

## Section 1 :Conflict Managment

### 1.conflict identification

#### Scenario Analysis

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
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<b>Feedback Structure</b>	Feedback is structured using the Sandwich Method or SBI Model with clear, specific examples. Balanced positive and constructive comments.	Feedback is structured using the Sandwich Method or SBI Model but lacks some specific examples. Positive and constructive comments are balanced.	Feedback structure is somewhat clear but lacks specific examples or balance between positive and constructive comments.	Feedback lacks clear structure, specific examples, and balance between positive and constructive comments.
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<b>Use of "I" Statements</b>	Consistently uses "I" statements to express personal perspective	Frequently uses "I" statements but occasionally	Uses "I" statements sporadically; often shifts to	Rarely or never uses "I" statements; feedback appears
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	without assigning blame.	shifts to "you" statements.	"you" statements.	accusatory or blaming.
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<b>Consideration of Barriers</b>	Identifies and effectively addresses potential barriers such as cultural differences and power dynamics.	Identifies some barriers and makes a good effort to address them, with some effectiveness.	Identifies barriers but does not effectively address them.	Fails to identify or address barriers, leading to ineffective feedback.
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<b>Active Listening</b>	Demonstrates active listening by acknowledging the recipient's perspective, asking clarifying questions, and responding thoughtfully.	Shows active listening by acknowledging the recipient's perspective and responding appropriately.	Shows limited active listening; acknowledges some perspectives but responses are minimal.	Fails to demonstrate active listening; does not acknowledge perspectives or respond appropriately.
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<p><b>Non-Verbal Communication</b></p>	<p>Non-verbal cues (body language, facial expressions, tone) consistently align with verbal feedback, reinforcing sincerity.</p>	<p>Non-verbal cues generally align with verbal feedback, with occasional mismatches.</p>	<p>Non-verbal cues are inconsistent, sometimes aligning with and sometimes contradicting verbal feedback.</p>	<p>Non-verbal cues are contradictory or absent, undermining the sincerity of the feedback.</p>
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- Read and Reflect

<p><b>Criteria</b></p>	<p><b>Exemplary (4)</b></p>	<p><b>Proficient (3)</b></p>	<p><b>Basic (2)</b></p>	<p><b>Needs Improvement (1)</b></p>
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<p><b>Understanding of Conflict Types</b></p>	<p>Thorough and nuanced understanding of task, relationship, and value conflicts. Identifies and explains each clearly and accurately.</p>	<p>Demonstrates a clear understanding of conflict types. Provides sufficient explanations but may lack depth.</p>	<p>Shows a basic understanding of conflict types. Explanations are incomplete or somewhat unclear.</p>	<p>Limited or inaccurate understanding of conflict types. Explanations are missing or incorrect.</p>
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<p><b>Identification of Warning Signs</b></p>	<p>Identifies and describes a wide range of early warning signs of conflict with insightful examples.</p>	<p>Identifies and describes several warning signs of conflict with relevant examples.</p>	<p>Identifies a few warning signs of conflict with minimal or somewhat vague examples.</p>	<p>Fails to identify or describe warning signs of conflict or provides irrelevant/misleading examples.</p>
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<p><b>Reflection on Past Conflict</b></p>	<p>Provides a detailed, thoughtful reflection on a past conflict. Clearly describes the situation,</p>	<p>Reflects on a past conflict with clear description of the situation,</p>	<p>Provides a basic reflection on a past conflict. Description of the situation and</p>	<p>Reflection is vague, incomplete, or lacks relevance. Situation and actions are poorly</p>
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	actions taken, and outcomes.	actions taken, and outcomes.	actions is limited.	described or missing.
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<b>Analysis of Handling Conflict</b>	Insightfully analyzes how the conflict was handled. Identifies specific areas for improvement and offers realistic alternatives.	Analyzes the conflict handling with some depth. Identifies areas for improvement and suggests alternatives.	Provides a limited analysis of conflict handling. Identifies few or no areas for improvement.	Offers little to no analysis of conflict handling. Fails to identify areas for improvement or alternatives.
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<b>Clarity and Coherence</b>	Essay is well-organized, with clear, logical flow. Ideas are presented coherently with smooth transitions.	Essay is organized with a clear flow of ideas. Transitions may be somewhat abrupt but overall coherent.	Essay has some organization but lacks clear flow and coherence. Transitions are weak or missing.	Essay is poorly organized, with ideas presented in a confusing or disjointed manner. Lacks coherence.
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<b>Writing Mechanics</b>	Excellent command of grammar, spelling, and punctuation. No errors present.	Good command of grammar, spelling, and punctuation. Few minor errors present.	Basic command of grammar, spelling, and punctuation. Several errors that slightly impact readability.	Poor command of grammar, spelling, and punctuation. Frequent errors that significantly impact readability.
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<b>Adherence to Word Count</b>	Essay meets the 300-word requirement closely (within +/- 10%).	Essay is slightly over or under the word count (within +/- 20%).	Essay is noticeably over or under the word count (within +/- 30%).	Essay does not meet the word count requirements (over/under by more than 30%).
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## 2. Empathetic Communication

- Practice Active Listening:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<p><b>Concentration and Engagement</b></p>	<p>Fully engaged and attentive throughout the entire listening activity. Demonstrates complete focus on the speaker or podcast.</p>	<p>Mostly engaged and attentive, with minor lapses in focus. Demonstrates adequate attention to the content.</p>	<p>Partially engaged, with noticeable lapses in focus. Demonstrates limited attention to the content.</p>	<p>Lacks engagement and focus, with frequent distractions. Demonstrates little to no attention to the content.</p>
<p><b>Comprehension of Content</b></p>	<p>Demonstrates thorough understanding of the main points and underlying emotions. Summarizes accurately and insightfully.</p>	<p>Demonstrates good understanding of the main points and emotions. Summarizes adequately but may miss minor details.</p>	<p>Demonstrates a basic understanding of the main points. Summarizes incompletely or with some inaccuracies.</p>	<p>Demonstrates little understanding of the main points. Summarizes inaccurately or misses key aspects.</p>
<p><b>Notes on Content and Emotions</b></p>	<p>Takes detailed and insightful notes on both the content and the emotions expressed. Identifies subtle</p>	<p>Takes clear notes on the content and emotions, with some minor details omitted.</p>	<p>Takes basic notes, focusing mainly on content with minimal attention to</p>	<p>Takes poor or incomplete notes, missing key content and emotional cues.</p>

	nuances effectively		emotions	
<b>Summary of Main Points</b>	Provides a comprehensive and clear summary of the main points and emotions. Demonstrates deep understanding and empathy.	Provides a clear summary of the main points and emotions, with minor gaps in understanding.	Provides a basic summary of the main points, with limited attention to emotional content.	Provides a vague or incomplete summary of the main points, missing key details and emotional content.
<b>Reflection on Emotions</b>	Reflects deeply on the emotions expressed, providing thoughtful insights into how these emotions were conveyed and perceived.	Reflects on the emotions expressed, with some insights into how they were conveyed and perceived.	Provides limited reflection on the emotions expressed, with minimal insights.	Provides little to no reflection on the emotions expressed, lacking depth and insight.



- Empathy Mapping

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Completeness of Empathy Map</b>	Empathy map is thoroughly completed with detailed and relevant information in all sections (say, think, feel, and do).	Empathy map is mostly completed with relevant information in most sections, but may lack some details.	Empathy map is partially completed, with some sections lacking detail or relevance.	Empathy map is incomplete, with many sections missing or irrelevant information.
<b>Accuracy and Insight</b>	Provides accurate and insightful representation of the person's feelings and needs. Captures subtle nuances effectively.	Provides accurate representation of the person's feelings and needs, with minor gaps in insight.	Provides a basic representation of the person's feelings and needs, with limited insights.	Provides an inaccurate or superficial representation of the person's feelings and needs.
<b>Comparison with Peer</b>	Engages in a thoughtful and detailed discussion with a peer, comparing insights and drawing meaningful conclusions.	Engages in a productive discussion with a peer, comparing insights and drawing some conclusions.	Engages in a basic discussion with a peer, comparing insights with limited depth.	Engages minimally or not at all in a discussion with a peer, with little to no comparison of insights.
<b>Identification of Non-Verbal Cues</b>	Identifies and interprets non-verbal cues with high accuracy and insight. Applies this understanding effectively in the empathy map.	Identifies and interprets non-verbal cues with good accuracy. Applies this understanding adequately in the empathy map.	Identifies some non-verbal cues but with limited accuracy. Applies this understanding minimally in the empathy map.	Fails to identify or accurately interpret non-verbal cues. Does not effectively apply this understanding in the empathy map.

<b>Reflection on the Process</b>	Reflects deeply on the empathy mapping process, providing thoughtful insights into what was learned and how it can be applied in the future.	Reflects on the empathy mapping process with some insights into what was learned and potential applications.	Provides limited reflection on the empathy mapping process, with minimal insights and future applications.	Provides little to no reflection on the empathy mapping process, lacking depth and insight.
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### 3. Collaborative Resolution

#### Problem-Solving Worksheet

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Definition of Problem</b>	Clearly and precisely defines the problem, showing deep understanding of the issue and its context.	Defines the problem clearly, demonstrating good understanding but with minor gaps in detail.	Provides a basic definition of the problem, with some key aspects missing or unclear.	Poorly defines the problem, missing important aspects or providing a vague and unclear definition.
<b>Brainstorming Solutions</b>	Generates a wide range of creative and feasible solutions, demonstrating innovative thinking.	Generates several feasible solutions, showing good creativity and relevance.	Generates a few basic solutions, with limited creativity and relevance.	Generates few or no solutions, with little creativity and relevance to the problem.

<b>Evaluation of Options</b>	Thoroughly evaluates each option, considering pros and cons in detail. Provides insightful analysis.	Adequately evaluates each option, considering main pros and cons. Provides good analysis.	Provides a basic evaluation of options, considering some pros and cons. Limited analysis.	Provides little to no evaluation of options, missing or inaccurately assessing pros and cons.
<b>Agreed Solution</b>	Selects the best solution and explains why it was chosen. Demonstrates deep understanding and commitment.	Selects a good solution and provides a clear explanation for its choice. Shows commitment.	Selects a basic solution with limited explanation for its choice. Shows some commitment.	Selects an unclear or inappropriate solution with little to no explanation. Lacks commitment.
<b>Peer Feedback Integration</b>	Actively seeks and thoughtfully incorporates peer feedback to enhance the worksheet.	Seeks and incorporates peer feedback, with some improvements made.	Seeks peer feedback but makes limited or no improvements based on it.	Does not seek or incorporate peer feedback, or makes minimal changes with no real improvements.
<b>Clarity and Organization</b>	Worksheet is well-organized and clearly presented, with logical flow and detailed documentation of each step.	Worksheet is organized and presented clearly, with most steps well documented.	Worksheet has some organization but lacks clear flow and detailed documentation.	Worksheet is poorly organized and presented, with missing or unclear documentation of steps.

## Consensus Building Exercise



**Rubric for "Consensus Building Exercise":**

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Conflict Description</b>	Provides a detailed and clear description of the past conflict, including all relevant context and key players.	Provides a clear description of the past conflict, including most relevant context and key players.	Provides a basic description of the past conflict, with some context or key players missing.	Provides an unclear or incomplete description of the past conflict, lacking essential context or details.
<b>Steps for Consensus Building</b>	Outlines detailed, logical steps for consensus building, considering all perspectives and possible challenges.	Outlines clear steps for consensus building, considering most perspectives and some possible challenges.	Outlines basic steps for consensus building, with limited consideration of perspectives or challenges.	Fails to outline clear steps for consensus building or consider relevant perspectives and challenges.
<b>Discussion with Peer/Mentor</b>	Engages deeply in discussion, incorporating feedback and demonstrating reflection on consensus-building approach.	Engages in productive discussion, incorporating some feedback and reflecting on consensus-building approach.	Engages in a basic discussion, with minimal incorporation of feedback or reflection.	Fails to engage meaningfully in discussion, with little to no incorporation of feedback or reflection.
<b>Understanding of Consensus Building</b>	Demonstrates thorough understanding of consensus-building principles and how they apply to conflict resolution.	Demonstrates a good understanding of consensus-building principles and their application to conflict resolution.	Demonstrates a basic understanding of consensus-building principles, with limited application to conflict resolution.	Demonstrates little to no understanding of consensus-building principles or their application to conflict resolution.

<b>Practical Application</b>	Provides insightful and practical application of consensus-building steps to the past conflict.	Provides a clear and practical application of consensus-building steps to the past conflict.	Provides a basic application of consensus-building steps, with some relevance to the past conflict.	Provides a vague or impractical application of consensus-building steps, with little relevance to the past conflict.
<b>Clarity and Coherence</b>	Writing is well-organized, with a clear and logical flow. Ideas are presented coherently and concisely.	Writing is organized, with a clear flow of ideas. Some minor clarity issues may be present.	Writing has some organization but lacks clear flow and coherence. Transitions are weak or missing.	Writing is poorly organized, with ideas presented in a confusing or disjointed manner. Lacks coherence.

## 4. Conflict Prevention

### Communication Plan

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Roles and Responsibilities</b>	Clearly defines all roles and responsibilities in detail, ensuring that every team member's duties are understood.	Defines roles and responsibilities clearly, but some minor details may be missing.	Provides a basic definition of roles and responsibilities, with some roles lacking clarity or detail.	Fails to clearly define roles and responsibilities, with several roles missing or unclear.

<b>Expectations and Goals</b>	Thoroughly outlines expectations and goals for the project, ensuring they are specific, measurable, and achievable.	Outlines expectations and goals, with some specifics, but may lack detail in a few areas.	Provides basic expectations and goals, but they may be vague or lack specific measures.	Fails to outline clear expectations and goals, with many areas vague or incomplete.
<b>Methods of Communication</b>	Provides a comprehensive plan for communication, detailing various methods and channels for different situations.	Provides a clear plan for communication, detailing methods and channels, but may miss some specifics.	Provides a basic plan for communication, mentioning a few methods, but lacks detail and variety.	Fails to provide a clear communication plan, with methods and channels missing or insufficient.
<b>Feedback Incorporation</b>	Actively seeks and thoughtfully incorporates feedback from a peer or mentor to enhance the plan significantly.	Seeks feedback and incorporates it to improve the plan, though some areas may still need adjustment.	Receives feedback but makes only minimal adjustments to the plan.	Fails to seek or incorporate feedback, or makes insufficient adjustments to the plan.
<b>Plan Clarity and Detail</b>	Plan is detailed, well-organized, and easy to understand, with all components clearly outlined.	Plan is organized and clear, with most components outlined sufficiently.	Plan has some organization but may lack clarity and detail in certain components.	Plan is poorly organized, unclear, and lacks sufficient detail in many components.

## Team-Building Ideas

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Creativity and Relevance of Activities</b>	Suggests three highly creative and relevant team-building activities that align well with team goals.	Suggests three relevant team-building activities, with some creativity and alignment with team goals.	Suggests three basic team-building activities, with limited creativity and relevance to team goals.	Suggests fewer than three activities, with little creativity and relevance to team goals.
<b>Explanation of Effectiveness</b>	Provides thorough and convincing explanations for why each activity would be effective in building team cohesion.	Provides clear explanations for the effectiveness of each activity, with minor gaps in reasoning.	Provides basic explanations for the effectiveness of each activity, with some unclear reasoning.	Fails to provide clear or convincing explanations for the effectiveness of each activity.
<b>Discussion and Refinement</b>	Actively engages in discussion with a peer or mentor, thoughtfully refining and improving the ideas.	Engages in discussion with a peer or mentor, making some refinements and improvements to the ideas.	Engages in a basic discussion with minimal refinements or improvements to the ideas.	Fails to engage meaningfully in discussion, with little to no refinement or improvement of ideas.
<b>Feasibility of Activities</b>	Suggests activities that are highly feasible and practical for the team to implement.	Suggests activities that are generally feasible, with some minor challenges to implementation.	Suggests activities with limited feasibility or practicality for the team to implement.	Suggests activities that are not feasible or practical for the team to implement.



<b>Clarity and Detail</b>	Ideas and explanations are detailed, well-organized, and easy to understand.	Ideas and explanations are clear and organized, with most details provided.	Ideas and explanations are somewhat clear but may lack detail and organization.	Ideas and explanations are unclear, disorganized, and lacking in detail.
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### Feedback Session Practice

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Script Content and Structure</b>	Script is detailed and well-structured, clearly outlining constructive feedback and expected outcomes.	Script is clear and structured, with constructive feedback and expected outcomes, but may lack some details.	Script provides basic feedback, with limited structure or detail.	Script is unclear, poorly structured, and lacks constructive feedback or expected outcomes.
<b>Constructiveness of Feedback</b>	Feedback is highly constructive, specific, and focuses on behaviors and outcomes rather than personal attributes.	Feedback is constructive and specific, focusing on behaviors and outcomes, with minor lapses.	Feedback is somewhat constructive, with limited specificity or focus on behaviors and outcomes.	Feedback is vague, non-constructive, or focuses on personal attributes rather than behaviors.



<b>Practice and Execution</b>	Demonstrates thorough practice of giving and receiving feedback, showing excellent communication skills and empathy.	Demonstrates good practice of giving and receiving feedback, with clear communication and empathy.	Demonstrates basic practice of giving and receiving feedback, with limited communication skills.	Demonstrates minimal or no practice of giving and receiving feedback, lacking communication skills.
<b>Reflection on Experience</b>	Provides a detailed and insightful reflection on the experience, identifying specific areas for improvement and making necessary adjustments.	Provides a clear reflection on the experience, identifying some areas for improvement and adjustments.	Provides a basic reflection on the experience, with limited identification of areas for improvement.	Provides little to no reflection on the experience, lacking identification of areas for improvement.
<b>Adjustment Based on Reflection</b>	Makes thoughtful and effective adjustments to the feedback script and approach based on reflection.	Makes some adjustments to the feedback script and approach based on reflection.	Makes minimal adjustments to the feedback script and approach, with limited effectiveness.	Fails to make meaningful adjustments to the feedback script or approach based on reflection.
<b>Clarity and Coherence</b>	Script and reflection are well-organized, with a clear and logical flow. Ideas are presented coherently and concisely.	Script and reflection are organized, with a clear flow of ideas. Some minor clarity issues may be present.	Script and reflection have some organization but may lack clear flow and coherence.	Script and reflection are poorly organized, with ideas presented in a confusing or disjointed manner.



## 5. Emotional Management

### Self-Reflection Journal

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Daily Entries</b>	Provides detailed, consistent daily entries with a thorough description of emotions and reactions.	Provides consistent daily entries with a clear description of emotions and reactions, but may lack detail in some entries.	Provides entries most days, with a basic description of emotions and reactions.	Provides entries inconsistently, with minimal or vague descriptions of emotions and reactions.
<b>Reflection on Emotions</b>	Offers deep and insightful reflections on how emotions affect interactions and behavior.	Offers clear reflections on how emotions affect interactions, with some insight.	Offers basic reflections on how emotions affect interactions, with limited depth or insight.	Offers minimal or no reflections on how emotions affect interactions, lacking insight.
<b>Pattern Identification</b>	Identifies clear and relevant patterns in emotions and reactions, providing thoughtful analysis.	Identifies some relevant patterns in emotions and reactions, with basic analysis.	Identifies few or unclear patterns in emotions and reactions, with limited analysis.	Fails to identify relevant patterns in emotions and reactions, with little to no analysis.

<b>Areas for Improvement</b>	Suggests specific, actionable areas for improvement, demonstrating a strong commitment to personal growth.	Suggests areas for improvement that are clear and somewhat actionable.	Suggests vague areas for improvement, with limited actionability.	Fails to suggest meaningful areas for improvement, lacking specificity or actionability.
<b>Weekly Review</b>	Provides a comprehensive weekly review, summarizing key insights and progress towards emotional management.	Provides a clear weekly review, summarizing insights and progress towards emotional management.	Provides a basic weekly review, with limited summary of insights or progress.	Provides an incomplete or minimal weekly review, lacking insights or summary of progress.
<b>Clarity and Coherence</b>	Journal is well-organized, with clear and logical entries. Reflections and reviews are coherent and concise.	Journal is organized, with clear entries. Reflections and reviews are mostly coherent, with minor issues.	Journal has some organization but may lack clarity and coherence in entries, reflections, and reviews.	Journal is poorly organized, with entries, reflections, and reviews presented in a confusing manner.

Mindfulness Practice

N/A

Peer Support Practice:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Role-Play Scenario Description</b>	Provides a detailed and realistic scenario for the role-play, with clear context and characters.	Provides a clear and realistic scenario for the role-play, with most relevant context and characters.	Provides a basic scenario for the role-play, with limited context or character details.	Provides an unclear or unrealistic scenario for the role-play, lacking context or character details.
<b>Support Strategies</b>	Suggests specific and effective strategies for providing emotional support, tailored to the scenario.	Suggests clear and effective strategies for providing emotional support, with minor gaps in specifics.	Suggests basic strategies for providing emotional support, with limited specificity or effectiveness.	Suggests vague or ineffective strategies for providing emotional support, lacking specificity.
<b>Role-Play Execution</b>	Demonstrates excellent communication skills and empathy during the role-play, effectively supporting the colleague.	Demonstrates good communication skills and empathy during the role-play, with effective support.	Demonstrates basic communication skills and empathy during the role-play, with limited support.	Demonstrates poor communication skills and little empathy during the role-play, with ineffective support.
<b>Reflection on Role-Play</b>	Provides a detailed and insightful reflection on the role-play, identifying strengths and areas for improvement.	Provides a clear reflection on the role-play, identifying some strengths and areas for improvement.	Provides a basic reflection on the role-play, with limited identification of strengths or areas for improvement.	Provides minimal or no reflection on the role-play, lacking identification of strengths or areas for improvement.
<b>Discussion and Feedback</b>	Actively engages in discussion with a peer or mentor, incorporating feedback to refine support strategies.	Engages in discussion with a peer or mentor, incorporating some feedback to refine support strategies.	Engages in a basic discussion, with minimal incorporation of feedback to refine support strategies.	Fails to engage meaningfully in discussion, with little to no incorporation of feedback to refine support strategies.

<b>Clarity and Coherence</b>	Role-play description and reflection are well-organized, clear, and logically presented.	Role-play description and reflection are clear and organized, with minor coherence issues.	Role-play	
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## Section 2: Negotiation

### 1. Negotiation

- Research Exercise:

#### Rubric for "Research Exercise":

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<p><b>Scenario Selection</b></p>	<p>Chooses a highly relevant and detailed hypothetical negotiation scenario with clear context and stakes.</p>	<p>Chooses a relevant negotiation scenario with adequate context and stakes.</p>	<p>Chooses a basic negotiation scenario with limited context or stakes.</p>	<p>Chooses an irrelevant or unclear negotiation scenario, lacking context and stakes.</p>
<p><b>Information Relevance</b></p>	<p>Gathers comprehensive and highly relevant information that thoroughly supports the negotiation scenario.</p>	<p>Gathers relevant information that adequately supports the negotiation scenario.</p>	<p>Gathers some relevant information but with gaps or less relevance to the negotiation scenario.</p>	<p>Gathers minimal or irrelevant information that fails to support the negotiation scenario.</p>
<p><b>Research Depth</b></p>	<p>Conducts in-depth research, covering all relevant aspects</p>	<p>Conducts adequate research, covering most relevant aspects</p>	<p>Conducts basic research, covering some aspects of the</p>	<p>Conducts minimal research, lacking coverage of needs, goals,</p>

	including the needs, goals, and constraints of both parties.	of the needs, goals, and constraints of both parties.	needs, goals, and constraints but with significant gaps.	and constraints of both parties.
<b>Summary Clarity</b>	Provides a detailed and clear summary of findings, logically presenting information in a coherent manner.	Provides a clear summary of findings, presenting information logically but with minor clarity issues.	Provides a basic summary of findings, with some clarity issues and limited logical flow.	Provides an unclear or disorganized summary of findings, lacking logical flow and coherence.
<b>Anticipation of Positions</b>	Demonstrates a strong understanding of potential positions and arguments	Demonstrates a good understanding of potential positions and arguments from	Demonstrates a basic understanding of potential positions and arguments, with	Demonstrates little to no understanding of potential positions and arguments, with

	from both parties.	both parties.	some gaps.	significant gaps.
<b>Application of Findings</b>	Clearly links research findings to the negotiation scenario, showing how information can be used effectively.	Links research findings to the negotiation scenario, showing some practical application.	Links some research findings to the negotiation scenario, with limited practical application.	Fails to link research findings to the negotiation scenario, with little to no practical application.

- Objective Setting

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<p><b>Clarity of Objectives</b></p>	<p>Objectives are clearly defined, specific, and measurable, with well-articulated goals and outcomes.</p>	<p>Objectives are defined, with mostly clear and specific goals and outcomes.</p>	<p>Objectives are basic, with limited specificity and unclear goals and outcomes.</p>	<p>Objectives are unclear, vague, or lack specificity, with no clear goals or outcomes.</p>
<p><b>Prioritization</b></p>	<p>Effectively prioritizes objectives, clearly distinguishing primary goals from secondary preferences.</p>	<p>Prioritizes objectives, distinguishing primary goals from secondary preferences, with some minor issues.</p>	<p>Provides basic prioritization of objectives, with limited distinction between primary and secondary goals.</p>	<p>Fails to prioritize objectives clearly, with no distinction between primary and secondary goals.</p>
<p><b>Minimum Acceptable Outcome</b></p>	<p>Clearly defines the minimum acceptable outcome, with realistic and achievable criteria.</p>	<p>Defines the minimum acceptable outcome, with realistic criteria, though some details may be lacking.</p>	<p>Defines a basic minimum acceptable outcome, with limited criteria or clarity.</p>	<p>Fails to define a clear minimum acceptable outcome, with unrealistic or vague criteria.</p>
<p><b>Strategic Alignment</b></p>	<p>Objectives are well-aligned with overall negotiation strategy, supporting long-</p>	<p>Objectives are aligned with negotiation strategy, supporting most</p>	<p>Objectives show limited alignment with negotiation strategy, with</p>	<p>Objectives lack alignment with negotiation strategy, with</p>

	term and short-term goals.	long-term and short-term goals.	some support for goals.	minimal support for goals.
<b>Flexibility and Adaptability</b>	Demonstrates clear flexibility in less important issues, with a strong focus on critical points.	Demonstrates flexibility in less important issues, with focus on most critical points.	Demonstrates basic flexibility, with limited focus on critical points.	Demonstrates minimal or no flexibility, with a lack of focus on critical points.

## 2. Communication Strategies

- Role-Playing:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<p><b>Scenario Selection</b></p>	<p>Selects a highly relevant and realistic negotiation scenario, with clear roles and objectives.</p>	<p>Selects a relevant negotiation scenario, with clear roles and objectives.</p>	<p>Selects a basic negotiation scenario, with limited clarity in roles and objectives.</p>	<p>Selects an unclear or unrealistic negotiation scenario, lacking defined roles and objectives.</p>
<p><b>Clear Communication</b></p>	<p>Demonstrates exceptionally clear and concise communication, effectively articulating needs and goals.</p>	<p>Demonstrates clear and concise communication, articulating needs and goals well.</p>	<p>Demonstrates basic communication, with some clarity in articulating needs and goals.</p>	<p>Demonstrates unclear or ineffective communication, failing to articulate needs and goals.</p>
<p><b>Active Listening</b></p>	<p>Shows excellent active listening skills, responding thoughtfully and demonstrating full engagement.</p>	<p>Shows good active listening skills, responding thoughtfully and demonstrating engagement.</p>	<p>Shows basic active listening skills, with limited thoughtful responses and engagement.</p>	<p>Shows minimal or no active listening skills, with poor responses and lack of engagement.</p>
<p><b>Feedback Quality</b></p>	<p>Provides detailed and constructive feedback to the peer, highlighting</p>	<p>Provides constructive feedback to the peer, highlighting strengths and</p>	<p>Provides basic feedback to the peer, with limited</p>	<p>Provides minimal or no feedback to the peer, lacking constructive</p>

	strengths and areas for improvement.	areas for improvement.	constructive elements.	elements or specificity.
<b>Incorporation of Feedback</b>	Actively incorporates feedback from the peer, showing significant improvement in subsequent practice.	Incorporates feedback from the peer, showing improvement in subsequent practice.	Incorporates some feedback from the peer, showing limited improvement in subsequent practice.	Fails to incorporate feedback from the peer, showing minimal or no improvement in subsequent practice.
<b>Role-Playing Execution</b>	Executes the role-play with high realism and professionalism, maintaining focus and adherence to scenario.	Executes the role-play with good realism and professionalism, maintaining focus on the scenario.	Executes the role-play with basic realism, occasionally losing focus or deviating from the scenario.	Executes the role-play with poor realism, frequently losing focus or deviating from the scenario.
<b>Clarity and Coherence</b>	Role-play and feedback are presented in a well-organized, clear, and logical manner.	Role-play and feedback are presented clearly and organized, with	Role-play and feedback have some organization but may lack clear	Role-play and feedback are poorly organized, unclear, and lack coherence.

		minor coherence issues.	flow and coherence.	
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- Questioning Exercise

**Rubric for "Questioning Exercise":**

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Variety of Questions</b>	Develops a diverse and comprehensive list of open-ended questions covering various aspects of negotiation.	Develops a list of open-ended questions covering most relevant aspects of negotiation.	Develops a basic list of open-ended questions with limited coverage of negotiation aspects.	Develops a minimal or unclear list of open-ended questions, lacking coverage of negotiation aspects.

<p><b>Relevance of Questions</b></p>	<p>Questions are highly relevant and applicable to the negotiation context, eliciting detailed responses.</p>	<p>Questions are relevant and applicable to the negotiation context, eliciting useful responses.</p>	<p>Questions are somewhat relevant, eliciting basic responses.</p>	<p>Questions are irrelevant or unclear, eliciting minimal or no useful responses.</p>
<p><b>Application in Mock Negotiation</b></p>	<p>Effectively uses the questions in a mock negotiation, demonstrating deep understanding and engagement.</p>	<p>Uses the questions in a mock negotiation, showing good understanding and engagement.</p>	<p>Uses the questions in a mock negotiation, with basic understanding and engagement.</p>	<p>Uses the questions ineffectively in a mock negotiation, showing minimal understanding and engagement.</p>
<p><b>Question Clarity</b></p>	<p>Questions are clearly and precisely worded, easy to understand, and prompt thoughtful responses.</p>	<p>Questions are clearly worded, mostly easy to understand, and prompt useful responses.</p>	<p>Questions are basically worded, with limited clarity and prompting basic responses.</p>	<p>Questions are poorly worded, unclear, and prompt minimal or no useful responses.</p>
<p><b>Reflection on Use</b></p>	<p>Provides a detailed and insightful reflection on the effectiveness of the questions,</p>	<p>Provides a clear reflection on the effectiveness of the questions,</p>	<p>Provides a basic reflection on the effectiveness of the questions,</p>	<p>Provides minimal or no reflection on the effectiveness of</p>

	with clear analysis.	with some analysis.	with limited analysis.	the questions, lacking analysis.
<b>Feedback and Improvement</b>	Actively seeks and incorporates feedback on the questions, showing significant improvement in subsequent practice.	Seeks and incorporates feedback on the questions, showing improvement in subsequent practice.	Seeks some feedback on the questions, showing limited improvement in subsequent practice.	Fails to seek or incorporate feedback on the questions, showing minimal or no improvement in subsequent practice.
<b>Clarity and Coherence</b>	List of questions and reflections are presented in a well-organized, clear, and logical manner.	List of questions and reflections are presented clearly and organized, with minor coherence issues.	List of questions and reflections have some organization but may lack clear flow and coherence.	List of questions and reflections are poorly organized, unclear, and lack coherence.

### 3. Bargaining Techniques

- BATNA Exercise:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of BATNA</b>	Identifies a well-researched and realistic BATNA that effectively strengthens the negotiation position.	Identifies a realistic BATNA that provides a solid foundation for the negotiation.	Identifies a basic BATNA that offers limited support in the negotiation.	Identifies an unrealistic or poorly defined BATNA, providing little to no support in the negotiation.
<b>Understanding and Analysis</b>	Shows deep understanding and analysis of how the BATNA influences the negotiation and decision-	Shows good understanding and analysis of the BATNA's role in the negotiation.	Shows basic understanding of the BATNA's role, with limited analysis.	Shows minimal understanding of the BATNA's role, with no meaningful analysis.



	making process.			
<b>Description of Alternative Plan</b>	Provides a comprehensive and clear description of the alternative plan, detailing steps and outcomes.	Provides a clear description of the alternative plan, outlining steps and potential outcomes.	Provides a basic description of the alternative plan, with limited details and outcomes.	Provides an unclear or incomplete description of the alternative plan, lacking detail and coherence.
<b>Relevance and Practicality</b>	Alternative plan is highly relevant and practical, offering a viable option if negotiation fails.	Alternative plan is relevant and practical, offering a feasible option if	Alternative plan is somewhat relevant and practical, offering a basic option if	Alternative plan is irrelevant or impractical, offering little to no viable option if

		negotiation fails.	negotiation fails.	negotiation fails.
<b>Clarity and Coherence</b>	Description is well-organized, clear, and logically structured.	Description is clear and logically structured, with minor coherence issues.	Description has some organization but may lack clear flow and coherence.	Description is poorly organized, unclear, and lacks coherence.

- Concession Planning:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<p><b>Identification of Concessions</b></p>	<p>Identifies a comprehensive and strategic list of potential concessions, clearly aligned with objectives.</p>	<p>Identifies a strategic list of potential concessions, aligned with objectives.</p>	<p>Identifies a basic list of potential concessions, with limited alignment to objectives.</p>	<p>Identifies a minimal or unclear list of potential concessions, lacking alignment to objectives.</p>
<p><b>Prioritization of Concessions</b></p>	<p>Effectively prioritizes concessions based on strategic importance and impact on negotiation outcomes.</p>	<p>Prioritizes concessions based on importance and impact on negotiation outcomes.</p>	<p>Prioritizes concessions in a basic manner, with limited consideration of importance and impact.</p>	<p>Fails to prioritize concessions effectively, showing minimal consideration of importance and impact.</p>

<p><b>Strategic Value</b></p>	<p>Concessions are strategically valuable, demonstrating deep understanding of their role in negotiation.</p>	<p>Concessions are valuable, demonstrating good understanding of their role in negotiation.</p>	<p>Concessions are of basic value, with limited understanding of their role in negotiation.</p>	<p>Concessions lack strategic value, demonstrating minimal understanding of their role in negotiation.</p>
<p><b>Clarity and Detail</b></p>	<p>Concessions and priorities are described in detail, with clear rationale for their importance.</p>	<p>Concessions and priorities are described clearly, with rationale for their importance.</p>	<p>Concessions and priorities are described in basic terms, with limited rationale for their importance.</p>	<p>Concessions and priorities are poorly described, with unclear or no rationale for their importance.</p>
<p><b>Alignment with</b></p>	<p>Concessions are closely aligned with</p>	<p>Concessions are generally aligned</p>	<p>Concessions show some alignment with</p>	<p>Concessions show minimal or no alignment</p>

<b>Objectives</b>	overall negotiation objectives and goals.	with overall negotiation objectives and goals.	overall negotiation objectives and goals.	t with overall negotiation objectives and goals.
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#### 4. Conflict Resolution in Negotiation

- Conflict Scenario Analysis:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Conflict</b>	Provides a comprehensive and insightful identification of conflict causes, with clear evidence and rationale.	Provides a clear identification of conflict causes, supported by evidence and rationale.	Provides a basic identification of conflict causes, with limited evidence and rationale.	Provides an unclear or minimal identification of conflict causes, lacking evidence and rationale.

<p><b>Depth of Analysis</b></p>	<p>Demonstrates a deep analysis of the conflict, considering multiple perspectives and underlying issues.</p>	<p>Demonstrates a thorough analysis of the conflict, considering relevant perspectives and issues.</p>	<p>Demonstrates a basic analysis of the conflict, considering limited perspectives and issues.</p>	<p>Demonstrates minimal or no analysis of the conflict, failing to consider perspectives and underlying issues.</p>
<p><b>Resolution Suggestions</b></p>	<p>Suggests highly effective and creative resolution strategies that address underlying issues and interests.</p>	<p>Suggests effective resolution strategies that address key issues and interests.</p>	<p>Suggests basic resolution strategies that address some issues and interests.</p>	<p>Suggests unclear or ineffective resolution strategies that fail to address key issues and interests.</p>
<p><b>Practicality of Solutions</b></p>	<p>Solutions are highly practical, feasible, and aligned with the negotiation context and goals.</p>	<p>Solutions are practical, feasible, and generally aligned with the negotiation context and goals.</p>	<p>Solutions are somewhat practical, with limited feasibility and alignment with the negotiation context and goals.</p>	<p>Solutions are impractical or unfeasible, lacking alignment with the negotiation context and goals.</p>

<b>Clarity and Coherence</b>	Analysis is well-organized, clear, and logically structured, with a coherent flow of ideas.	Analysis is clear and logically structured, with minor coherence issues.	Analysis has some organization but may lack clear flow and coherence.	Analysis is poorly organized, unclear, and lacks coherence.
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- Role-Playing Conflict Resolution:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Scenario Selection</b>	Selects a highly relevant and realistic conflict scenario, with clear roles and objectives.	Selects a relevant conflict scenario, with clear roles and objectives.	Selects a basic conflict scenario, with limited clarity in roles and objectives.	Selects an unclear or unrealistic conflict scenario, lacking defined roles and objectives.

<p><b>Conflict Resolution Techniques</b></p>	<p>Demonstrates the use of highly effective conflict resolution techniques, addressing underlying issues and fostering collaboration.</p>	<p>Demonstrates the use of effective conflict resolution techniques, addressing key issues and fostering collaboration.</p>	<p>Demonstrates the use of basic conflict resolution techniques, addressing some issues.</p>	<p>Demonstrates minimal or ineffective conflict resolution techniques, failing to address key issues.</p>
<p><b>Professionalism and Demeanor</b></p>	<p>Maintains a highly professional demeanor, showing respect, calmness, and focus throughout the role-play.</p>	<p>Maintains a professional demeanor, showing respect, calmness, and focus in most parts of the role-play.</p>	<p>Maintains a basic level of professionalism, with occasional lapses in respect, calmness, or focus.</p>	<p>Fails to maintain professionalism, showing frequent lapses in respect, calmness, or focus.</p>
<p><b>Reflection and Analysis</b></p>	<p>Provides a detailed and insightful reflection on the effectiveness of strategies used, with clear lessons learned.</p>	<p>Provides a clear reflection on the effectiveness of strategies used, with some lessons learned.</p>	<p>Provides a basic reflection on the effectiveness of strategies used, with limited lessons learned.</p>	<p>Provides minimal or no reflection on the effectiveness of strategies used, with no clear lessons learned.</p>



<p><b>Feedback and Improvement</b></p>	<p>Actively incorporates feedback on conflict resolution strategies, showing significant improvement in subsequent practice.</p>	<p>Incorporates feedback on conflict resolution strategies, showing improvement in subsequent practice.</p>	<p>Seeks some feedback on conflict resolution strategies, showing limited improvement in subsequent practice.</p>	<p>Fails to seek or incorporate feedback on conflict resolution strategies, showing minimal improvement in subsequent practice.</p>
<p><b>Clarity and Coherence</b></p>	<p>Role-play and reflection are well-organized, clear, and logically structured, with a coherent flow of ideas.</p>	<p>Role-play and reflection are clear and logically structured, with minor coherence issues.</p>	<p>Role-play and reflection have some organization but may lack clear flow and coherence.</p>	<p>Role-play and reflection are poorly organized, unclear, and lack coherence.</p>

## 5. Closing the Deal

- Agreement Summary Exercise:

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
<b>Comprehensiveness</b>	Summarizes all key points and terms of the agreement thoroughly and accurately, leaving no important details out.	Summarizes most key points and terms of the agreement accurately, with minor omissions.	Summarizes the agreement, but some key points and terms are missing or inaccurately represented.	Provides an incomplete summary, missing several key points and terms, leading to potential misunderstandings.
<b>Clarity and Conciseness</b>	Provides a clear, concise, and easily understood	Provides a clear and understandable summary, with minor	Provides a somewhat clear summary, but may include	Provides a summary that is unclear or overly complex, making it

	standable summary, avoiding jargon and complexity.	issues in conciseness or clarity.	unnecessary details or lack clarity.	difficult to understand.
<b>Accuracy of Information</b>	Information is highly accurate, reflecting the exact terms of the agreement without errors.	Information is accurate, with minor errors or misinterpretations.	Information contains some inaccuracies or misinterpretations of the terms.	Information is inaccurate, misrepresenting the terms and potentially leading to misunderstandings.

<p><b>Alignment with Objectives</b></p>	<p>Summary aligns closely with the negotiation objectives and agreed terms, ensuring a shared understanding.</p>	<p>Summary aligns with the negotiation objectives and agreed terms, with minor alignment issues.</p>	<p>Summary shows some alignment with the negotiation objectives and agreed terms, but lacks full coherence.</p>	<p>Summary lacks alignment with the negotiation objectives and agreed terms, leading to potential confusion.</p>
<p><b>Organization and Structure</b></p>	<p>Summary is well-organized, logically structured, and follows a coherent</p>	<p>Summary is organized and logically structured, with minor coherence issues.</p>	<p>Summary has basic organization but may lack clear flow and coherence.</p>	<p>Summary is poorly organized, lacking logical structure and clear flow, making it hard to follow.</p>

	ent flow, maki ng it easy to follo w.			
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- Drafting Agreements

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Completeness of Terms</b>	Includes all necessary terms and conditions, with comprehensive coverage of the agreement details.	Includes most necessary terms and conditions, with good coverage of the agreement details.	Includes basic terms and conditions, but some important details are missing or incomplete.	Includes few necessary terms and conditions, with many important details missing or incomplete.

<p><b>Clarity and Precision</b></p>	<p>Terms are clearly and precisely written, avoiding ambiguity and ensuring mutual understanding.</p>	<p>Terms are clearly written, with minor ambiguities that could lead to misinterpretations.</p>	<p>Terms are somewhat clear, but may include ambiguities that can cause misunderstandings.</p>	<p>Terms are unclear or ambiguous, making it difficult to understand and potentially leading to conflicts.</p>
<p><b>Formal Structure</b></p>	<p>Follows a formal structure, with well-defined sections, headings, and a logical flow of information.</p>	<p>Follows a formal structure, with clear sections and a logical flow of information, with minor issues.</p>	<p>Follows a basic formal structure, but may lack clear sections or logical flow of information.</p>	<p>Lacks formal structure, with poorly defined sections and an illogical flow of information.</p>
<p><b>Legal and Practical Relevance</b></p>	<p>Draft addresses both legal requirements and practical considerations effectively, ensuring enforceability.</p>	<p>Draft addresses legal requirements and practical considerations, with minor gaps in enforceability.</p>	<p>Draft addresses some legal requirements and practical considerations, with limited enforceability.</p>	<p>Draft fails to address legal requirements or practical considerations, making it largely unenforceable.</p>

<p><b>Review and Revision</b></p>	<p>Draft is thoroughly reviewed and revised for clarity, completeness, and accuracy, reflecting feedback.</p>	<p>Draft is reviewed and revised for clarity, completeness, and accuracy, with minor issues.</p>	<p>Draft is reviewed with limited revisions, leading to basic clarity, completeness, and accuracy.</p>	<p>Draft is poorly reviewed or not revised, leading to significant issues in clarity, completeness, and accuracy.</p>
<p><b>Consistency and Coherence</b></p>	<p>Agreement is consistently and coherently written, with a unified voice and logical connections between sections.</p>	<p>Agreement is coherently written, with consistent voice and logical connections, with minor issues.</p>	<p>Agreement is somewhat coherent, but may lack consistency in voice or logical connections between sections.</p>	<p>Agreement is inconsistent and lacks coherence, with disjointed sections and unclear connections.</p>

## Section 3 :Stress Managment

### 1.Stress Management

- Stress Diary:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Frequency and Consistency</b>	Diary entries are made daily with consistent detail and completeness.	Diary entries are made most days with consistent detail and completeness.	Diary entries are sporadic, with some lacking detail or completeness.	Diary entries are infrequent, with most lacking detail or completeness.
<b>Identification of Stressors</b>	Identifies stressors clearly and accurately, covering a wide range of both internal and external sources.	Identifies stressors clearly and accurately, covering several types of internal and external sources.	Identifies stressors, but with limited variety or detail, focusing primarily on either internal or external.	Identifies stressors vaguely, with little variety or detail.
<b>Reaction and Handling</b>	Provides detailed accounts of reactions and handling of stress, showing thoughtful reflection and learning.	Provides detailed accounts of reactions and handling of stress, with some reflection and learning.	Provides basic accounts of reactions and handling of stress, with limited reflection or learning.	Provides vague or incomplete accounts of reactions and handling of stress, with little reflection.



<b>Pattern Identification</b>	Identifies clear patterns and major stressors effectively, offering deep insights into stress triggers.	Identifies patterns and major stressors, with some insights into stress triggers.	Identifies some patterns and major stressors, with limited insights into stress triggers.	Fails to identify clear patterns or major stressors, with little to no insights into stress triggers.
<b>Quality of Writing</b>	Writing is clear, coherent, and free of grammatical errors, enhancing readability and understanding.	Writing is clear and coherent, with minor grammatical errors that do not affect understanding.	Writing is somewhat clear, with several grammatical errors that may affect understanding.	Writing is unclear, with numerous grammatical errors that significantly affect readability and understanding.

- Reflection Essay

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Stressor</b>	Clearly identifies and describes the stressor with detailed context and background.	Identifies and describes the stressor with sufficient context and background.	Identifies the stressor with limited context or background.	Identifies the stressor vaguely, with little to no context or background.
<b>Analysis of Reaction</b>	Provides a detailed analysis of the reaction to the stressor, reflecting on emotions and behaviors.	Provides a sufficient analysis of the reaction to the stressor, with some reflection on emotions and behaviors.	Provides a basic analysis of the reaction to the stressor, with limited reflection on emotions and behaviors.	Provides a vague or incomplete analysis of the reaction to the stressor, with little reflection.

<b>Alternative Strategies</b>	Suggests thoughtful and practical alternative strategies for managing the stressor, with clear rationale.	Suggests practical alternative strategies for managing the stressor, with some rationale.	Suggests basic alternative strategies for managing the stressor, with limited rationale.	Suggests vague or impractical alternative strategies for managing the stressor, with little rationale.
<b>Depth of Reflection</b>	Demonstrates deep reflection, showing learning and potential for change in future stress handling.	Demonstrates reflection, showing learning and some potential for change in future stress handling.	Demonstrates basic reflection, with limited learning and potential for change in future stress handling.	Demonstrates minimal reflection, with little learning or potential for change in future stress handling.
<b>Clarity and Coherence</b>	Essay is well-organized, coherent, and free of grammatical errors, making it easy to understand.	Essay is organized and coherent, with minor grammatical errors that do not affect understanding.	Essay is somewhat organized, with several grammatical errors that may affect understanding.	Essay is poorly organized, with numerous grammatical errors that significantly affect readability and understanding.

## 2. Understanding Stress Responses

- Body Scan Exercise

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Awareness and Detail</b>	Demonstrates comprehensive awareness of physical sensations, noting specific areas of tension and discomfort with detailed descriptions.	Shows good awareness of physical sensations, noting several areas of tension and discomfort with some detail.	Demonstrates basic awareness of physical sensations, noting few areas of tension and discomfort with limited detail.	Shows minimal awareness of physical sensations, with vague or incomplete notes on tension and discomfort.
<b>Reflection on Stress Impact</b>	Provides deep reflection on how stress impacts the body, linking specific sensations to stressors and explaining potential health implications.	Reflects on how stress impacts the body, linking some sensations to stressors and mentioning potential health implications.	Provides basic reflection on how stress impacts the body, with limited links to stressors or health implications.	Shows minimal reflection on how stress impacts the body, with little to no links to stressors or health implications.
<b>Consistency in Practice</b>	Consistently practices body scan meditation, noting changes in physical responses over multiple sessions.	Regularly practices body scan meditation, noting changes in physical responses over several sessions.	Occasionally practices body scan meditation, with some notes on changes in physical responses.	Rarely practices body scan meditation, with minimal notes on changes in physical responses.
<b>Quality of Writing</b>	Writing is clear, coherent, and free of grammatical errors, making the notes easy to understand.	Writing is clear and coherent, with minor grammatical errors that do not affect understanding.	Writing is somewhat clear, with several grammatical errors that may affect understanding.	Writing is unclear, with numerous grammatical errors that significantly affect readability and understanding.



- Emotional Awareness Journal:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Emotions</b>	Clearly identifies and describes a wide range of emotional responses to stress with detailed examples.	Identifies and describes several emotional responses to stress with some examples.	Identifies basic emotional responses to stress with limited examples.	Vaguely identifies emotional responses to stress with few or no examples.
<b>Pattern and Trigger Analysis</b>	Provides deep analysis of emotional patterns and triggers, showing insightful connections and explanations.	Analyzes emotional patterns and triggers with some connections and explanations.	Provides basic analysis of emotional patterns and triggers with limited connections and explanations.	Shows minimal analysis of emotional patterns and triggers with little to no connections or explanations.
<b>Strategy Consideration</b>	Suggests thoughtful and practical strategies for managing emotions, with clear rationale and examples.	Suggests practical strategies for managing emotions, with some rationale and examples.	Suggests basic strategies for managing emotions, with limited rationale and examples.	Suggests vague or impractical strategies for managing emotions, with little or no rationale.
<b>Consistency and Detail</b>	Consistently tracks emotions daily with detailed entries, noting changes and insights over time.	Regularly tracks emotions with detailed entries, noting some changes and insights over time.	Occasionally tracks emotions with basic entries, noting limited changes or insights.	Rarely tracks emotions with vague or incomplete entries, showing minimal changes or insights.

<b>Quality of Writing</b>	Writing is clear, coherent, and free of grammatical errors, enhancing readability and understanding.	Writing is clear and coherent, with minor grammatical errors that do not affect understanding.	Writing is somewhat clear, with several grammatical errors that may affect understanding.	Writing is unclear, with numerous grammatical errors that significantly affect readability and understanding.
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### 3. Time Management

- Task Prioritization Exercise:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Task Listing</b>	Completes a comprehensive list of daily tasks, including all major responsibilities and deadlines.	Completes a detailed list of most daily tasks, covering major responsibilities and deadlines.	Lists basic daily tasks, missing some responsibilities and deadlines.	Provides an incomplete or vague list of tasks, with many key responsibilities and deadlines missing.
<b>Use of Eisenhower Matrix</b>	Effectively categorizes tasks into all four quadrants of the Eisenhower Matrix with clear rationale for each placement.	Categorizes tasks into the Eisenhower Matrix with rationale for most placements, covering all quadrants.	Categorizes tasks into the Eisenhower Matrix with limited rationale, covering most but not all quadrants.	Ineffectively categorizes tasks, with unclear rationale and several tasks not placed in appropriate quadrants.

<b>Reflection on Impact</b>	Provides a deep and insightful reflection on how task prioritization affects stress levels and productivity, with specific examples and outcomes.	Reflects on how task prioritization affects stress levels and productivity, providing some examples and outcomes.	Offers basic reflection on how task prioritization affects stress levels and productivity, with few examples and outcomes.	Provides minimal reflection on the impact of task prioritization, with vague or incomplete examples and outcomes.
<b>Clarity and Detail</b>	Writes clearly and in detail, making it easy to understand the tasks, categorization, and reflection.	Writes clearly with sufficient detail to understand the tasks, categorization, and reflection.	Writes with some clarity, but lacks detail, making it harder to understand the tasks, categorization, and reflection.	Writes unclearly and with little detail, making it difficult to understand the tasks, categorization, and reflection.
<b>Actionable Insights</b>	Suggests practical and specific ways to improve task management and reduce stress based on the exercise.	Suggests some practical ways to improve task management and reduce stress based on the exercise.	Offers limited suggestions for improving task management and reducing stress, with few actionable insights.	Provides minimal or impractical suggestions for improving task management and reducing stress, with no actionable insights.

- Time Audit:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>

<b>Time Tracking Detail</b>	Provides a detailed and comprehensive log of time spent on various activities, including specific tasks, durations, and time-wasting activities.	Provides a detailed log of time spent on most activities, including specific tasks, durations, and some time-wasting activities.	Provides a basic log of time spent, with limited detail on specific tasks, durations, and time-wasting activities.	Provides an incomplete or vague log of time spent, missing many details on specific tasks, durations, and time-wasting activities.
<b>Analysis of Time Use</b>	Conducts a thorough analysis of time use, identifying clear patterns and specific areas for improvement with concrete examples.	Analyzes time use with some detail, identifying patterns and areas for improvement with some examples.	Provides a basic analysis of time use, identifying few patterns and limited areas for improvement with vague examples.	Provides minimal or no analysis of time use, with little to no identification of patterns or areas for improvement.
<b>Efficiency Improvement</b>	Suggests practical, specific, and actionable strategies to improve efficiency and reduce time-wasting activities, with a detailed plan for implementation.	Suggests some practical strategies to improve efficiency and reduce time-wasting activities, with a basic plan for implementation.	Offers limited strategies for improving efficiency and reducing time-wasting activities, with vague or incomplete implementation plans.	Provides minimal or impractical strategies for improving efficiency and reducing time-wasting activities, with no implementation plan.
<b>Clarity and Detail</b>	Writes clearly and in detail, making it easy to understand the time audit, analysis, and suggestions.	Writes clearly with sufficient detail to understand the time audit, analysis, and suggestions.	Writes with some clarity, but lacks detail, making it harder to understand the time audit, analysis, and suggestions.	Writes unclearly and with little detail, making it difficult to understand the time audit, analysis, and suggestions.

<b>Consistency in Tracking</b>	Tracks time consistently every day for a full week, with no gaps or missing data.	Tracks time consistently for most of the week, with minimal gaps or missing data.	Tracks time inconsistently, with several gaps or missing data.	Tracks time inconsistently, with many gaps or missing data.
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## 4. Building Resilience

- Gratitude Journal

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Consistency of Entries</b>	Writes entries consistently every day, documenting three things to be grateful for with detail and thoughtfulness.	Writes entries for most days, documenting three things to be grateful for with some detail and thoughtfulness.	Writes entries inconsistently, documenting gratitude for only some days with limited detail and thoughtfulness.	Writes entries infrequently or sporadically, documenting few things to be grateful for, with little to no detail or thoughtfulness.
<b>Reflection on Impact</b>	Provides deep and insightful reflections on how the gratitude practice impacts stress levels, with specific examples and outcomes.	Reflects on how the gratitude practice impacts stress levels, providing some examples and outcomes.	Offers basic reflections on the impact of the gratitude practice on stress levels, with few examples and outcomes.	Provides minimal or vague reflections on the impact of the gratitude practice on stress levels, with no specific examples or outcomes.



<b>Depth of Gratitude</b>	Demonstrates a profound understanding of the importance of gratitude by reflecting on a wide range of aspects in life, beyond superficial things.	Demonstrates an understanding of gratitude by reflecting on a variety of aspects in life, beyond just superficial things.	Demonstrates a basic understanding of gratitude, with reflections on more superficial aspects.	Shows little understanding of gratitude, with reflections focusing primarily on superficial or materialistic aspects.
<b>Clarity and Detail</b>	Writes clearly and with great detail, making it easy to understand the journal entries and reflections.	Writes clearly with sufficient detail to understand the journal entries and reflections.	Writes with some clarity, but lacks detail, making it harder to understand the journal entries and reflections.	Writes unclearly and with little detail, making it difficult to understand the journal entries and reflections.
<b>Emotional Insight</b>	Demonstrates deep emotional insight and connection to the practice, showing significant personal growth and emotional awareness.	Demonstrates emotional insight and connection to the practice, showing some personal growth and emotional awareness.	Demonstrates limited emotional insight and connection to the practice, showing minimal personal growth and emotional awareness.	Shows little to no emotional insight or connection to the practice, with no apparent personal growth or emotional awareness.

- Support Network Mapping:

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
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<p><b>Comprehensiveness of Map</b></p>	<p>Includes a comprehensive and detailed map of the support network, identifying a wide range of key individuals and groups for support.</p>	<p>Includes a detailed map of the support network, identifying several key individuals and groups for support.</p>	<p>Includes a basic map of the support network, identifying some key individuals and groups for support.</p>	<p>Provides an incomplete or vague map of the support network, identifying few key individuals or groups for support.</p>
<p><b>Clarity and Organization</b></p>	<p>Presents the map clearly and in an organized manner, making it easy to understand the relationships and support connections.</p>	<p>Presents the map clearly and somewhat organized, making it fairly easy to understand the relationships and support connections.</p>	<p>Presents the map with some clarity, but lacks organization, making it harder to understand the relationships and support connections.</p>	<p>Presents the map unclearly and with little organization, making it difficult to understand the relationships and support connections.</p>
<p><b>Identification of Key People</b></p>	<p>Identifies a wide range of key people across different contexts (personal, professional, social) and their roles in the support network.</p>	<p>Identifies several key people across different contexts and their roles in the support network.</p>	<p>Identifies a few key people, primarily from one context, and their roles in the support network.</p>	<p>Identifies few key people, with minimal context or roles in the support network.</p>

<b>Strengthening Relationships</b>	Provides a detailed plan with specific actions to strengthen relationships within the support network, addressing different contexts.	Provides a plan with actions to strengthen relationships within the support network, addressing some contexts.	Provides a basic plan with limited actions to strengthen relationships within the support network, addressing few contexts.	Provides minimal or vague plans to strengthen relationships within the support network, addressing few to no contexts.
<b>Reflection on Impact</b>	Offers deep reflection on the importance of the support network for stress management, with specific examples and actionable insights.	Reflects on the importance of the support network for stress management, providing some examples and actionable insights.	Provides basic reflection on the importance of the support network for stress management, with few examples and actionable insights.	Provides minimal or vague reflection on the importance of the support network for stress management, with no actionable insights.

## Section 4: Effective Communication

### 1. Effective Communication

- Listening Practice:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>

<p><b>Engagement with Speaker</b></p>	<p>Maintains consistent eye contact, nods, and uses verbal affirmations throughout the conversation, demonstrating a high level of engagement.</p>	<p>Maintains eye contact, nods, and uses verbal affirmations most of the time, demonstrating good engagement.</p>	<p>Maintains eye contact, nods, or uses verbal affirmations occasionally, showing some engagement.</p>	<p>Rarely or never maintains eye contact, nods, or uses verbal affirmations, showing minimal to no engagement.</p>
<p><b>Accuracy of Summary</b></p>	<p>Summarizes the story back with excellent accuracy, capturing all key points and nuances.</p>	<p>Summarizes the story back with good accuracy, capturing most key points and some nuances.</p>	<p>Summarizes the story back with limited accuracy, capturing only some key points and few nuances.</p>	<p>Summarizes the story back with poor accuracy, missing most key points and nuances.</p>
<p><b>Comprehension Checks</b></p>	<p>Frequently checks for understanding by asking clarifying questions and paraphrasing, demonstrating thorough comprehension.</p>	<p>Checks for understanding by asking a few clarifying questions and paraphrasing occasionally, showing good comprehension.</p>	<p>Rarely checks for understanding, with few clarifying questions or paraphrasing, showing limited comprehension.</p>	<p>Does not check for understanding or ask clarifying questions, showing little to no comprehension.</p>
<p><b>Respect for Speaker</b></p>	<p>Demonstrates a high level of respect by not interrupting, being patient, and showing empathy throughout the conversation.</p>	<p>Demonstrates respect by not interrupting and being patient most of the time, showing some empathy.</p>	<p>Shows some respect, but occasionally interrupts or shows impatience, with limited empathy.</p>	<p>Shows minimal respect, frequently interrupting or being impatient, with little to no empathy.</p>

<b>Feedback and Response</b>	Provides thoughtful feedback and responses that reflect a deep understanding of the story and the speaker's perspective.	Provides relevant feedback and responses that reflect a good understanding of the story and the speaker's perspective.	Provides basic feedback and responses that reflect some understanding of the story and the speaker's perspective.	Provides minimal or irrelevant feedback and responses that reflect little to no understanding of the story and the speaker's perspective.
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- Reflective Essay:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Description of Techniques</b>	Describes the active listening techniques used in detail, including eye contact, affirmations, summarizing, and comprehension checks.	Describes the active listening techniques used, including eye contact, affirmations, and some summarizing or comprehension checks.	Provides a basic description of some active listening techniques used, with limited detail.	Provides a minimal or vague description of the active listening techniques used, with little to no detail.

<b>Analysis of Outcome</b>	Provides a thorough analysis of the conversation outcome, including the impact of active listening on understanding and relationship building.	Provides a good analysis of the conversation outcome, discussing the impact of active listening on understanding and relationships.	Provides a basic analysis of the conversation outcome, touching on the impact of active listening on understanding or relationships.	Provides a minimal or vague analysis of the conversation outcome, with little discussion on the impact of active listening.
<b>Reflection on Experience</b>	Reflects deeply on the experience, identifying specific strengths and areas for improvement in active listening.	Reflects on the experience, identifying some strengths and areas for improvement in active listening.	Reflects on the experience with basic insights, mentioning a few strengths or areas for improvement in active listening.	Provides minimal or vague reflection on the experience, with little to no mention of strengths or areas for improvement.
<b>Clarity and Organization</b>	Essay is well-organized, with clear and concise writing, logical flow, and detailed examples.	Essay is organized, with mostly clear and concise writing, logical flow, and some examples.	Essay is somewhat organized, with some clarity and logical flow, but lacks detailed examples.	Essay is poorly organized, with unclear writing, lack of logical flow, and few to no detailed examples.
<b>Depth of Insight</b>	Demonstrates deep insight into the role of active listening in effective communication, with specific and relevant examples.	Demonstrates good insight into the role of active listening in effective communication, with some relevant examples.	Demonstrates basic insight into the role of active listening in effective communication, with few relevant examples.	Demonstrates minimal or vague insight into the role of active listening in effective communication, with little to no relevant examples.



## 2. Verbal Communication

- Speech Practice

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
<b>Clarity of Message</b>	Delivers the message clearly and succinctly, using simple language and avoiding jargon. Audience easily understands the main points.	Delivers the message clearly, with minimal jargon. Audience understands most points.	Delivers the message somewhat clearly, but occasionally uses jargon or complex language that may confuse the audience.	Delivers the message unclearly, with frequent use of jargon or complex language that confuses the audience.
<b>Conciseness</b>	Stays on topic throughout, providing necessary information without unnecessary details.	Mostly stays on topic, with minimal digression.	Occasionally strays from the topic, providing some unnecessary details.	Frequently strays from the topic, providing many unnecessary details.
<b>Tone of Voice</b>	Uses a tone that is appropriate for the message and audience, conveying confidence and respect.	Uses an appropriate tone for the most part, conveying confidence and respect.	Uses an occasionally inappropriate tone, with limited confidence and respect.	Uses an inappropriate tone frequently, lacking confidence and respect.

<b>Pace of Speech</b>	Maintains a steady and appropriate pace throughout, allowing the audience to easily follow along.	Maintains an appropriate pace for most of the speech, with some variations.	Occasionally speaks too quickly or too slowly, making it harder for the audience to follow along.	Frequently speaks too quickly or too slowly, making it difficult for the audience to follow along.
<b>Engagement</b>	Engages the audience effectively with a dynamic delivery, making the speech interesting and compelling.	Engages the audience for the most part, with a generally interesting delivery.	Shows limited engagement with the audience, with a somewhat monotonous delivery.	Fails to engage the audience, with a monotonous or disengaging delivery.
<b>Use of Examples</b>	Provides clear and relevant examples that enhance understanding of the message.	Provides relevant examples that support the message.	Provides a few examples that are somewhat relevant but do not strongly support the message.	Provides few to no examples, or examples are irrelevant and do not support the message.
<b>Feedback Incorporation</b>	Reviews the recording and identifies areas for improvement, making specific and actionable changes based on the review.	Reviews the recording and identifies areas for improvement, making some changes based on the review.	Reviews the recording but makes few changes or identifies only general areas for improvement.	Does not review the recording or fails to make any significant changes based on the review.

### 3.Non-Verbal Communication



- Observation Exercise:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Cues</b>	Identifies a wide range of non-verbal cues including subtle signals.	Identifies most key non-verbal cues, including some subtle signals.	Identifies some non-verbal cues but misses subtle signals.	Identifies few non-verbal cues and misses most subtle signals.
<b>Interpretation of Cues</b>	Provides a detailed and accurate interpretation of how each cue affects communication.	Provides a generally accurate interpretation of how cues affect communication.	Provides a basic interpretation of how some cues affect communication.	Provides a limited interpretation, missing key impacts of cues.
<b>Reflection on Impact</b>	Thoroughly reflects on how non-verbal cues enhance or detract from communication.	Reflects on how most non-verbal cues affect communication.	Reflects on how a few non-verbal cues affect communication.	Limited reflection on the impact of non-verbal cues.
<b>Depth of Analysis</b>	Analyzes non-verbal cues in a complex and nuanced way.	Analyzes non-verbal cues in a detailed way, with some nuance.	Provides a basic analysis with limited depth.	Provides a superficial analysis with minimal depth.
<b>Application of Knowledge</b>	Demonstrates a deep understanding of non-verbal communication principles.	Demonstrates a good understanding of non-verbal communication principles.	Shows a basic understanding of non-verbal communication principles.	Shows little understanding of non-verbal communication principles.

- Role-Playing:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Use of Positive Body Language</b>	Consistently uses positive body language that enhances communication.	Generally uses positive body language, with some minor lapses.	Uses some positive body language but with several inconsistencies.	Rarely uses positive body language; often detracts from communication.
<b>Interpretation of Signals</b>	Accurately interprets a wide range of non-verbal signals from partner.	Accurately interprets most non-verbal signals from partner.	Interprets some non-verbal signals but misses key aspects.	Rarely interprets non-verbal signals accurately.
<b>Scenario Adaptation</b>	Adapts body language effectively to different scenarios, showing flexibility.	Adapts body language appropriately in most scenarios.	Shows some ability to adapt body language to different scenarios.	Limited ability to adapt body language to different scenarios.
<b>Communication Impact</b>	Enhances overall communication effectiveness through non-verbal cues.	Positively influences communication through non-verbal cues.	Has a limited positive impact on communication with non-verbal cues.	Little to no positive impact on communication through non-verbal cues.

<b>Feedback and Improvement</b>	Incorporates feedback effectively to improve non-verbal communication skills.	Incorporates feedback with some effectiveness to improve skills.	Incorporates feedback minimally or with limited effectiveness.	Does not incorporate feedback effectively to improve skills.
<b>Engagement in Role-Playing</b>	Shows high engagement and realism in role-playing scenarios.	Shows good engagement and realism in role-playing scenarios.	Shows basic engagement and realism in role-playing scenarios.	Shows minimal engagement and realism in role-playing scenarios.

#### 4. Written Communication

- Email Writing Exercise:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Structure and Organization</b>	Email is exceptionally well-organized, with clear headings and logical flow.	Email is well-organized, with clear headings and generally logical flow.	Email has basic organization but lacks clear headings or logical flow.	Email is poorly organized, with no clear headings or logical flow.
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<b>Clarity and Conciseness</b>	Message is clear, concise, and free of ambiguity. No unnecessary details.	Message is mostly clear and concise, with minimal ambiguity.	Message is somewhat clear but includes some unnecessary details or ambiguity.	Message is unclear, verbose, and contains many unnecessary details or ambiguities.
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<b>Tone and Formality</b>	Tone is perfectly matched to the audience; formal and professional throughout.	Tone is appropriate for the audience; mostly formal and professional.	Tone is somewhat appropriate but includes elements that are too informal or too formal.	Tone is inappropriate for the audience; overly casual or overly formal.
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<b>Grammar and Spelling</b>	Email is free from grammar and spelling errors.	Email has few grammar or spelling errors.	Email contains several grammar or spelling errors.	Email contains many grammar or spelling errors, affecting readability.
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<b>Peer Feedback Integration</b>	Integrates peer feedback effectively to improve the email.	Integrates some peer feedback, making noticeable improvements.	Integrates minimal peer feedback, with few improvements.	Fails to integrate peer feedback, showing little or no improvement.
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<b>Purpose and Relevance</b>	Email addresses the topic effectively and stays completely relevant.	Email mostly addresses the topic and remains relevant with minor digressions.	Email partially addresses the topic but includes irrelevant content.	Email fails to address the topic and includes mostly irrelevant content.
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- Document Review

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
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<b>Identification of Issues</b>	Identifies all significant issues with clarity and structure in the document.	Identifies most significant issues with clarity and structure.	Identifies some issues with clarity and structure.	Identifies few or no issues with clarity and structure.
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<b>Suggestions for Improvement</b>	Provides detailed, practical, and relevant suggestions for improvement.	Provides mostly practical and relevant suggestions for improvement.	Provides some basic suggestions for improvement.	Provides few or no practical suggestions for improvement.
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<b>Comprehensiveness</b>	Reviews the entire document comprehensively, covering all key areas.	Reviews most of the document comprehensively, covering key areas.	Reviews some parts of the document, missing key areas.	Reviews only a small part of the document, missing many key areas.
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<b>Clarity of Feedback</b>	Feedback is clear, specific, and easy to understand.	Feedback is mostly clear and specific.	Feedback is somewhat clear but lacks specificity.	Feedback is unclear and vague, lacking specificity.
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<b>Focus on Improvement</b>	Focuses on constructive feedback that targets specific areas for enhancement.	Focuses on constructive feedback but may not target all specific areas.	Provides general feedback with limited focus on improvement.	Provides minimal or non-constructive feedback.
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<b>Review Depth</b>	Provides an in-depth analysis of document content and structure.	Provides a detailed analysis of most content and structure elements.	Provides a basic analysis with limited depth.	Provides a superficial or minimal analysis.
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**Explanations:**

- **Structure and Organization:** A well-organized email or document is easier to read and understand. Proper headings, logical flow, and clear paragraphs help in conveying the message effectively.
- **Clarity and Conciseness:** Clear and concise writing prevents confusion and ensures that the message is easily understood. It involves eliminating unnecessary details and being straightforward.
- **Tone and Formality:** The tone should match the audience and purpose, maintaining a level of formality that is appropriate for professional communication.
- **Grammar and Spelling:** Correct grammar and spelling are essential for professional writing, as errors can distract from the message and undermine credibility.
- **Peer Feedback Integration:** Using peer feedback effectively shows an ability to reflect and improve on one's work, which is crucial for continuous improvement.
- **Purpose and Relevance:** Ensuring the content is relevant to the topic and purpose prevents digression and keeps the reader engaged.
- **Identification of Issues:** Being able to spot issues in clarity and structure is crucial for improving the document.
- **Suggestions for Improvement:** Providing actionable and relevant suggestions helps in making practical improvements to the document.
- **Comprehensiveness:** A comprehensive review ensures that no significant areas are missed and that the feedback is thorough.
- **Clarity of Feedback:** Clear feedback helps the recipient understand what needs to be improved and how to do it.
- **Focus on Improvement:** Constructive feedback that targets specific areas encourages meaningful improvements.
- **Review Depth:** An in-depth review demonstrates a deeper understanding and engagement with the content.

## 5. Communication Styles

- Style Identification

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Styles</b>	Accurately identifies all communication styles used in the case studies or videos.	Identifies most communication styles correctly, with minor inaccuracies.	Identifies some communication styles but with several inaccuracies.	Struggles to identify communication styles accurately.
<b>Understanding Impact</b>	Provides detailed and insightful analysis of how each style affects interactions.	Provides a good analysis with relevant points on the impact of each style.	Provides a basic analysis with limited insights into the impact.	Provides minimal analysis with little understanding of impact.
<b>Examples and Evidence</b>	Uses specific examples and evidence from case studies or videos to support analysis.	Uses some examples and evidence to support analysis.	Uses limited examples, with some connection to the analysis.	Rarely or never uses examples to support analysis.
<b>Clarity of Explanation</b>	Explanation is clear, thorough, and easy to understand.	Explanation is mostly clear and understandable.	Explanation is somewhat clear but lacks depth and detail.	Explanation is unclear and difficult to follow.

<b>Engagement with Material</b>	Shows a deep engagement with the material, exploring nuances and complexities.	Shows good engagement, exploring key aspects of the material.	Shows basic engagement with limited exploration of material.	Shows little engagement with the material.
<b>Discussion and Reflection</b>	Discusses and reflects on how different styles can be adapted for better communication.	Discusses adaptation of styles with some reflection on improvement.	Provides minimal discussion on adapting styles and reflection.	Provides little to no discussion or reflection on style adaptation.

- Role-Playing Exercise

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Understanding of Styles</b>	Demonstrates a thorough understanding of different	Demonstrates a good	Demonstrates a basic understanding	Shows minimal understanding of



	communication styles.	understanding with minor gaps.	with noticeable gaps.	communication styles.
<b>Application of Styles</b>	Effectively applies different communication styles in role-play scenarios.	Applies communication styles effectively with minor inconsistencies.	Applies styles with some effectiveness but lacks consistency.	Struggles to apply different communication styles appropriately.
<b>Adaptation to Scenarios</b>	Adapts communication style effectively to each scenario, showing flexibility.	Adapts style with good effectiveness to most scenarios.	Adapts style with some effectiveness but shows limited flexibility.	Shows little ability to adapt style to different scenarios.
<b>Engagement in Role-Play</b>	Actively engages in role-play, providing thoughtful and realistic responses.	Engages well in role-play, with mostly realistic responses.	Engages with some realism but lacks depth in responses.	Shows minimal engagement in role-play with unrealistic responses.

<b>Reflection on Adaptation</b>	Reflects deeply on the effectiveness of different styles and personal adaptation.	Reflects well on style effectiveness and personal adaptation.	Reflects minimally on style effectiveness with limited insight.	Provides little to no reflection on style effectiveness.
<b>Feedback Integration</b>	Effectively integrates peer feedback to improve communication style adaptation.	Integrates peer feedback with noticeable improvements.	Integrates some feedback with limited improvements.	Fails to integrate peer feedback, showing little to no improvement.

## Section 5: Finance

### 1. Budgeting

- Budget Creation Exercise

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)

<b>Identification of Income</b>	Accurately identifies all income sources with detailed calculations.	Identifies most income sources with minor inaccuracies.	Identifies some income sources but misses significant details.	Struggles to identify income sources accurately and misses key details.
<b>Listing of Expenses</b>	Thoroughly lists all fixed and variable expenses with accurate amounts.	Lists most expenses accurately with minor omissions or errors.	Lists some expenses but misses several significant items or amounts.	Provides a minimal or incomplete list of expenses, missing key categories.
<b>Categorization</b>	Effectively categorizes expenses into needs and wants with clear justification.	Categorizes expenses into needs and wants with some justification.	Categorizes expenses but with limited justification and some inaccuracies.	Struggles to categorize expenses correctly and provides little justification.
<b>Savings Goals</b>	Sets clear, achievable short-term and long-term savings goals with specific amounts.	Sets achievable savings goals with some specificity.	Sets general savings goals with limited specificity.	Sets vague or unrealistic savings goals.
<b>Spending Adjustments</b>	Identifies and adjusts spending effectively, showing a clear plan for managing income and expenses.	Identifies areas to cut back on spending with some adjustments.	Identifies some areas for adjustment but lacks a clear plan.	Fails to identify or adjust spending effectively, providing no clear plan.

<b>Overall Budget Quality</b>	Produces a detailed, realistic, and balanced budget that reflects a thorough understanding of financial management.	Produces a mostly realistic and balanced budget with minor gaps.	Produces a budget with significant gaps or unrealistic elements.	Produces an incomplete or unrealistic budget with major flaws.
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- Reflective Essay:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Challenges</b>	Clearly identifies and explains multiple challenges faced during the budgeting process.	Identifies and explains some challenges with good detail.	Identifies some challenges but with limited explanation.	Struggles to identify or explain challenges faced.
<b>Problem-Solving Strategies</b>	Provides detailed, insightful strategies used to overcome challenges, showing creativity and effectiveness.	Provides good strategies with some detail on their effectiveness.	Provides basic strategies with limited detail and effectiveness.	Provides minimal or no strategies for overcoming challenges.

<b>Personal Reflection</b>	Reflects deeply on personal experience and learning, showing significant insight into financial habits.	Reflects well on personal experience with some insight into financial habits.	Reflects minimally on personal experience with limited insight.	Provides little to no reflection on personal experience or learning.
<b>Clarity and Organization</b>	Essay is well-organized, clear, and coherent with a logical flow and thorough explanations.	Essay is mostly clear and well-organized with minor issues in flow.	Essay lacks clarity and organization, with some incoherent parts.	Essay is unclear, disorganized, and difficult to follow.
<b>Length and Completeness</b>	Meets the 300-word requirement, thoroughly covering all aspects of the task.	Meets the word requirement with minor gaps in coverage.	Falls short of the word requirement with noticeable gaps.	Significantly below the word requirement with major gaps in coverage.

## 2. Financial Planning

- Goal Setting Exercise:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Identification of Goals</b>	Clearly identifies realistic short-term, medium-term, and long-term financial goals with detailed descriptions.	Identifies realistic goals but lacks some detail or one category of goals is not clearly defined.	Identifies goals but with limited detail or unrealistic timeframes.	Struggles to identify or articulate financial goals, with minimal detail.
<b>Steps for Achieving Goals</b>	Provides a comprehensive and detailed plan with specific, actionable steps for each goal.	Provides a plan with actionable steps for most goals but lacks some detail.	Provides a general plan with limited actionable steps and detail.	Fails to provide a clear plan or actionable steps for achieving goals.
<b>Feasibility and Realism</b>	Goals and plans are highly feasible, realistic, and align with financial constraints and resources.	Goals and plans are mostly feasible and realistic with minor inconsistencies.	Goals and plans have several feasibility issues or lack realistic considerations.	Goals and plans are unrealistic and not feasible given financial constraints.
<b>Clarity and Organization</b>	The exercise is well-organized, clear, and logically structured with a clear flow of ideas.	The exercise is mostly clear and organized with minor issues in structure.	The exercise lacks clarity and organization, with some incoherent parts.	The exercise is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a comprehensive, detailed, and actionable financial plan that reflects thorough understanding.	Produces a detailed financial plan with minor gaps, reflecting good understanding.	Produces a basic financial plan with significant gaps and limited understanding.	Produces an incomplete or unrealistic financial plan with major flaws.

- Case Study Analysis

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Goals</b>	Clearly identifies and explains all financial goals in the case study with detailed analysis.	Identifies most financial goals with good explanations and some detail.	Identifies some financial goals but with limited detail and analysis.	Struggles to identify or explain financial goals, with minimal detail.
<b>Strategies and Outcomes</b>	Provides a comprehensive analysis of strategies used and their outcomes, with detailed explanations.	Analyzes strategies and outcomes with good detail and explanations.	Provides a general analysis with limited detail on strategies and outcomes.	Fails to analyze strategies or outcomes effectively, providing minimal detail.
<b>Critical Evaluation</b>	Critically evaluates the success and areas for improvement, offering insightful suggestions.	Evaluates success and areas for improvement with good suggestions.	Evaluates success and areas for improvement with limited insight.	Fails to provide a critical evaluation or meaningful suggestions.
<b>Clarity and Organization</b>	The analysis is well-organized, clear, and logically structured with a clear flow of ideas.	The analysis is mostly clear and organized with minor issues in structure.	The analysis lacks clarity and organization, with some incoherent parts.	The analysis is unclear, disorganized, and difficult to follow.

<b>Overall Quality</b>	Produces a comprehensive, detailed, and insightful case study analysis reflecting thorough understanding.	Produces a detailed case study analysis with minor gaps, reflecting good understanding.	Produces a basic case study analysis with significant gaps and limited understanding.	Produces an incomplete or unrealistic analysis with major flaws.
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### 3. Financial Analysis

- Financial Statement Analysis

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Understanding of Statements</b>	Thorough understanding of income statement, balance sheet, and cash flow statement, with detailed analysis.	Good understanding of financial statements with some minor details missing.	Basic understanding with significant gaps in analysis or misunderstanding.	Poor understanding, significant gaps in knowledge of financial statements.
<b>Calculation of Ratios</b>	Accurately calculates all key financial ratios, providing detailed explanations and implications.	Accurately calculates most ratios, with minor errors in calculation or interpretation.	Calculates ratios but with noticeable errors and limited explanations.	Fails to calculate ratios accurately, with little to no explanations.



<b>Interpretation of Results</b>	Provides comprehensive and insightful interpretation of financial ratios and their implications.	Provides good interpretation with some insightful points, but lacks depth in areas.	Provides basic interpretation with limited insight or understanding.	Fails to provide meaningful interpretation or understanding of ratios.
<b>Clarity and Organization</b>	Analysis is clear, well-organized, and logically structured, with a strong flow of ideas.	Analysis is mostly clear and organized with minor issues in flow or structure.	Analysis lacks clarity and organization, with several incoherent parts.	Analysis is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful financial analysis that demonstrates deep understanding.	Produces a good financial analysis with minor gaps, showing solid understanding.	Produces a basic analysis with significant gaps and limited understanding.	Produces an incomplete or poor analysis with major flaws.

- Reflective Essay:

## Section 4: Financial Literacy

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### 3. Financial Analysis

Learn to analyze financial statements and understand financial metrics to make informed decisions.

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**Key Points:**

## Understanding Financial Statements:

### 1. Income Statement:

- **Definition:** A financial report that summarizes the company's revenues and expenses over a specific period, usually quarterly or annually.
- **Components:**
  - **Revenues:** The total amount of money earned from sales or services.
  - **Expenses:** Costs incurred in the process of earning revenues, such as cost of goods sold (COGS), operating expenses, and taxes.
  - **Net Profit or Loss:** The difference between total revenues and total expenses. A positive difference indicates a profit, while a negative difference indicates a loss.

### 2. Balance Sheet:

- **Definition:** A financial statement that provides a snapshot of a company's financial position at a specific point in time.
- **Components:**
  - **Assets:** Resources owned by the company, such as cash, inventory, and property.
  - **Liabilities:** Obligations the company owes to others, such as loans and accounts payable.
  - **Equity:** The owner's interest in the company, calculated as Assets minus Liabilities.

### 3. Cash Flow Statement:

- **Definition:** A financial statement that shows the inflows and outflows of cash within a company, categorized into operating, investing, and financing activities.
- **Components:**
  - **Operating Activities:** Cash flows from primary business activities, such as sales and purchases.
  - **Investing Activities:** Cash flows from investments in assets like equipment or securities.
  - **Financing Activities:** Cash flows from activities related to financing the business, such as issuing debt or equity and repaying loans.

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## Key Financial Ratios:

### 1. Liquidity Ratios:

- **Current Ratio:** Measures the ability to pay short-term obligations with current assets. Formula:  $\text{Current Assets} / \text{Current Liabilities}$ .
- **Quick Ratio:** Measures the ability to meet short-term obligations without relying on inventory. Formula:  $(\text{Current Assets} - \text{Inventory}) / \text{Current Liabilities}$ .

### 2. Profitability Ratios:



- **Gross Profit Margin:** Indicates the percentage of revenue that exceeds the cost of goods sold. Formula:  $(\text{Gross Profit} / \text{Revenue}) * 100$ .
  - **Net Profit Margin:** Shows the percentage of revenue remaining after all expenses are deducted. Formula:  $(\text{Net Income} / \text{Revenue}) * 100$ .
  - **Return on Assets (ROA):** Measures how efficiently a company uses its assets to generate profit. Formula:  $(\text{Net Income} / \text{Total Assets}) * 100$ .
  - **Return on Equity (ROE):** Indicates the return on shareholders' equity. Formula:  $(\text{Net Income} / \text{Shareholders' Equity}) * 100$ .
3. **Debt Ratios:**
- **Debt-to-Equity Ratio:** Compares the company's total liabilities to its shareholders' equity. Formula:  $\text{Total Liabilities} / \text{Shareholders' Equity}$ .
  - **Interest Coverage Ratio:** Measures the ability to pay interest expenses on outstanding debt. Formula:  $\text{Earnings Before Interest and Taxes (EBIT)} / \text{Interest Expense}$ .
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## Study Activities:

### 1. Financial Statement Analysis:

- **Objective:** To gain hands-on experience in analyzing financial statements and understanding the financial health of a business.
- **Instructions:**
  - Obtain a set of financial statements from a real or hypothetical company.
  - Calculate key financial ratios, including liquidity, profitability, and debt ratios.
  - Interpret the results to assess the company's financial health and performance.
  - Discuss the implications of the financial ratios and how they can inform business decisions.
- **Example:**
  - Review the financial statements of XYZ Corporation.
  - Calculate the current ratio, quick ratio, gross profit margin, net profit margin, ROA, ROE, debt-to-equity ratio, and interest coverage ratio.
  - Interpret the calculated ratios and discuss whether XYZ Corporation is financially stable and profitable, and its ability to meet short-term and long-term obligations.

### 2. Reflective Essay:

- **Objective:** To reflect on the importance of financial analysis in decision-making and understand its relevance in personal and business contexts.
- **Instructions:**
  - Write a 300-word essay on the significance of financial analysis.
  - Discuss how understanding financial statements and ratios can aid in making informed decisions, such as investment choices, budgeting, and assessing business health.



- Reflect on a personal experience or a business scenario where financial analysis played a crucial role.
- **Example:**
  - Reflect on a time when you analyzed financial information before making an investment.
  - Discuss how the analysis of financial ratios and statements helped you assess the investment’s potential risks and returns.
  - Explain the decision you made based on the financial analysis and its outcomes.

### Detailed Rubrics for Financial Analysis

### Rubric for Financial Statement Analysis

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
<b>Understanding of Statements</b>	Thorough understanding of income statement, balance sheet, and cash flow statement, with detailed analysis.	Good understanding of financial statements with some minor details missing.	Basic understanding with significant gaps in analysis or misunderstanding.	Poor understanding, significant gaps in knowledge of financial statements.
<b>Calculation of Ratios</b>	Accurately calculates all key financial ratios, providing detailed explanations and implications.	Accurately calculates most ratios, with minor errors in calculation or interpretation.	Calculates ratios but with noticeable errors and limited explanations.	Fails to calculate ratios accurately, with little to no explanations.



<b>Interpretation of Results</b>	Provides comprehensive and insightful interpretation of financial ratios and their implications.	Provides good interpretation with some insightful points, but lacks depth in areas.	Provides basic interpretation with limited insight or understanding.	Fails to provide meaningful interpretation or understanding of ratios.
<b>Clarity and Organization</b>	Analysis is clear, well-organized, and logically structured, with a strong flow of ideas.	Analysis is mostly clear and organized with minor issues in flow or structure.	Analysis lacks clarity and organization, with several incoherent parts.	Analysis is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful financial analysis that demonstrates deep understanding.	Produces a good financial analysis with minor gaps, showing solid understanding.	Produces a basic analysis with significant gaps and limited understanding.	Produces an incomplete or poor analysis with major flaws.

#### Grading Scale for Financial Statement Analysis:

- **A (16-20 points):** Comprehensive, accurate analysis with insightful interpretation, clear and well-organized.
- **B (12-15 points):** Good analysis with minor errors, relevant interpretation, mostly clear and organized.
- **C (8-11 points):** Basic analysis with noticeable gaps, limited interpretation, some clarity issues.
- **D (4-7 points):** Minimal analysis, vague or inaccurate interpretation, unclear and disorganized.
- **F (0-3 points):** Incomplete or poor analysis, no clear interpretation, unclear and disorganized.

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#### Rubric for Reflective Essay

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Reflection on Importance</b>	Provides deep and insightful reflection on the importance of financial analysis, with clear examples.	Reflects well on the importance with some good examples and minor gaps.	Basic reflection on importance with limited examples or insights.	Minimal reflection on importance with little to no examples or insights.
<b>Personal or Business Relevance</b>	Clearly connects financial analysis to personal or business decision-making with detailed examples.	Connects analysis to decision-making with some relevant examples and minor gaps.	Makes basic connections to decision-making with limited examples.	Fails to connect analysis to decision-making or provides vague examples.
<b>Clarity and Organization</b>	Essay is clear, well-organized, and logically structured, with a strong flow of ideas.	Essay is mostly clear and organized with minor issues in flow or structure.	Essay lacks clarity and organization, with several incoherent parts.	Essay is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thoughtful and insightful essay that demonstrates deep understanding and reflection.	Produces a good essay with minor gaps, showing solid understanding and reflection.	Produces a basic essay with significant gaps and limited understanding.	Produces an incomplete or poor essay with major flaws.

## 4. Investment Basics

- Case Study Analysis

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Identification of Investments</b>	Clearly identifies and explains the types of investments in the portfolio with detailed analysis.	Identifies most types of investments with good explanations and minor detail gaps.	Identifies some types of investments but with limited detail and analysis.	Fails to identify or explain types of investments, with minimal detail.
<b>Analysis of Diversification</b>	Provides comprehensive analysis of diversification strategy and its impact on portfolio risk.	Analyzes diversification with good detail, but lacks depth in areas.	Provides general analysis with limited detail on diversification.	Fails to analyze diversification effectively, providing minimal detail.
<b>Evaluation of Asset Allocation</b>	Thoroughly evaluates asset allocation strategy and its alignment with investment goals and risk tolerance.	Evaluates asset allocation with good detail and some relevant points.	Provides basic evaluation with limited insight or understanding.	Fails to evaluate asset allocation effectively or understand its importance.

<b>Risk Management Assessment</b>	Provides comprehensive assessment of risk management strategies and their effectiveness.	Assesses risk management with good detail and some insightful points.	Provides basic assessment with limited insight or understanding.	Fails to assess risk management effectively, providing minimal detail.
<b>Clarity and Organization</b>	Analysis is clear, well-organized, and logically structured, with a strong flow of ideas.	Analysis is mostly clear and organized with minor issues in flow or structure.	Analysis lacks clarity and organization, with several incoherent parts.	Analysis is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful case study analysis that demonstrates deep understanding.	Produces a good case study analysis with minor gaps, showing solid understanding.	Produces a basic analysis with significant gaps and limited understanding.	Produces an incomplete or poor analysis with major flaws.

## 5. Risk Management

- Risk Assessment Exercise

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Identification of Risks</b>	Thoroughly identifies and categorizes a wide range of relevant financial risks.	Identifies most relevant risks with good categorization and minor gaps.	Identifies some risks with limited categorization and detail.	Fails to identify or categorize most relevant risks.
<b>Assessment of Risks</b>	Provides a comprehensive risk assessment with clear prioritization and analysis.	Conducts a good assessment with minor gaps in detail and prioritization.	Provides a basic assessment with limited prioritization and detail.	Fails to conduct a thorough risk assessment, with minimal detail.
<b>Mitigation Strategies</b>	Proposes detailed and practical mitigation strategies for each identified risk.	Proposes good strategies with some practical value and minor gaps.	Proposes basic strategies with limited detail and practical value.	Fails to propose meaningful mitigation strategies, with minimal detail.
<b>Clarity and Organization</b>	The report is clear, well-organized, and logically structured, with a strong flow.	The report is mostly clear and organized with minor issues in flow or structure.	The report lacks clarity and organization, with several incoherent parts.	The report is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful risk assessment that demonstrates deep understanding of financial risks.	Produces a good assessment with minor gaps, showing solid understanding of financial risks.	Produces a basic assessment with significant gaps and limited understanding.	Produces an incomplete or poor assessment with major flaws.

- Reflective Essay

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Reflection on Past Experiences</b>	Provides a thorough and insightful reflection on past financial risk management experiences.	Reflects on past experiences with good detail and minor gaps in insight.	Provides a basic reflection with limited detail and insight.	Fails to reflect meaningfully on past experiences, with minimal detail.
<b>Evaluation of Strategies</b>	Conducts a comprehensive evaluation of past risk management strategies with clear outcomes.	Evaluates strategies with good detail and minor gaps in analysis.	Provides a basic evaluation with limited detail on strategies and outcomes.	Fails to evaluate strategies effectively, with minimal detail or understanding.
<b>Suggestions for Improvement</b>	Offers insightful and practical suggestions for improving future risk management.	Provides good suggestions with some practical value and minor gaps.	Provides basic suggestions with limited practical value or insight.	Fails to provide meaningful suggestions for improvement, with minimal insight.
<b>Clarity and Organization</b>	The essay is clear, well-organized, and logically structured, with a strong flow.	The essay is mostly clear and organized with minor issues in flow or structure.	The essay lacks clarity and organization, with several incoherent parts.	The essay is unclear, disorganized, and difficult to follow.

<b>Overall Quality</b>	Produces a thorough and insightful essay that demonstrates deep understanding of financial risk management.	Produces a good essay with minor gaps, showing solid understanding of risk management.	Produces a basic essay with significant gaps and limited understanding.	Produces an incomplete or poor essay with major flaws.
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## Section 6: Leadership & Decision-Making

### 1. Leadership & Decision-Making

- Leadership Style Assessment:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
<b>Assessment Completion</b>	Completes the assessment thoroughly with thoughtful responses.	Completes the assessment with good responses and minor gaps.	Completes the assessment with basic responses and limited detail.	Fails to complete the assessment or provides minimal responses.

<b>Reflection on Style</b>	Provides deep insights into the impact of their leadership style on team interactions.	Reflects on the impact of their leadership style with good detail and minor gaps.	Provides a basic reflection on their leadership style with limited insights.	Fails to reflect meaningfully on the impact of their leadership style.
<b>Analysis and Documentation</b>	Analyzes and documents findings comprehensively, identifying strengths and areas for improvement.	Analyzes and documents findings with good detail, identifying key strengths and gaps.	Provides a basic analysis and documentation with limited insights.	Fails to provide a meaningful analysis or documentation of findings.
<b>Clarity and Organization</b>	The report is clear, well-organized, and logically structured, with a strong flow.	The report is mostly clear and organized with minor issues in flow or structure.	The report lacks clarity and organization, with several incoherent parts.	The report is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful assessment that demonstrates deep understanding of leadership styles.	Produces a good assessment with minor gaps, showing solid understanding of leadership styles.	Produces a basic assessment with significant gaps and limited understanding.	Produces an incomplete or poor assessment with major flaws.

- Scenario Analysis:

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Needs Improvement (1)</b>
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<b>Scenario Selection</b>	Selects a diverse range of relevant scenarios that reflect different leadership challenges.	Selects relevant scenarios with good diversity and minor gaps.	Selects a basic set of scenarios with limited diversity.	Fails to select relevant or diverse scenarios.
<b>Analysis of Scenarios</b>	Analyzes each scenario comprehensively, identifying the most effective leadership style with clear justification.	Analyzes scenarios with good detail and minor gaps in justification.	Provides a basic analysis with limited detail on leadership styles and justification.	Fails to provide a meaningful analysis or justification for leadership style choices.
<b>Discussion and Reflection</b>	Engages in a thoughtful discussion with a peer or mentor, considering alternative approaches and outcomes.	Engages in a good discussion with minor gaps in considering alternatives.	Provides a basic discussion with limited consideration of alternatives.	Fails to engage in meaningful discussion or consider alternative approaches.
<b>Clarity and Organization</b>	The summary is clear, well-organized, and logically structured, with a strong flow.	The summary is mostly clear and organized with minor issues in flow or structure.	The summary lacks clarity and organization, with several incoherent parts.	The summary is unclear, disorganized, and difficult to follow.
<b>Overall Quality</b>	Produces a thorough and insightful scenario analysis that demonstrates deep understanding of leadership styles.	Produces a good scenario analysis with minor gaps, showing solid understanding of leadership styles.	Produces a basic analysis with significant gaps and limited understanding.	Produces an incomplete or poor analysis with major flaws.

## 2. Motivational Techniques

- Motivation Plan:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Identification of Team Needs</b>	Thorough assessment of team motivation levels with clear identification of strengths and areas for improvement.	Adequate assessment of team motivation levels with identification of some strengths and areas for improvement.	Basic assessment of team motivation levels with limited identification of strengths and areas for improvement.	Superficial assessment of team motivation levels with unclear identification of strengths and areas for improvement.	No assessment of team motivation levels provided.
<b>Selection of Motivational Techniques</b>	Comprehensive selection of diverse techniques addressing both intrinsic and extrinsic motivation. Techniques chosen are highly suitable for enhancing team motivation.	Adequate selection of techniques addressing both intrinsic and extrinsic motivation. Techniques chosen are suitable for enhancing team motivation.	Basic selection of techniques addressing either intrinsic or extrinsic motivation. Techniques chosen may lack suitability for enhancing team motivation.	Limited selection of techniques addressing either intrinsic or extrinsic motivation. Techniques chosen are not well-suited for enhancing team motivation.	No selection of motivational techniques provided.

<b>Creation of an Actionable Plan</b>	Detailed and well-organized plan outlining clear steps, timelines, responsibilities, and resources for each motivational technique.	Clear plan outlining steps, timelines, responsibilities, and resources for each motivational technique.	Basic plan outlining steps and timelines for each motivational technique. May lack clarity on responsibilities and resources.	Limited plan with unclear steps, timelines, responsibilities, and resources for motivational techniques.	No plan for implementing motivational techniques provided.
<b>Implementation and Evaluation</b>	Comprehensive execution of the motivation plan with thorough monitoring of effectiveness through well-defined metrics and feedback collection.	Adequate execution of the motivation plan with monitoring of effectiveness through defined metrics and feedback collection.	Basic execution of the motivation plan with limited monitoring of effectiveness through metrics and feedback collection.	Limited execution of the motivation plan with unclear monitoring of effectiveness through metrics and feedback collection.	No execution of the motivation plan provided.

- Reflective Essay:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
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<b>Reflection on Personal Experience</b>	Detailed and insightful reflection on a specific situation or project where high motivation was experienced.	Clear reflection on a specific situation or project where high motivation was experienced.	Basic reflection on a specific situation or project where motivation was experienced.	Superficial reflection on a situation or project where motivation was experienced.	No reflection on personal experience provided.
<b>Analysis of Motivational Factors</b>	In-depth analysis of identified motivational factors, demonstrating a profound understanding of why they were effective.	Adequate analysis of identified motivational factors, demonstrating an understanding of why they were effective.	Basic analysis of identified motivational factors, with some understanding of why they were effective.	Limited analysis of identified motivational factors, lacking understanding of why they were effective.	No analysis of motivational factors provided.
<b>Application to Team Motivation</b>	Thoughtful discussion on how identified motivational factors can be applied to motivate a team effectively.	Clear discussion on how identified motivational factors can be applied to motivate a team.	Basic discussion on how identified motivational factors can be applied to motivate a team.	Limited discussion on how identified motivational factors can be applied to motivate a team.	No discussion on applying motivational factors to team motivation provided.



<b>Quality of Writing</b>	Exceptionally well-written with clear organization, coherent structure, and eloquent expression of ideas.	Well-written with good organization, structure, and expression of ideas.	Adequate writing with basic organization, structure, and expression of ideas.	Writing lacks organization, structure, or clarity of expression.	Writing is incoherent or lacks clarity of expression.
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### 3.Strategic Decision-Making

- Case Study Analysis

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Identification of Problem/Decision</b>	Clear and comprehensive identification of the problem or decision to be made, demonstrating deep understanding of its significance.	Adequate identification of the problem or decision to be made, demonstrating understanding of its significance.	Basic identification of the problem or decision to be made, with some understanding of its significance.	Limited identification of the problem or decision to be made, lacking clear understanding of its significance.	No identification of the problem or decision provided.

<p><b>Gathering and Analysis of Information</b></p>	<p>Thorough collection and analysis of relevant data and information, using appropriate tools and techniques effectively.</p>	<p>Sufficient collection and analysis of relevant data and information, using some tools and techniques effectively.</p>	<p>Basic collection and analysis of relevant data and information, with limited use of tools and techniques.</p>	<p>Limited collection and analysis of relevant data and information, lacking effective use of tools and techniques.</p>	<p>No collection or analysis of relevant data and information provided.</p>
<p><b>Evaluation of Options</b></p>	<p>Comprehensive evaluation of different options, considering multiple factors and potential outcomes in depth.</p>	<p>Adequate evaluation of different options, considering several factors and potential outcomes.</p>	<p>Basic evaluation of different options, considering some factors and potential outcomes.</p>	<p>Limited evaluation of options, focusing on few factors and outcomes.</p>	<p>No evaluation of options provided.</p>
<p><b>Decision-Making Process</b></p>	<p>Clearly articulated decision-making process, demonstrating logical reasoning and a systematic approach.</p>	<p>Articulated decision-making process, demonstrating sound reasoning and a structured approach.</p>	<p>Basic description of the decision-making process, with some logical reasoning evident.</p>	<p>Limited description of the decision-making process, lacking clear reasoning or structure.</p>	<p>No description of the decision-making process provided.</p>

<b>Outcome Assessment and Adjustments</b>	Thorough assessment of the decision's impact and effectiveness, with well-defined criteria for success and proposed adjustments if necessary.	Adequate assessment of the decision's impact and effectiveness, with identified criteria for success and potential adjustments.	Basic assessment of the decision's impact and effectiveness , with limited criteria for success and adjustments.	Limited assessment of the decision's impact and effectiveness, lacking clear criteria for success or adjustments.	No assessment of the decision's impact and effectiveness provided.
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- Decision-Making Exercise

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
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<b>Identification of Decision Criteria</b>	Comprehensive identification of decision criteria, demonstrating clear understanding of relevant factors.	Adequate identification of decision criteria, demonstrating understanding of relevant factors.	Basic identification of decision criteria, with some understanding of relevant factors.	Limited identification of decision criteria, lacking clear understanding of relevant factors.	No identification of decision criteria provided.
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<b>Evaluation Matrix Completion</b>	Thorough completion of the decision matrix, with detailed scoring and justification for each option.	Adequate completion of the decision matrix, with scoring and justification for each option.	Basic completion of the decision matrix, with limited scoring and justification for each option.	Incomplete or inconsistent completion of the decision matrix, lacking scoring or justification for options.	No completion of the decision matrix provided.
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<b>Decision-Making Process</b>	Clear articulation of the decision-making process used, demonstrating logical steps and considerations.	Articulated decision-making process, demonstrating sound steps and considerations.	Basic description of the decision-making process, with some logical steps evident.	Limited description of the decision-making process, lacking clear steps or considerations.	No description of the decision-making process provided.
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<b>Selection of Optimal Solution</b>	Logical selection of the optimal solution based on the evaluation matrix and decision criteria.	Reasonable selection of the optimal solution based on the evaluation matrix and decision criteria.	Basic selection of an optimal solution, with some alignment to the evaluation matrix and criteria.	Limited selection of an optimal solution, lacking clear alignment to the evaluation matrix or criteria.	No selection of an optimal solution provided.
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<b>Reflection on Decision-Making</b>	Thoughtful reflection on the decision-making process and outcomes, identifying lessons learned and potential improvements.	Clear reflection on the decision-making process and outcomes, highlighting lessons learned.	Basic reflection on the decision-making process and outcomes, with some mention of lessons learned.	Limited reflection on the decision-making process and outcomes, lacking clear lessons learned or improvements.	No reflection on the decision-making process and outcomes provided.
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#### 4. Ethical Leadership

- Ethical Dilemma Analysis

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Identification of Ethical Dilemma</b>	Clearly identifies and articulates a complex ethical dilemma relevant to the workplace context.	Adequately identifies an ethical dilemma relevant to the workplace context.	Identifies a basic ethical dilemma relevant to the workplace context.	Identifies a vague or unclear ethical dilemma with limited relevance to the workplace context.	Does not identify an ethical dilemma or relevance to the workplace context.

<p><b>Application of Ethical Leadership Principles</b></p>	<p>Thoughtfully applies all relevant ethical leadership principles (transparency, accountability, fairness, respect, integrity) in addressing the dilemma.</p>	<p>Applies most relevant ethical leadership principles in addressing the dilemma.</p>	<p>Applies some ethical leadership principles, but lacks depth or consistency.</p>	<p>Attempts to apply ethical leadership principles, but application is superficial or inaccurate.</p>	<p>Does not apply any ethical leadership principles to address the dilemma.</p>
<p><b>Justification of Decision</b></p>	<p>Provides a clear and well-justified decision or course of action based on ethical principles and reasoning.</p>	<p>Provides a reasoned decision or course of action based on ethical principles.</p>	<p>Provides a decision or course of action, but justification is basic or lacking clarity.</p>	<p>Provides a decision or course of action with weak or unsupported justification.</p>	<p>Does not provide a decision or justification.</p>
<p><b>Reflection on Implications</b></p>	<p>Reflects deeply on the potential implications of the decision for stakeholders and organizational culture.</p>	<p>Reflects adequately on the potential implications of the decision.</p>	<p>Provides basic reflection on the potential implications of the decision.</p>	<p>Provides limited reflection on the potential implications of the decision.</p>	<p>Does not reflect on the implications of the decision.</p>

- Role-Playing Exercise:

### Ethical Dilemma Analysis Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Identification of Ethical Dilemma</b>	Clearly identifies and articulates a complex ethical dilemma relevant to the workplace context.	Adequately identifies an ethical dilemma relevant to the workplace context.	Identifies a basic ethical dilemma relevant to the workplace context.	Identifies a vague or unclear ethical dilemma with limited relevance to the workplace context.	Does not identify an ethical dilemma or relevance to the workplace context.
<b>Application of Ethical Leadership Principles</b>	Thoughtfully applies all relevant ethical leadership principles (transparency, accountability, fairness, respect, integrity) in addressing the dilemma.	Applies most relevant ethical leadership principles in addressing the dilemma.	Applies some ethical leadership principles, but lacks depth or consistency.	Attempts to apply ethical leadership principles, but application is superficial or inaccurate.	Does not apply any ethical leadership principles to address the dilemma.

<b>Justification of Decision</b>	Provides a clear and well-justified decision or course of action based on ethical principles and reasoning.	Provides a reasoned decision or course of action based on ethical principles.	Provides a decision or course of action, but justification is basic or lacking clarity.	Provides a decision or course of action with weak or unsupported justification.	Does not provide a decision or justification.
<b>Reflection on Implications</b>	Reflects deeply on the potential implications of the decision for stakeholders and organizational culture.	Reflects adequately on the potential implications of the decision.	Provides basic reflection on the potential implications of the decision.	Provides limited reflection on the potential implications of the decision.	Does not reflect on the implications of the decision.

### Role-Playing Exercise Rubric

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Understanding of Ethical Challenges</b>	Demonstrates a deep understanding of ethical challenges presented in the role-playing scenarios.	Demonstrates an adequate understanding of ethical challenges presented in the role-playing scenarios.	Demonstrates a basic understanding of ethical challenges presented in the role-playing scenarios.	Demonstrates a limited understanding of ethical challenges presented in the role-playing scenarios.	Demonstrates no understanding of ethical challenges presented in the role-playing scenarios.



<b>Application of Ethical Leadership Principles</b>	Consistently applies ethical leadership principles (transparency, accountability, fairness, respect, integrity) in making decisions during role-play.	Applies ethical leadership principles in making decisions during role-play.	Attempts to apply ethical leadership principles, but application is inconsistent or superficial.	Attempts to apply ethical leadership principles, but application is inaccurate or inappropriate.	Does not apply any ethical leadership principles during role-play.
<b>Effectiveness in Decision-Making</b>	Makes decisions effectively, considering ethical implications and reaching reasoned conclusions.	Makes decisions adequately, considering ethical implications and reaching reasonable conclusions.	Makes decisions, but ethical considerations or conclusions are basic or unclear.	Makes decisions with weak ethical considerations or conclusions.	Does not make any decisions during role-play.
<b>Reflection and Discussion</b>	Engages in insightful reflection and discussion on decisions made, ethical dilemmas faced, and lessons learned.	Engages in adequate reflection and discussion on decisions made, ethical dilemmas faced, and lessons learned.	Engages in basic reflection and discussion on decisions made, with limited insights or depth.	Engages in minimal reflection and discussion on decisions made, lacking meaningful insights or depth.	Does not engage in reflection or discussion on decisions made during role-play.

## 5.Crisis Management

- Crisis Management Plan

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Preparation</b>	Develops a comprehensive crisis management plan with clear strategies, communication plans, and assigned roles/responsibilities.	Creates a crisis management plan with adequate strategies, communication plans, and assigned roles/responsibilities.	Develops a basic crisis management plan with some strategies, communication plans, and assigned roles/responsibilities.	Develops a rudimentary crisis management plan with unclear strategies, communication plans, or assigned roles/responsibilities.	Does not develop a crisis management plan or includes insufficient details.
<b>Identification</b>	Effectively identifies potential crisis scenarios and demonstrates a thorough understanding of early warning signs and impact assessment.	Identifies potential crisis scenarios and demonstrates understanding of early warning signs and impact assessment.	Identifies basic crisis scenarios with limited understanding of early warning signs and impact assessment.	Identifies vague crisis scenarios with unclear understanding of early warning signs and impact assessment.	Does not identify crisis scenarios or lacks understanding of early warning signs and impact assessment.
<b>Response</b>	Implements the crisis management plan promptly and effectively, demonstrating clear communication and decisive actions.	Implements the crisis management plan with reasonable promptness and effectiveness, showing adequate communication and actions.	Implements the crisis management plan with some delays or inconsistencies in communication and actions.	Implements the crisis management plan slowly or ineffectively, with unclear communication and actions.	Does not implement the crisis management plan or demonstrates ineffective communication and actions.

<b>Recovery</b>	Successfully restores normal operations and addresses ongoing issues post-crisis with a well-defined recovery strategy.	Restores normal operations and addresses ongoing issues post-crisis with a recovery strategy.	Partially restores normal operations and addresses some ongoing issues post-crisis with a recovery strategy.	Attempts to restore normal operations and address ongoing issues post-crisis but lacks a clear recovery strategy.	Does not restore normal operations or address ongoing issues post-crisis.
<b>Evaluation</b>	Conducts a thorough review of the crisis response, identifying strengths, weaknesses, and actionable improvements.	Conducts a review of the crisis response, identifying strengths, weaknesses, and some improvements.	Conducts a basic review of the crisis response, identifying limited strengths, weaknesses, and improvements.	Attempts to conduct a review of the crisis response but lacks clear identification of strengths, weaknesses, and improvements.	Does not conduct a review of the crisis response or fails to identify strengths, weaknesses, and improvements.

- Reflective Essay:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
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<b>Analysis of Crisis Leadership</b>	Provides a detailed and insightful analysis of leadership during a crisis, including decision-making processes and effectiveness.	Provides a thorough analysis of leadership during a crisis, discussing decision-making processes and effectiveness.	Provides a basic analysis of leadership during a crisis, mentioning decision-making processes and some effectiveness.	Provides a superficial analysis of leadership during a crisis, with vague references to decision-making processes and effectiveness.	Does not analyze leadership during a crisis or lacks understanding of decision-making processes and effectiveness.
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<b>Suggestions for Improvement</b>	Offers well-reasoned and actionable suggestions for improving leadership and decision-making in future crises.	Offers reasonable suggestions for improving leadership and decision-making in future crises.	Offers basic suggestions for improving leadership and decision-making in future crises.	Offers vague or impractical suggestions for improving leadership and decision-making in future crises.	Does not offer any suggestions for improving leadership or decision-making in future crises.
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<b>Organization and Clarity</b>	Essay is well-organized, clear, and effectively communicates ideas with strong supporting evidence and examples.	Essay is organized, clear, and communicates ideas with supporting evidence and examples.	Essay is somewhat organized and clear, but may lack consistent supporting evidence or examples.	Essay is disorganized or unclear, with limited supporting evidence or examples.	Essay lacks organization, clarity, supporting evidence, and examples.
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## Section 7: Providing and Receiving Constructive



## 1. Providing and Receiving Constructive Feedback

- Feedback Analysis:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Specificity</b>	Provides clear and specific feedback that addresses behaviors or actions in detail.	Provides mostly clear and specific feedback with some room for improvement in clarity.	Provides feedback that is somewhat clear but lacks specificity in addressing behaviors or actions.	Provides vague feedback that lacks clarity and specificity in addressing behaviors or actions.	Provides feedback that is extremely vague and lacks specificity in addressing behaviors or actions.
<b>Timeliness</b>	Provides feedback promptly after the observed behavior or event, ensuring relevance and timeliness.	Provides feedback in a reasonably timely manner, though some instances may have delayed feedback.	Provides feedback with noticeable delays, impacting relevance and timeliness.	Provides feedback significantly delayed after the observed behavior or event, impacting relevance and timeliness.	Does not provide feedback in a timely manner after the observed behavior or event.

<b>Balance</b>	Offers a balanced approach by highlighting both strengths and areas for improvement effectively.	Offers a balanced approach with clear acknowledgment of strengths and areas for improvement.	Provides feedback that leans more towards strengths but acknowledges some areas for improvement.	Provides feedback that leans heavily towards either strengths or areas for improvement, lacking balance.	Provides feedback that is overly focused on either strengths or areas for improvement, lacking balance.
<b>Behavior-Focused</b>	Focuses specifically on behaviors or actions rather than personal attributes, fostering clarity and understanding.	Mostly focuses on behaviors or actions rather than personal attributes, with some minor lapses.	Occasionally mixes behaviors or actions with personal attributes, causing some confusion.	Often addresses personal attributes rather than behaviors or actions, causing significant confusion.	Primarily addresses personal attributes rather than behaviors or actions, causing substantial confusion.
<b>Actionable</b>	Provides practical suggestions and guidance on how to improve based on the feedback given.	Provides actionable suggestions and guidance, though some may lack specificity or clarity.	Offers suggestions that are somewhat actionable but may lack practicality or specificity.	Offers vague or impractical suggestions that are difficult to implement or lack clarity.	Does not provide actionable suggestions or guidance on how to improve based on the feedback given.

- Reflective Essay:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
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<b>Analysis of Received Feedback</b>	Provides a detailed and insightful analysis of the received feedback, evaluating its adherence to constructive feedback principles.	Provides a thorough analysis of the received feedback, discussing its adherence to constructive feedback principles.	Provides a basic analysis of the received feedback, mentioning some constructive feedback principles.	Provides a superficial analysis of the received feedback, with vague references to constructive feedback principles.	Does not analyze the received feedback or lacks understanding of constructive feedback principles.
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<b>Impact on Personal Development</b>	Clearly articulates how the feedback affected personal development and growth, with specific examples and reflections.	Articulates how the feedback affected personal development and growth, with examples and reflections.	Discusses how the feedback influenced personal development and growth, though examples may be lacking.	Mentions the feedback's impact on personal development and growth but lacks specific examples or reflections.	Does not discuss the impact of the feedback on personal development and growth.
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<b>Reflection on Feedback Principles</b>	Reflects deeply on how well the received feedback adhered to constructive feedback principles and its effectiveness.	Reflects on how the received feedback adhered to constructive feedback principles and its effectiveness.	Briefly reflects on the received feedback and mentions its adherence to constructive feedback principles.	Mentions the received feedback but lacks reflection on its adherence to constructive feedback principles.	Does not reflect on the received feedback or its adherence to constructive feedback principles.
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<b>Clarity and Organization</b>	Essay is well-organized, clear, and effectively communicates ideas with strong supporting evidence and examples.	Essay is organized, clear, and communicates ideas with supporting evidence and examples.	Essay is somewhat organized and clear but may lack consistent supporting evidence or examples.	Essay is disorganized or unclear, with limited supporting evidence or examples.	Essay lacks organization, clarity, supporting evidence, and examples.
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## 2. Feedback Delivery Techniques

- Role-Playing Exercise:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Technique Application</b>	Effectively applies multiple feedback techniques (e.g., Sandwich Method, SBI Model, "I" Statements, Active Listening, Non-Verbal Communication)	Applies several feedback techniques with good proficiency and understanding.	Demonstrates basic application of feedback techniques, but some techniques may be underutilized or inconsistently applied.	Uses few feedback techniques with limited proficiency, lacking consistency or clarity in application.	Does not effectively apply feedback techniques, missing key elements and clarity in delivery.



<b>Adaptability</b>	Demonstrates flexibility in adapting feedback techniques based on the scenario and recipient's response.	Shows adaptability in applying feedback techniques with minor adjustments as needed.	Makes attempts to adapt feedback techniques but may struggle with some aspects of adaptability.	Shows limited adaptability in applying feedback techniques, often sticking to one approach regardless of the situation.	Does not demonstrate adaptability in applying feedback techniques, relying on a single approach throughout.
<b>Clarity and Effectiveness</b>	Feedback delivery is clear, well-structured, and effectively conveys the intended message with clarity.	Feedback delivery is generally clear and structured, conveying the intended message effectively.	Feedback delivery is somewhat clear but may lack structure or coherence in conveying the intended message.	Feedback delivery is unclear or disorganized, making it difficult to understand the intended message.	Feedback delivery is confusing or ineffective, failing to convey the intended message clearly or coherently.
<b>Reflective Analysis</b>	Reflects deeply on the feedback delivery process, identifying strengths and areas for improvement.	Reflects on the feedback delivery process, discussing strengths and some areas for improvement.	Provides a basic reflection on the feedback delivery process, mentioning a few strengths and areas for improvement.	Offers minimal reflection on the feedback delivery process, with vague references to strengths and areas for improvement.	Does not reflect on the feedback delivery process or lacks understanding of strengths and areas for improvement.

<b>Peer Feedback</b>	Actively seeks feedback from the peer partner and incorporates it constructively into future practice.	Seeks feedback from the peer partner and shows willingness to consider it for future improvement.	Accepts feedback from the peer partner but may struggle to incorporate it effectively into future practice.	Receives feedback from the peer partner but shows resistance or limited ability to use it for future improvement.	Does not seek or accept feedback from the peer partner, hindering opportunities for improvement.
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- Feedback Script:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>SBI Model Application</b>	Clearly applies the SBI Model (Situation-Behavior-Impact) with detailed and relevant examples.	Applies the SBI Model effectively with specific examples that illustrate the situation, behavior, and impact.	Applies the SBI Model adequately but may lack depth or specificity in examples.	Attempts to apply the SBI Model but struggles to provide clear or relevant examples.	Does not effectively apply the SBI Model, lacking clarity or relevance in examples provided.

<b>Clarity and Structure</b>	Script is well-written, structured, and conveys the feedback message clearly and logically.	Script is generally clear and well-structured, effectively conveying the feedback message.	Script is somewhat clear but may lack structure or coherence in conveying the feedback message.	Script is unclear or disorganized, making it difficult to understand the intended feedback message.	Script is confusing or ineffective, failing to convey the intended feedback message clearly or coherently.
<b>Actionability</b>	Provides actionable suggestions and guidance for improvement that are practical and relevant.	Offers actionable suggestions for improvement that are relevant and feasible.	Provides suggestions for improvement but may lack specificity or practicality.	Offers vague or impractical suggestions for improvement that are difficult to implement.	Does not provide actionable suggestions for improvement, hindering opportunities for growth.
<b>Delivery Practice</b>	Shows evidence of practice in delivering the script, demonstrating confidence and effective delivery.	Demonstrates practice in delivering the script with confidence and adequate delivery.	Shows attempts to practice delivery but may lack confidence or consistency in delivery.	Makes minimal attempts to practice delivery, resulting in hesitancy or lack of fluency.	Does not demonstrate practice in delivering the script, hindering effectiveness in delivery.

### 3.Receiving Feedback Positively

- Feedback Reflection Journal:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Reflection Depth</b>	Reflects deeply on the feedback received, exploring personal insights, emotions, and areas for improvement.	Provides thoughtful reflection on the feedback received, discussing insights and areas for improvement.	Shows basic reflection on the feedback received, identifying some insights and areas for improvement.	Offers minimal reflection on the feedback received, with limited insights or depth of analysis.	Does not reflect meaningfully on the feedback received or lacks understanding of insights and areas for improvement.
<b>Learning Application</b>	Clearly identifies specific actions or strategies for improvement based on the feedback received.	Identifies actionable steps for improvement based on the feedback received.	Identifies some general actions for improvement based on the feedback received.	Mentions vague or impractical actions for improvement based on the feedback received.	Does not identify actionable steps for improvement based on the feedback received.
<b>Insight into Emotions</b>	Demonstrates awareness and management of emotions related to the feedback received.	Shows awareness of emotions related to the feedback received and attempts to manage them.	Demonstrates some awareness of emotions related to the feedback received but may struggle to manage them effectively.	Displays difficulty in managing emotions related to the feedback received, impacting reflection and learning.	Shows inability to manage emotions related to the feedback received, hindering reflection and learning.

<b>Journal Consistency</b>	Consistently maintains the feedback reflection journal with regular entries and updates.	Maintains the feedback reflection journal with periodic entries and updates.	Makes attempts to maintain the feedback reflection journal but may have irregular or infrequent entries.	Shows inconsistency in maintaining the feedback reflection journal, with sporadic or incomplete entries.	Does not maintain the feedback reflection journal, hindering opportunities for reflection and growth.
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- Role-Playing Exercise

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Active Listening</b>	Actively listens to the feedback without interrupting, demonstrating attentiveness and understanding.	Listens attentively to the feedback without interrupting, showing understanding.	Demonstrates basic listening skills but may interrupt occasionally or lack full engagement.	Shows limited active listening skills, interrupting frequently or demonstrating poor engagement.	Does not listen actively to the feedback, hindering understanding and learning.

<p><b>Clarifying Questions</b></p>	<p>Asks insightful questions to clarify aspects of the feedback that are unclear, showing engagement.</p>	<p>Asks relevant questions to clarify aspects of the feedback, demonstrating engagement.</p>	<p>Asks some questions to clarify aspects of the feedback but may not cover all unclear points.</p>	<p>Asks few or unclear questions to clarify aspects of the feedback, indicating limited engagement or understanding.</p>	<p>Does not ask clarifying questions to understand the feedback, hindering comprehension and learning.</p>
<p><b>Emotional Management</b></p>	<p>Manages emotions effectively throughout the role-play, remaining calm and composed.</p>	<p>Maintains composure and manages emotions effectively during the role-play.</p>	<p>Shows effort to manage emotions but may struggle with some emotional responses.</p>	<p>Demonstrates difficulty in managing emotions, reacting defensively or emotionally during the role-play.</p>	<p>Unable to manage emotions effectively, reacting defensively or emotionally throughout the role-play.</p>
<p><b>Reflection and Improvement</b></p>	<p>Reflects on the role-play experience, identifying strengths and areas for improvement in receiving feedback.</p>	<p>Reflects on the role-play experience, mentioning strengths and some areas for improvement.</p>	<p>Provides basic reflection on the role-play experience, mentioning a few strengths and areas for improvement.</p>	<p>Offers minimal reflection on the role-play experience, with vague references to strengths and areas for improvement.</p>	<p>Does not reflect on the role-play experience or lacks understanding of strengths and areas for improvement.</p>

## 4. Creating a Feedback Culture

- Feedback Culture Plan

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Regular Feedback Strategy</b>	Develops a comprehensive plan for regular feedback sessions and informal check-ins, with clear scheduling and implementation steps.	Outlines a plan for regular feedback sessions and informal check-ins, including scheduling details.	Proposes basic strategies for regular feedback sessions and informal check-ins, lacking some scheduling details.	Mentions the importance of regular feedback sessions but lacks a clear plan for implementation.	Does not propose a plan for regular feedback sessions or informal check-ins, hindering the establishment of a feedback culture.

<p><b>Safe Environment Creation</b></p>	<p>Provides detailed strategies to create a safe environment for giving and receiving feedback, addressing potential barriers effectively.</p>	<p>Outlines strategies to create a safe environment for feedback, addressing some potential barriers.</p>	<p>Proposes basic strategies to create a safe environment for feedback but lacks depth or effectiveness in addressing barriers.</p>	<p>Mentions the importance of a safe environment for feedback but does not provide clear strategies to address potential barriers.</p>	<p>Does not propose strategies to create a safe environment for feedback, hindering the establishment of a feedback culture.</p>
<p><b>Lead by Example</b></p>	<p>Demonstrates a strong commitment to feedback by actively seeking and acting on</p>	<p>Shows commitment to feedback by seeking and</p>	<p>Demonstrates effort to seek and act on feedback but lacks specific examples of leadership in</p>	<p>Mentions the importance of leading by example in feedback but does not provide specific examples</p>	<p>Does not demonstrate commitment to seeking and acting on feedback, hindering the</p>



	<p>feedback from others, with specific examples of leadership.</p>	<p>acting on feedback from others, with some specific examples.</p>	<p>feedback.</p>	<p>es or efforts.</p>	<p>establishment of a feedback culture.</p>
<p><b>Encouraging Peer Feedback</b></p>	<p>Develops strategies to promote peer-to-peer feedback effectively, fostering a dynamic and inclusive feedback culture.</p>	<p>Outlines strategies to encourage peer-to-peer feedback, promoting inclusivity.</p>	<p>Proposes basic strategies to encourage peer-to-peer feedback but lacks effectiveness in fostering inclusivity.</p>	<p>Mentions the importance of peer feedback but does not provide clear strategies to promote it effectively.</p>	<p>Does not propose strategies to encourage peer-to-peer feedback, hindering the establishment of a dynamic feedback culture.</p>

		ity in fee dba ck cult ure.			
<b>Reco gniti on and Rew ards</b>	Establi shes clear mecha nisms to recogn ize and reward individ uals who give and receiv e feedba ck constr uctivel y, reinfor cing its value.	Pro pos es mec han ism s to rec ogn ize and rew ard con stru ctiv e fee dba ck, rein forc ing its val ue.	Mentio ns the importa nce of recogni tion and reward s for feedbac k but lacks clear mechan isms for implem entatio n.	Discuss es the value of recogni tion and reward s for feedbac k but does not propos e specific mechan isms.	Does not propos e mecha nisms to recogn ize and reward constr uctive feedba ck, hinderi ng reinfor cemen t of feedba ck value.

- Reflective Essay

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>Insight into Feedback Culture Importance</b>	Provides a comprehensive analysis of the importance of a feedback culture, demonstrating deep understanding and critical thinking.	Offers a thorough analysis of the importance of a feedback culture, showing understanding and critical thinking.	Presents a basic analysis of the importance of a feedback culture, identifying key points.	Mentions the importance of a feedback culture but lacks depth or critical analysis.	Does not provide analysis of the importance of a feedback culture, indicating lack of understanding.
<b>Benefits for Organization</b>	Clearly explains how a feedback culture can benefit an organization, providing specific examples or case studies to support points.	Explains how a feedback culture can benefit an organization, mentioning specific examples or case studies.	Identifies some benefits of a feedback culture for an organization without specific examples or case studies.	Mentions potential benefits of a feedback culture for an organization but lacks specific examples or evidence.	Does not explain how a feedback culture can benefit an organization, lacking specific examples or understanding.

<b>Reflection on Personal Experience</b>	Reflects deeply on personal experiences related to feedback culture, discussing insights gained and lessons learned.	Reflects on personal experiences related to feedback culture, mentioning insights and lessons learned.	Provides a basic reflection on personal experiences related to feedback culture, with some insights.	Mentions personal experiences related to feedback culture but lacks depth or meaningful reflection.	Does not reflect on personal experiences related to feedback culture, hindering personal understanding and growth.
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## 5.Overcoming Feedback Barriers

- Barrier Analysis:

### Barrier Analysis Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Identification of Barriers</b>	Thoroughly identifies potential barriers to feedback in the team or organization, demonstrating deep understanding and insight.	Clearly identifies common barriers to feedback, showing understanding of their impact.	Identifies some barriers to feedback, though may lack depth or overlook certain barriers.	Mentions potential barriers to feedback but lacks specificity or understanding of their impact.	Does not identify barriers to feedback, indicating a lack of understanding or awareness.

<b>Strategies to Address Barriers</b>	Develops comprehensive strategies to address and overcome identified barriers effectively.	Proposes effective strategies to address common barriers to feedback.	Outlines basic strategies to address barriers to feedback, lacking depth or effectiveness in some areas.	Mentions strategies to address barriers but they are not well-developed or may not effectively overcome barriers.	Does not propose strategies to address barriers to feedback, hindering the ability to overcome obstacles.
<b>Implementation Feasibility</b>	Strategies are practical and feasible for implementation in the team or organization, considering potential challenges.	Strategies are realistic and feasible for implementation, with consideration of some challenges.	Strategies may face implementation challenges or lack detailed consideration of feasibility.	Strategies proposed may not be practical or feasible for implementation, lacking consideration of challenges.	Strategies are not practical or feasible for implementation, hindering the ability to overcome barriers.

- Role-Playing Exercise:

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
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<p><b>Handling of Feedback Scenarios</b></p>	<p>Demonstrates excellent ability to give and receive feedback in scenarios with different barriers, showing effective strategies and skills.</p>	<p>Shows good ability to handle feedback scenarios with barriers, demonstrating effective strategies.</p>	<p>Handles feedback scenarios adequately, though may lack consistency or effectiveness in some areas.</p>	<p>Attempts to handle feedback scenarios but lacks consistency or effectiveness in managing barriers.</p>	<p>Does not effectively handle feedback scenarios with barriers, indicating a need for improvement.</p>
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<p><b>Reflection and Improvement</b></p>	<p>Reflects deeply on the experience of handling feedback scenarios, identifying strengths and areas for improvement.</p>	<p>Reflects on the experience of handling feedback scenarios, identifying strengths and some areas for improvement.</p>	<p>Provides a basic reflection on handling feedback scenarios, identifying some strengths and areas for improvement.</p>	<p>Offers minimal reflection on handling feedback scenarios, lacking insight into strengths or areas for improvement.</p>	<p>Does not reflect on handling feedback scenarios, hindering personal growth and understanding.</p>
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