values and motivators. Personalisation of the impact on own career choices.	Very good overview, reflection on, and personalisation of attitudes, values and motivators and their impact on own career choices.	Good overview, reflection on, and personalisation of attitudes, values and motivators on own career choices.	Minimal reflection on and personalisation of the impact of attitudes, limited or unclear consideration of relationship to career choices.	Limited/no reflection on, or personalisation of the impact attitudes, values; limited/no consideration of relationship to career choices.	Not included or is very limited/poor.
Emotional Intelligence	Defines then provides an in depth and well integrated reflection on emotional intelligence theory and traits, personal capabilities and approach in relation to own career choices.	Very good reflection on and personalisation of emotional intelligence theory and traits, personal capabilities and approach in relation to own career choices.	Good reflection on and personalisation of emotional intelligence theory and trait, personal capabilities and approach in relation to own career choices.	Minimal reflection on and personalisation of emotional intelligence theory and traits, personal capabilities, and approach; limited consideration of relationship to own career choices.	Limited/no reflection on, or personalisation of emotional intelligence theory or traits, personal capabilities and approach. No consideration of relationship to own career choices.	Not included or is very limited/poor.

Leadership	Defines then provides an in depth and well integrated reflection on leadership theory, personal capacity and preferred approach.	Very good knowledge of theories and applications of leadership in the workplace. Reflection on own approach is adequate.	Good knowledge of leadership theories and applications in the workplace Reflection on own approach attempted.	Inadequate analysis of theories of leadership and application to the workplace. Reflection on own approach might be attempted but lacks relevance.	Does not present or adequately analyse theories of leadership. No example or connection to own approach.	Not included or is very limited/poor.
Power, politics and influence	Defines then provides an in depth and well integrated reflection on power, politics and influence in the workplace. Reflection on preferred or own approach is explicit.	Analysis displays very good knowledge of theories and applications of power, politics and influence in the workplace. Reflection on own approach is adequate.	Analysis displays some knowledge of political, knowledge of theories and applications of power, politics and influence in the workplace. Reflection on own approach attempted.	Inadequate analysis of theories and applications of power, politics and influence. Reflection on own approach might be attempted but lacks relevance.	Analysis does not display of theories and applications of power, politics or influence. No example or connection to own approach.	Not included or is very limited/poor.
Overall demonstrated self-awareness in a professional context in relation to OB theories	Clear knowledge of career choice/s faced; relates discussion throughout to these; demonstrates a very high degree of self-awareness.	Very good knowledge of career choice/s faced; relates discussion throughout to these; demonstrates a very good degree of self-awareness.	Describes career choice/s faced; relates discussion throughout to these; demonstrates good self-awareness.	Career choice/s unclear; discussion not cohesive; limited self-awareness.	Career choice/s not presented; discussion not cohesive; very limited self-awareness.	Not included or is very limited/poor.
Decision making and problem solving (15 marks)						
Problem solving and decision making theory	In depth description, evaluation and comparison of two contemporary problem solving or decision making concepts/theories.	Very good description, evaluation and comparison of two contemporary problem solving or decision making concepts/theories.	Good description, evaluation and/or comparison of two contemporary problem solving or decision making concepts/theories.	Inadequate description, evaluation and/or comparison of problem solving/decision making concepts/theories.	Poor description, evaluation and/or comparison of problem solving/decision making concepts/theories.	Not included or is very limited/poor.

Individual problem solving factors/criteria	Identifies several important and personally relevant factors; excellent attempt to discuss within the context of one model/theory.	Identifies some important and personally relevant factors; very good attempt to discuss within the context of one model/theory.	Lists important and seemingly relevant factors; good attempt to relate to one of the theories or models.	Factors presented but criteria for these not clear; limited attempt to apply to one of the theories or models.	Limited factors presented with no criteria for their inclusion; no attempt to apply to a theory or model.	Not included or is very limited/poor.
Overall demonstrated self-awareness in a professional context in relation to decision making theories	Very clearly describes career choice/s faced; relates all of discussion throughout to these; demonstrates a very high degree of self-awareness in relation to career problem solving.	Very good description of career choice/s faced; relates most of discussion throughout to these; demonstrates a high degree of self-awareness in relation to career problem solving.	Good description of career choice/s faced; relates some of discussion to these; demonstrates a good degree of self-awareness in relation to career problem solving.	Unclear what career choice/s are faced; demonstrates a low degree of self-awareness in relation to career problem solving.	No discussion or reference to career choice/s faced; demonstrates no self-awareness in relation to career problem solving,	Not included or is very limited/poor.
Conclusion & academic conventions (20 marks)						
Conclusion	Persuasively highlights key points and evidence for these in the context of report purpose; no new information; short reflection on significance and impact of findings on future career; at least 200 words in length.	Highlights the main points of the report; no new information; is appropriately reflective; at least three well-constructed sentences in length. Further or future action suggested.	Reviews the key parts of the report in a minimum of two – three sentences; some evidence of reflection upon the impact of these findings.	Conclusion is included; makes reference to the report purpose but is limited in depth, breadth and length.	Conclusion not presented or does not follow academic writing conventions.	Not included or is very limited/poor.
Clarity of expression/style/ spelling	Persuasively connects ideas and arguments; creatively interprets reflective and critical writing parts; clear distinction between	Clearly connects ideas and arguments in sentences and paragraphs; interprets the reflective and critical	Ideas and arguments are communicated in well-structured sentences and paragraphs; meaning is coherent and	Attempts to connect words and ideas although meaning is sometimes unclear or invisible; contains	Does not demonstrate an understanding of what is expected in academic report writing. E.g. fails to use spell checker,	Very poor spelling and grammar that makes it impossible to ascertain meaning.

	opinion and theory and supports each with appropriate evidence; no spelling errors and grammatically correct.	writing parts to suit personal style; credibly distinguishes between opinion and theory; spell checked and grammatically correct.	writing contains few spelling mistakes.	several spelling and punctuation mistakes. .	some sentences fail to have verbs, are poorly punctuated, written in point form, paragraphs have only one sentence etc.	
Quality of literature and referencing technique	Cites at least ten sources that are highly relevant to the discipline and argument, and well integrated. Literature is consistently presented according to the Harvard referencing style both in text and in the reference list.	Evidence of wide literature search and consistent presentation according to the Harvard referencing style both in text and in the reference list.	Literature consulted is relevant to the disciplines and well integrated; evidence of attempt to distinguish opinion from fact; consistent application of the Harvard referencing technique.	Limited evidence of a literature search beyond prescribed texts and materials but contains and endeavours to integrate at least ten relevant references and to use consistent referencing technique	Does not/does not adequately consult the literature; uses less than ten references and these are not well integrated and/or do not follow the correct, Harvard standard.	Not included or is very limited/poor.
Report presentation incl. figures, tables & appendices	Visually appealing report; appropriate use of footers/headers, captioned tables and figures. Page numbering starts at introduction. Appendices are included, titled/numbered correctly, start on a new page, and accurately referenced in the text.	Report structure adhered to; attempt to use page footers/headers and numbers correctly; tables and figures appear in the body and are captioned. Appendices noted in the body and appear after the reference list.	Limited issues with page footers/headers, tables and figures captions and/or appendices.	Footers and headers not correctly used; limited or no use of tables, figures and/or appendices.	No footers/headers tables, figures and/or appendices.	Not included or is very limited/poor.

Other comments: