

WORKSHOP POINTS

Title	Points	Requirements
COM Studies Degree Workshop 8/26/08	5	Bring current degree audit.
Resume Workshop 9/25/08 Teams 1-3 9/30/08 Teams 4-6	10	Bring typed “final draft” of resume to workshop and participate in discussion and evaluation. Workshop will be on your assigned day.
Portfolio Workshop 11/13/08	10	Bring the following components of your portfolio to class: a minimum 2 draft orientation pages and their respective artifacts, & your TOC (orientation pages and TOC must be typed)
Elevator Speech Workshop 11/18/08	10	Bring your typed “final draft” of your elevator speech to class. Be prepared to share your elevator speech and be involved in constructive feedback sessions.
TOTAL	35	

If you do not have the required documents with you on each workshop day, you will be asked to leave class.
You will not earn workshop points.

REQUIRED COMPUTER BASED TRAINING COURSES

Points: 25 points per completion certificate (total of 50 points)

Due: Interviewing Skills – September 19, 2009 by noon
Public Speaking Refresher – October 8, 2008 by noon

Interview Skills: There is an excellent Business Curricula CBT focused on behavioral interviewing. While the examples are of people currently in the workforce, the knowledge will assist you in your future interviews. As communication studies scholars we know that analyzing situations is an important component of being a competent communicator. I have further customized this CBT around the key issues of concern for college graduates. This modified version is in the “My Plan” section of your SkillSoft account. Complete and submit this CBT certificate and detailed report no later than noon on September 19, 2009.

Public Speaking Skills: It may have been some time since you have had formal training as a public speaker. Required CBT #2 provides a review of the basics as they apply to the speaking you will do in COM 490. This Public Speaking course is in the “My Plan” section of your SkillSoft account. Complete and submit this CBT certificate and detailed report no later than noon on October 8, 2009.

Guidelines for CBT Training

- ✓ complete the courses identified by your instructor
- ✓ earn 80% or better on the test;
- ✓ deliver the printed certificate
 - you must submit the required certificate
 - the certificates & detailed report are due by NOON on the assigned day
 - if I am not in my office, place the assignment in the hanging file box outside my office door (LH 239). My name is on the box.
 - you either earn 25 points (appropriate certificate submitted on time) or 0 points (certificate submitted after noon or not at all)
 - There are instructions in my course pack regarding printing the certificate.

Suggestions/Notes

- ✓ Instructions for completing the CBT are available on my website.
- ✓ You may stop the test and resume later if needed.
 - If you stop the test you **MUST** use click on EXIT in the upper right corner of the training session
 - If you use the X in upper right corner of your monitor to close the training session you will lose all work completed and will have to start over.
 - **FOLLOW** the instructions provided to ensure your bookmarks are not lost.
- ✓ You may turn off the narrator (audio off) and navigate using the next page button at the bottom of the screen.
- ✓ Do not wait until the last minute to take the course. Plan to complete them early to avoid problems with computers, the network, fatigue, etc.
- ✓ Remember the system is closed for maintenance on Sunday afternoons.
- ✓ Take advantage of the system and use to continue to grow.

PLAN A AND PLAN B RESEARCH AND SELF-ASSESSMENT

Points: 75

Due: September 9, 2009

In class we have discussed that everyone needs *at least* a Plan A and Plan B and perhaps even a Plan C for life after graduation. Plan A is your dream job/field/volunteer experience/graduate program; Plans B and C are your backup plans if you are not successful in obtaining Plan A. By striving for Plan A while also considering and researching at least a Plan B, your path to life after graduation should be smoother and less stressful for you and your loved ones.

Plan A might be a position in public relations; Plan B might be an a sales position.. Or Plan A might be attending graduate school with a focus in human resources; Plan B might be a position in sales. Finally Plan A might be teaching English in China for a year, and Plan B might be becoming a reporter/videographer.

Part of developing an effective Plan A and Plan B is having a strong grasp of the knowledge, skills and experience required as well as the responsibilities, duties, tasks, and functions of each of your options. Finally, you need to understand your current strengths and weaknesses as they relate to these positions.

This assignment provides you with an opportunity to engage in an assessment of yourself as related to your Plan A and Plan B based on your research. This assignment is also a building block in the development of your resume, cover letter, and portfolio for class. It will also assist you in answering interview questions in a manner that illustrates how you are the best person for this position or graduate program.

DEVELOPMENT OF PLAN A AND PLAN B

Guidelines

- ✓ Clearly identify your Plan A and Plan B
- ✓ Find a least two job postings, graduate school programs or volunteer opportunities for each plan (two for plan A and two for Plan B for a total of four)
 - One job must be for an entry-level position and one posting may be for a future position in that field that you are interested in.
 - By entry level position I mean a position for which you meet some if not all of the requirements. For example, a job as a Project Manager for an advertising firm that requires at least two years of project management experience, and four years experience in advertising is not a position for which most recent college graduates are qualified. The project management position could be job posting number two.
 - If you are considering graduate school, one program must be one for which you are qualified.
- ✓ Research each of the industries you hope to work in, or the graduate programs you wish to enter through the
 - Position Postings
 - On-line Graduate Program Descriptions
 - Occupational Outlook Handbook
 - Informational Interviews
 - Other sources as suggested by Mike Phillips in his presentation
- ✓ Create a list of skills, position requirements, industry requirements, graduate program requirements or volunteer opportunity requirements as discovered through your research. Create this list for Plan A and Plan B.
 - Each list should contain a minimum of ten (10) skills, position requirements or industry requirements.
 - Remember you are looking at both entry-level requirements plus those skills you will need in the future to excel in this industry, gradate program.
 - This list maybe handwritten or typed, it is for your use in crafting the document your typed document submitted to be graded. You will have to include these lists with your final package.

SKILLS SELF-ASSESSMENT

Guidelines

- ✓ Reviewing your summary of skills for each position, create a list of those skills you have developed through coursework, internships, positions of leadership, work, etc.
 - You should have a list of at least six (6) items on this list for Plan A and at least six (6) for Plan B.
 - No more than two requirements/skills may included on your Plan A list and your Plan B list.
 - Think twice about your qualifications for this field if you do not have at least six (6) required skills, knowledge, experience etc. for a position in this field.
- ✓ Think about the department's core skills which apply to the requirements/skills you have listed. Department Core Skill will be discussed in a class workshop & they are in your course pack.
- ✓ If you have potential portfolio artifacts to illustrate a skill or position/program requirement make a note of it.
- ✓ If you do not have an artifact, how might you illustrate this skill/requirement in an interview?

DOCUMENT YOUR RESEARCH AND SKILLS SELF ASSESSMENT

Documentation Due: September 9, 2009

Documentation will include

- ✓ Typed description of Plan A with your bulleted list of skills, position requirements, industry requirements or graduate program requirements for which you have coursework and or experience, a portfolio artifact for, may be able to relate to a COM Core skill, and how you can enhance this area. Description should include the two positions found and which is the entry level position.
 - Attached to the description will be
 - the two advertisements or graduate program summary sheets
 - printouts from the Occupational Outlook Handbook with key items highlighted
 - other research completed with key items highlighted
 - your personal list of at least ten (10) skills, position requirements or industry requirements. Remember you are looking at both entry-level requirements plus those skills you will need in the future to excel in this industry, gradate program.
- ✓ Typed description of Plan B with your bulleted list of skills, position requirements, industry requirements or graduate program requirements for which you have coursework and or experience, a portfolio artifact for, may be able to relate to a COM Core skill, and how you can enhance this area. Description should include the two positions found and which is the entry level position.
 - Attached to the description will be
 - the two advertisements or graduate program summary sheets
 - printouts from the Occupational Outlook Handbook with key items highlighted
 - other research completed with key items highlighted
 - your personal list of at least ten (10) skills, position requirements or industry requirements. Remember you are looking at both entry-level requirements plus those skills you will need in the future to excel in this industry, gradate program.
- ✓ On the typed list of skills you have developed through coursework, internships, positions of leadership, work, etc.
 - Remember to note
 - how you have developed these skills (coursework or experience)
 - which COM Studies Core Skill applies
 - if you have a potential portfolio artifact to illustrate the skill
 - or if you do not have an artifact, note what example you might use in an interview to illustrate this skill

See next page for an example. This example should be used as a *template* for information you provide. The document will be your cover sheet for Plan A and then for Plan B. In other words, all required documents for each plan should be attached to this sheet.

GRADING

Grades on this assignment will be guided by the grading rubric created for this assignment. Please sign and attach the grading rubric (evaluation form) as acknowledgement that you understand the criteria by which the assignment will be evaluated. The signed evaluation form should be the top document in the package submitted on due date.

Plan A and Plan B
 Tammy Bulger
 Brief Example of Plan A

Plan A: Event Planner any where in country

Entry Level Position: Administrative Assistant, Marketing – Advertising with Pepsico

Position would offer me experience coordinating international travel plans; “coordinating product requests for key meeting & field”; work on 2008 Football dream Prize project; while not an “event planning” position it offers the opportunity to gain some event planning experience in a corporate setting.....

Future Position: Market Event Manager I/Meeting and Event Planning Manager with Price Waterhouse Coopers

This position is 5-8 years in my future, I need to gain corporate experience in event planning, and if possible become a Certified Meeting Professional. I might be able to advance at Pepsi and gain this experience, or I may need a position at another organization that offers more event planning opportunities.

Skill/Experience/ Requirements	Class Coursework	Experience (Internship, Jobs, etc)	Portfolio Artifact OR Example	Core Skill	What I Need to Do In Future
Ability to prioritize	Classes	Job	Example: Manage 3 national conferences and one state conference while teaching. This requires me to plan carefully to ensure items completed on time.	Responsibility	Work on time management skills
Word/Excel/PowerPoint Desktop Publishing	COM 390 – Intercultural Communication COM 460 – Desktop Publishing	Conference – attendee registrations – Excel and Word	Artifact: COM 390 – PowerPoint Presentation Artifact: COM 460 – Newsletter Artifact: Conference: Attendee List in Excel, then document from conference materials that illustrates Excel/Word – Mail merge		Learn Office 2007
Proficiency in Firm supported software			CBT certificates – in credentials so not an artifact but b/c no specific experience with PWC’s software I can illustrate my ability to learn new programs	Intellectual Curiosity	

Please note this is just a **brief** example to illustrate what I am looking for as you summarize your research and self-assessment. When I originally created this brief example, I had nine skills listed and those skills only touched on the information I found when reviewing the two position advertisements.

If you have questions or need assistance please stop by my office and meet with me.

**PLAN A AND PLAN B
RESEARCH AND SELF-ASSESSMENT
EVALUATION FORM**

Name (printed): _____ Signature: _____

Total Points: (75) _____ Grade: _____

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Depth of Thought -Plan A _____/35			
Typed description of Plan A including Plan A Title Entry level position & why you are interested/how it relates to Plan A Future position & why you are interested/how it relates to Plan A			
Minimum of 10 skills, position requirements, industry requirements, etc (no more than 4 may be repeated) listed			
Effectively included class(es) and coursework			
Effectively included experience (specific examples provided)			
Evidence that you had analyzed coursework, and experiences for potential artifacts or specific examples that relate to skills			
Effective use of Communication Studies Dept. Core Skills			
Evidence you have assessed self to determine areas of improvement			
Depth of Thought -Plan B _____/35			
Typed description of Plan B including Plan B Title Entry level position & why you are interested/how it relates to Plan B Future position & why you are interested/how it relates to Plan B			
Minimum of 10 skills, position requirements, industry requirements, etc (no more than 4 may be repeated) listed			
Effectively included class(es) and coursework			
Effectively included experience (specific examples provided)			
Evidence that you had analyzed coursework, and experiences for potential artifacts or specific examples that relate to skills			
Effective use of Communication Studies Dept. Core Skills			
Evidence you have assessed self to determine areas of improvement			
Fundamentals _____/5	Yes	No	
Information provided in required format			
Two advertisements/program descriptions for Plan A attached			
Two advertisements/program descriptions for Plan B attached			
Occupational Handbook printouts attached and highlighted			
Other research attached and highlighted			

**SKILLS SELF ASSESSMENT
PART TWO
&
SKILL ENHANCEMENT/DEVELOPMENT
THROUGH COMPUTER BASED TRAINING**

Points: 75 total possible (25 pts for Data Sheet and 25 points per CBT)

Due: Custom Skills Data Sheet - no later than beginning of class on September 23, 2009
CBT #1 & CBT #2 – completion certificates due no later than noon on December 5, 2009 (may be submitted earlier)

This assignment is a continuation of the Plan A and Plan B Research and Skills Assessment assignment you completed last week. This assignment provides you with an additional opportunity to engage in self-reflection and assessment of your current strengths and weaknesses and then identify four (4) Computer Based Training (CBT) modules that address areas of weakness that emerges from your evaluation and then complete two (2) of those modules. Please note these are computer based training courses you can complete this semester, not courses at UNCW you could take in the future (should have taken in past).

This assignment consists of three parts:

1. Self-Reflection and Skills Self-Assessment
2. Creation of Custom Skills Data Sheet
3. Completion of Two CBT Modules
 - a. Two CBT modules based on self-assessment

PART ONE - SKILLS SELF-ASSESSMENT

Guidelines

- ✓ Based on the research completed earlier and the list of required skills you created and submitted last week; create a short list of ideal soft skills (such as sales and leadership) and hard skills (such as Excel or Dreamweaver) that are required immediately by the targeted position or more generally by the industry. The key question here is “What skills do I need to do this thing I hope to do well?” There should be *at least* three (3) skills and there should be a mix of hard and soft skills.
- ✓ Engage in a HONEST evaluation of your coursework, work experience, family experiences, peer feedback, etc. and identify areas of weakness in soft skills area (such as time management, assertiveness, etc.) and hard skills (such as Outlook or Excel). Create short list of areas to work on that is *completely independent of the first list*. There *MAY* be some overlap but that is not the goal. You are asking a different question here: “What skills do I need to gain to break bad patterns and/or strengthen healthy ones?” There should be *at least* two (2) skills and again there should be a mix of hard and soft skills.
- ✓ Merge the items in the above list, BUT prioritize them. That is, which do *YOU* need to work on first? If, for example, you don’t assert yourself well in social settings, you are not going to interview well so “assertiveness” comes before “interviewing skills” as a priority if these were both on your lists. What are the first three (3) skills you need to work on first. Please note you will need a mix of hard and soft skills.

Part Two: Custom Skills - Computer Based Training Data Sheet

Data Sheet Due: no later than the beginning of class September 23, 2009

After completing the above self assessment you will need to determine which computer based training (CBT) modules you will complete and create your CBT Data Sheet. Using the instructions provided in class for business skills courses (soft skills) and desktop courses (hard skills) that will help you with your top three skills to be added or enhanced. The instructions for using SkillPort are in my course pack.

CBT Data Sheet

Use the template provided to craft your Custom Skills/CBT Data Sheet. The data sheet requires that you list your top three skills (at least one soft and one hard skill) which need to be enhanced or added to your skills lists. In other words you may have 2 hard skills and one soft skill, or you may have one hard skill and two soft skills. You will need a brief rationalization of why this skill is included in your list, as well as a justification for the courses chosen. Relate the departmental core skills to the justifications.

Part Three: Completion of Two CBT Courses

Guidelines for CBT Training & Requirements for Submitting Certificate

- ✓ please note, courses taken for this assignment must be for this class only. In other if you are in other classes that require or allow CBT assignments you may not “double dip.” Anyone caught doing so will fail the course due to academic dishonesty.
- ✓ complete two of the courses you identified on your worksheet that you feel best addresses your concerns
 - you must complete one hard skill and one soft skill
- ✓ earn 80% or better on the test;
- ✓ deliver the printed certificate (hard copy only) to me no later than noon on December 5, 2009
 - you must submit the required certificate on the assigned day OR earlier to earn points for the assignment
 - if I am not in my office, place the assignment in the hanging file box outside my office door (LH 239). My name is on the box.
 - you either earn 25 points (appropriate certificate submitted on time) or 0 points (certificate submitted late or not at all)
 - remember these may be completed any time after I return graded data sheet. If submitting early please label the certificate clearly

Suggestions/Notes

- ✓ Instructions for completing the CBT are in the course pack.
- ✓ You may stop the test and resume later if needed.
 - If you stop the test you MUST use click on EXIT in the upper right corner of the training session
 - If you use the X in upper right corner of your monitor to close the training session you will loose all work completed and will have to start over.
- ✓ You may turn off the narrator (audio off) and navigate using the next page button at the bottom of the screen.
- ✓ Do not wait until the last minute to take the course. Plan to complete them early to avoid problems with computers, the network, fatigue, etc. Also TAC is not available 24 hours a day to assist you if you have problems.
- ✓ Remember the system is closed for maintenance on Sunday afternoons.
- ✓ Take advantage of the system and use to continue to grow.

**Custom Skills -
CBT Data Sheet**

Template

Name: _____

Example Soft Skill:
Patience/Leadership
WHY: I tend to become frustrated with people who do not submit work in a timely manner. My ISTJ personality indicates that I prefer to follow a plan rather than just wander until I arrive. In my career I must work with a variety of personality types therefore I need to improve my patience/leadership skills.
JUSTIFICATION OF COURSES CHOSEN: The following two sessions provide skills that will assist me in working with procrastinators and/or ensuring my message to the board members is clear.
COMMUNICATION STUDIES CORE SKILL: Either of these courses will enhance my ability to *collaborate* with others.
POTENTIAL COMPUTER BASED TRAINING COURSES:
a. Working with negative people and procrastinators (COM0163)
b. Communication as a leader (LEAD0145)

Top 1 or 2 Soft Skills I need to gain or enhance and why, and potential courses and why these courses:

- 1. _____
 - a.
 - b.

- 2. _____
 - a.
 - b.

Top 1 or 2 Hard Skills I need to gain or enhance and why, and potential courses and why these courses:

- 1. _____
 - a.
 - b.

- 2. _____
 - a.
 - b.

Course #1	Course # 2
Example: Working with negative people and procrastinators (COM0163)	

Capstone Experience

Points: 185 total points
Due: October 23, 2008 – November 11, 2008

Rationale

As the statements from our syllabus remind you, this course is not a placement service and you as a student are expected to find meaning in the years spent in the Communication Studies Department. Many of the exercises and assignments have allowed you to reflect on your academic experience while preparing for your next step. Your reflection occurred when you crafted your resume, developed your portfolio, and prepared for your mock interview.

This assignment focuses more on finding meaning in your time within the department and incorporating the knowledge and skills learned in previous coursework. As illustrated by the chart below, each Communication Studies senior has developed the skills they need to effectively work in a team and develop an effective presentation. Your Core Communication Studies classes have provided you with the ability to research topics, apply communication and rhetorical theories to everyday issues, work in teams, and present the information to an audience in an appropriate manner.

This course is not a placement service.

This course will present an opportunity to reflect on your academic experience and contemplate your professional future.

Each student wants to find meaning in the years he or she has spent in undergraduate study and the semesters spent majoring in Communication Studies.

Each student is prepared to incorporate knowledge learned in previous COM classes into this class.

COM 105 CSC 105	COM 110 COM 116 COM 216 COM 325 COM 366	COM 200 COM 340/341 COM 327 COM 420 COM 427 COM 445	COM 340/341 COM 290 COM 443 COM 498
Basic Theoretical Knowledge & application Basic Computer Skills	Presentation & Discussion Skills	Primary & Secondary Research Interview skills	Application of theoretical knowledge
COM 280 COM 380/480 COM 385/485	COM 270 COM 322 COM 422 COM 460	COM 160 COM 265 COM 465	COM 221 COM 327 COM 428
Field Video Production & TV Production	Writing for PR PR Desktop Publishing	Analysis of Mass Media	Teamwork and team presentation skills
<p>COM 490 - Discipline Capstone Capstone Experience Application of knowledge & skills gained in core classes and additional classes at a high level</p>			

In addition to Core Knowledge, as a department we expect our majors to have developed various Core Skills and to exhibit these when communicating with others. Think back to the Core Skills discussion during the first week of classes. Core skills you should exhibit include but are not limited to confidence, intellectual curiosity, collaboration, civility and praxis. This assignment will allow you to illustrate the core knowledge and skills you have learned in your time as a communication studies scholar at UNCW.

Objective

- Illustrate and expand skills developed through course work collaborate with a team to create a panel presentation and lead a facilitated discussion
- Investigate issues that may be a part of a graduate’s next step.

Assignment Overview

This assignment has two components. As a team you will

1. develop a 30-40 minute panel presentation
2. Lead a 20-30 minute facilitated discussion

Panel Presentation Overview

As a team you will use audience analysis to direct your research and development of your chosen/assigned topic. You will choose a team liaison who will also play the role of moderator during the panel presentation.

Facilitated Discussion Overview

As a team you will lead a 20-30 minute class discussion on your topic. You will open the floor to the audience for their questions, and will also be prepared with at least five of your own questions to stimulate discussion.

Requirements – Panel Presentation

Each team

- Will consist of panelists who have conducted research on their topic in order to become a reasonably well-informed participant. Research will be focused on information that will assist audience after graduation from UNCW with a Bachelor of Arts degree in Communication Studies.
 - Additional research means reviewing information from within our communication studies program that relates to topic; as well as completing primary and secondary research to become reasonably well-informed participant.
- Will effectively incorporate at least eight (8) high-quality sources in their discussion.
 - Sources must be cited in the presentation and at least one of these sources must be from primary research.
 - At least five high quality sources from secondary research must be included.
- Will apply at least three theories from their Communication Studies coursework to the research completed and topic being discussed.
 - Incorporation includes accurately identifying the theory, defining the theory in your own terms, and clearly applying the theory to a *specific* situation
- Will incorporate at least one Core Skill into their presentation.
 - Incorporation is more than mentioning the core skill in passing. The team needs to clearly indicate they are referencing a core skill and must effectively illustrate how the core skill applies to this discussion.
- Will have quality handout(s) for their audience.
 - Quality handouts are not the presentation PowerPoint slides printed 3 to a page
 - Quality handouts are appropriate for time distributed
 - If provided before the presentation they are easy to follow and appropriate to take notes on.
 - If provided after the presentation they include pertinent details
 - Quality handouts show creativity and are more than a sheet of paper with a few phrases.
- Will have prepared their comments in order to share their knowledge with the audience in an organized fashion.
 - The team will illustrate senior level presentation skills illustrating they have enhanced skills learned in COM 110 and other performance classes during their time at UNCW.
- Will ensure they engage the audience in their presentation.
- Will provide the instructor with the following items
 - a detailed outline of the panel presentation before the presentation begins,
 - a copy of the handout prepared for the class before the presentation begins,
 - the signed evaluation form before the presentation begins,
 - the team peer evaluation forms before the presentation begins,
 - their speaking notes after the presentation is over, and
 - if PowerPoint is used in the presentation a copy on a CD will be provided after the presentation.

Requirements - Facilitated Discussion

Each team

- Will have at least 5 prepared questions to stimulate discussion during the discussion if necessary, but will not plant the questions in the audience.
- Will ensure that the discussion is at least 20 minutes in length.
- Will ensure that all members of the panel participate
- Will effectively and appropriately answer questions.

Requirement - Team Members

All team members

- Will utilize skills learned in other courses and work effectively as a team.
- Will choose a *team moderator/ liaison* who is responsible for
 - all communication with instructor
 - submitting team documents on due dates. Team documents include:
 - Topic Request Form
 - Update # 1
 - Update # 2
 - Presentation Day Package (describe above)
 - arranging additional meetings with instructor
 - insuring that all panelists are able to present their topics and viewpoints in the 30-40 minutes allotted for the panel presentation
 - managing time involved in facilitated discussion; ensuring panel is at least 20 minutes and in no longer than 30 minutes.
- Will evaluate each other upon completion of the project (peer evaluation instructions in course pack).
- Will review the problem team member document in course pack.

Requirements -Audience

During the Panel Presentation and Facilitated Discussion

- Will pay close attention to each of the panelist during the presentation.
- Will write down their questions and comments while they are listening.
- Will wait to be recognized by the moderator before speaking.
- Will keep their comments brief and on topic.
- Will keep their questions on topic.
- Will hold their comments if they have already spoken; giving all a chance to participate.

After the panel presentation and facilitated discussion the audience

- Will offer the panelists constructive criticism, offering specific feedback about the presentation
 - praising the very effective and effective components of the presentation/discussion
 - offering suggestions on how they might improve/enhance the ineffective or effective components of the presentation/discussion
 - offering suggestions of how they might have incorporated required components of the assignment not included in the presentation/discussion.

Suggested Topics and Articles on Next Page

Grading

Grades on this assignment will be guided by the grading rubric created for this assignment. The grading rubric (evaluation form) is the last page of this assignment. Please sign and attach the grading rubric to the front of the paper as acknowledgement that you understand the criteria by which the assignment will be evaluated.

This is a team project and you will be graded as a team on the panel presentation and facilitated discussion. The only individual grades given within this assignment will be the grade earned through the peer evaluation. This means if your team liaison does not submit your Update # 1 on time you all loose the potential points for that assignment. This also means if one person on your team is guilty of an honor code violation you are all guilty. For example, if one of your team mates quotes someone else yet does not cite his/her source then you are all guilty of plagiarism. As you practice your panel discussion as a team, all of you should offer praise as well as constructive criticism to each presenter.

Topics & Some Articles/Website Links/CBT/Books 24/7 to Quick Start Your Team

Financial Issues

(Salary Negotiation, Budgeting, Retirement)

CBT – Planning for Retirement PD0147

CBT – Budgeting PD0141

CBT – Buying Home PD0142

Balance Life/Family/Career

CBT - Life Balance Issues PD0181, PD0183

Books 24/7 - The Opt-Out Revolt—Why People are Leaving Companies to Create Kaleidoscope Careers

Books 24/7 Cool Down: Getting Further by Going Slower

Peter Senge, The Fifth Discipline – Chapter 16 (reserve reading)

Graduate School – Now/Later

(Various Fields, When to Attend, Corporate Support)

UCLA – Career Services - <http://www.career.ucla.edu/gradschool/plan/>

Kent State – Career Services - <http://career.kent.edu/home/student/gradschool/gradschconsider.cfm>

Career Boosters/Busters

(Effective Assimilation, What Not to Do)

CBT – Interpersonal Skills on the Fast Track PD0134

CBT – Achieving Success – Mentor MGMT0255

CBT – Playing by the Rules LEAD0133

Books 24/7 - Business Protocol—How to Survive and Succeed in Business, Second Edition

Networking

(Career – My Space/Facebook vs Linkin; Friends in new cities; Volunteer Opportunities)

CBT – Communicate for Contacts COMM0007

Books 24/7 - Professional Networking For Dummies

Star-News, 11/25/07 – “To link or not to link: Networking media”

Business Etiquette

(Email, Introductions, Accepting/Resigning from a Position, Manners, etc – K Thompson may not be used as a source)

CBT – Business Etiquette Issues COMM0181, 0182, 0183,

CBT – Telephone Etiquette COMM0411

Books 24/7 - Don't Take the Last Donut—New Rules of Business Etiquette

Diversity/Culture/Identity

(Diversity in the US workplace; International careers)

Books 24/7 Making Diversity Work: Seven Steps for Defeating Bias in the Workplace

Books 24/7 GenXPat: The Young Professional's Guide to Making a Successful Life Abroad

Books 24/7 The Diversity Training Handbook: A Practical Guide to Understanding & Changing Attitudes

CBT – Diversity in the Workplace HR0152

CBT – Why Diversity Matters HR0021

Life Long Learning

(Formal/Informal Learning Opportunities other than Graduate School)

CBT - Successful Lifelong Learning PD0265

Outward Bound <http://www.outwardbound.org/>

Osher Lifelong Learning <http://www.uncw.edu/dpscs/AdultEd.htm>

International Cooking Classes <http://www.theinternationalkitchen.com/parisclass.htm>

Art Classes <http://www.creativewilmington.com/calendar/index.php>

New Topic Proposed by Team

If your team has a topic not mentioned here and the subject is not covered in course material, you may meet with me to discuss the topic. Before the meeting you will need to send me via email a strong argument why this topic should be an option, and at least two potential base articles.

**CAPSTONE EXPERIENCE
EVALUATION FORM
COVER SHEET**

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Time Panel Discussion: _____ **Time** Penalty: _____

Time Forum: _____ **Time** Penalty: _____

Category	Total Points Possible	Total Points Received
Project Update# 1	10	
Project Update # 2	15	
Modified Panel Discussion	100	
Less Time Penalty		()
Forum	30	
Less Time Penalty		()
Peer Evaluation Points	30	
Total Points	185	
FINAL LETTER GRADE		

Panel Presentation Evaluation Form

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Depth of Thought – _____/45			
Topics – accurate and intriguing information presented to audience; information will aid audience as they move into their next step Topic 1 Topic 2 Topic 3 Topic 4 (for some teams) Additional topics			
Appropriate citation of sources throughout the presentation (5 high quality, 1 primary) Source 1 Source 2 Source 3 Source 4 Source 5 Source 6 Source 7 Source 8 Additional sources			
Effectively and appropriately incorporated theory # 1 from COM Studies coursework including Clearly identified Definition in own words Application to specific situation/example			
Effectively and appropriately incorporated theory # 2 from coursework including Clearly identified Definition in own words Application to specific situation/example			
Effectively and appropriately incorporated theory # 3 from coursework including Clearly identified Definition in own words Application to specific situation/example			
Effectively incorporated at least one core skill Clearly identified Effectively applied			
Professional not Pedestrian Language used to present ideas			
Organization – _____/20			
Complete Introduction of Panel Discussion (Gain attention, establish reason to listen, introduced panelists, previewed discussion)			
Body (mutually exclusive main points organized in a logical manner)			
Body (clear transitions/connectives and internal summaries between each panelist)			
Conclusion of Panel Discussion (summary and effective closure)			

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Delivery _____/15			
Verbal Mastery (all spoke with credibility and confidence, spoke with energy & enthusiasm for topic; spoke in a clear articulate voice and volume at an appropriate pace, made effective use of pauses; team verbal skills complimented each other)			
Eye contact (used direct eye contact with audience that suggested mastery of material)			
Nonverbal (used a physical stance, gestures, facial expressions that suggested confidence and were non-distracting; wore appropriate dress for the occasion – business professional; team nonverbal skills complimented each other)			
Visual Aid (effective use of visual aid if used)			
Engaged Audience _____/5			
Overall sense that the presenters are senior communication studies majors that have mastered the obligations of oral presentation as defined and developed in previous course work. Presented in a manner that engaged audience and created excitement for the forum portion of assignment.			
Handout _____/10			
Creative, accurate and appropriate material provided If provided at beginning of discussion – easy to follow during discussion and effective for note taking If provided after the presentation – provided necessary details			
Professional Language & Visually Appealing			
Fundamentals _____/5	YES	NO	
Before presentation submitted signed evaluation; detailed outline of panel discussion, copy of handout			
After discussion submitted (peer evals, speaking notes, CD w/PPT if used)			
Total Points – Panel Discussion			

Facilitated Discussion Evaluation Form

	Evaluative Dimension		
	Effective	Average	Ineffective
Depth of Thought – Answers to Questions _____/10			
Answers to questions asked by audience were <i>appropriate</i> , to the point			
Depth of Thought – Prepared Questions _____/10			
Panel had questions prepared to stimulate conversation/discussion			
Delivery & Engaging the Audience _____/10			
Panel answered questions in a professional manner, all panelist involved in discussion			
Verbal and Nonverbal communication complemented each other and assisted in engaging audience in the discussion			
Total Points – Forum			

**Capstone Experience
Topic Request Form**

Templates

Team # _____ Team Liaison _____

Team Member Contact Information

Team Member Name	Preferred Phone	Email

Preferred Topic 1st Choice & Justification (why you chose/created this topic)

Preferred Topic 2nd Choice & Justification (why you chose/created this topic)

Preferred Topic 3rd Choice & Justification (why you chose/created this topic)

Absolute Last Choice & Justification (strong argument on why you would absolutely detest creating a panel discussion on this topic realizing that you may still have to do this)

**Email the request
to me as an attached Word document
by noon on August 29th.**

**Capstone Experience
Update # 1**

Grading (10 points): _____

Team # _____

Team Liaison _____

Topic _____

Working Title _____

Purpose of Presentation _____

Potential Topics to be Discussed & Justification

Summarize your list of topics chosen from your brainstorming session. There should be at least 8 topics included in this list. The team will narrow the list after completing research and determining which topics are best meet the purpose of their presentation.

- ✓ Topic – justification (*why you think this topic is appropriate for this audience and the purpose of your presentation*)

Three Potential High Quality Sources

(at least three; provided in APA format)

Questions for Me:

Email the update form
to me as an attached Word document
by noon on Monday, September 15th.

**Capstone Experience
Update # 2**

Grading (15 points): _____

Team # _____ **Team Liaison** _____

Topic _____

Title _____

Purpose of Presentation _____

Purpose of Facilitated Discussion _____

Topics to be discussed by Panelists

✓ Panelist Name – topic

Five Potential Discussion Questions for Facilitated Discussion

(Provide at least five potential discussion questions you will use to spark discussion)

Attach Draft Outline for Review

(Send as attached document with update form)

Questions for Me:

**Email the update form
to me as an attached Word document
by noon one week before your presentation.
For example, your presentation is on October 23rd. Then this update is due
by noon October 16th.**

Capstone Experience Peer Evaluation

Due date of your
presentation

Each team member will evaluate your performance, and each member's evaluation of you is equal in determining your total peer evaluation score. The only part I play is in averaging the scores. You will be permitted to read all of the comments written by your peers, but the person who wrote them will remain anonymous (as I will remove their name from the form before you see it.) If you wish to see the comments you will need to schedule an appointment to meet with me.

Please answer all questions and please be honest.

Name of Your Presentation: _____

Name of the Team Member You Are Evaluating: _____

	Points
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>general attitude</u> towards the class, the team and the team's work.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's ability to <u>work effectively</u> with others.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>dependability/reliability</u> in accomplishing tasks.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>quantity of contribution</u> to the team.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>quality of contribution</u> to the team.	
On a scale of 1 to 5 (5 being the highest), please give an <u>overall rating</u> for the group member.	
Total Points	

What would you consider to be the strengths of this person as a team member?

What would you consider to be the weaknesses of this person as a team member?

Did this person serve as your team liaison? If yes, on a scale of 1 to 5 (5 being the highest), please rate their skill in this position.

Would you work with this person again? Why or why not?

Please print your name: _____

TELEPHONE INTERVIEW ASSIGNMENT

Total Points: 140
Due: See individual assignments

Process

1. Targeted Position Summary, Resume & Cover Letter due at beginning of class on October 2, 2008
2. Upload to SeaWork Final Targeted Position Summary, Resume and Cover Letter between October 1, 2008 and October 3, 2008
3. Register for Telephone Mock Interview between October 1, 2008 and 5pm on October 3, 2008
4. Complete Telephone Mock Interview between October 9, 2008 and October 31, 2008. Tentative Dates
5. Submit self-assessment of your telephone mock interview by noon two business days after completing the mock interview.

You will prepare for and participate in a telephone interview in order to further develop your skills and confidence as an interviewee. The **best** way to prepare to be interviewed is to be interviewed! In this assignment, when you are an interviewee, you will directly experience the challenge of being calm and resourceful, thinking quickly, and expressing yourself effectively and engagingly during an interview.

Part #1: Pre-interview Documents: Targeted Position Summary, Cover Letter & Resume

Successful interviews, like any successful communication event, begin with preparation and analysis of the situation and audience. To demonstrate your ability to effectively analyze such considerations, the following documents are required before you interview.

✓ **Assignment #1--Targeted Position Summary (20 points)** (also referred to as TPS)

This assignment forms the structure for your telephone interviews. The person interviewing you will use this targeted position summary to prepare for your interview.

- Identify one formal post-graduate next step employment/graduate school opportunity that you are interested in pursuing. This position, the company, and the vacancy must be real. The position must relate to either Plan A or Plan B described in an earlier assignment.
 - The job cannot be with a company you currently work for or intern with, or a relative's company (even if they promise to hire you in the future)
 - Must be a valid position
 - Requires at least a BA or BS from accredited institution
 - Adds such as that for The Landers Group on Monster Jobs are not acceptable
 - **Organization must have a website**
- Based on your previous research into the field and current research on this specific position, describe in detail the position, graduate school program or public service opportunity.
- Must have at a minimum, the following information:
 - Name of position you are applying for
 - Company (or Organization or Grad School) name
 - Location (*If it has more than one location, where is the corporate headquarters? How many branches or satellite offices are there, and where are they located?*)
 - The following 3 headings:
 - Background/history of company
 - Position requirements
 - Position responsibilities

- You must research the organization to learn distinguishing characteristics, programs or services rendered, clientele or publics served, fields of study offered, etc.
 - Answer the following questions based on your research
 - What is the name and title of the person who leads or heads up the organization (chair of graduate program)?
 - What are a couple of the most significant achievements made by this organization/program? What specifically made them significant?
 - What kind of community service does this organization participate in, or what pro bono service does it provide?
 - Who are the organization's primary competitors? What distinguishes the target organization from the competitors?
- If you take items directly from the advertisement, corporate website, etc please note this on your TPS. **Failure to do so is plagiarism** and will result in the **failure of this entire assignment**.
 - For example, you cut and paste from the corporate website to create an abbreviated timeline for the history of the organization your header might look like this
 - History (from <http://www.wyeth.com/aboutwyeth/history>)
 - Or you wish to cut and paste basic requirements from the position announcement on the website, you bullet might look like one of these two options:
 - Basic Requirements (from Wyeth Job Search website)
 - Basic Requirements (from https://wyeth.recruitmax.com/MAIN/careerportal/Job_Profile.cfm?szOrderID=18383&szReturnToSearch=1&szWordsToHighlight=)
- Your summary should be typed, **bulleted** (with headings), at least 2 pages in length, and free of grammatical and spelling errors.
- Staple a copy of the advertisement/position listing of the targeted position (or printout of the graduate program description from the school website) to the back of the hard copy of your TPS that you turn in to your instructor.

✓ **Assignment #2—Targeted Cover Letter (30 points)**

Your cover letter should be targeted towards the position/graduate school described in Assignment #1. Keep in mind this assignment will be seen and used by the person interviewing you. It should demonstrate your accumulated ability to craft rhetorically effective documents that ethically meet your goals as a writer/applicant.

- For more information about composing and formatting cover letters consult other resources, your notes from class discussion(s), and Career Center website.
- In class we will discuss basic formatting and what must be included to meet class requirements.
 - For example, you will be told that the header of your cover letter is to match the header of your resume.
 - Additional information about required components for class included in this assignment, and discussed in class.
- This cover letter is to be addressed as if you were sending it to the organization. It should not be addressed to me or to anyone associated with our career services department.

✓ **Assignment #3—Targeted Resume (55 points)**

The resume should be targeted towards the position/graduate school described in Assignment #1. Keep in mind that they will be seen and used by the person interviewing you.

- You are encouraged to seek input from many sources such as your teacher, your classmates, and career center personnel regarding how to construct your resume.
 - If you have a career center counselor assist you it is best to arrange an appointment with Mike Phillips or Chandra Grant as they are familiar with what I wish to see in your resume when I am grading it. Other counselors are wonderful but they are not associated with this department and our class and therefore are unfamiliar with my requirements.

- If you seek assistance please have the person sign and date the document and include this when you turn in assignments #1 - #3 on October 2, 2008 at the beginning of class.
- For more information about composing and formatting resumes, consult other resources, your notes from class discussion (s), and Career Center workshops and website.
 - We will discuss basic formatting requirements and data requirement in class and these are to be followed when creating your resume for class.

On September 25th (teams 1-3) and on September 30th (teams 4-6) class time will be a resume **workshop**. Mike Phillips, Career Center, and I will lead workshops which will focus on reviewing the version you bring to class that day. We will not create or write your resume for you, we will only offer suggestions.

- ALL students are REQUIRED to have a typed, next to final draft of their resume. If you are not prepared you will be asked to leave class; you will not receive points for this workshop.
 - You must attend on your scheduled day.
 - You may not attend on the other day.

Assignments #1 - #3 are due at the beginning of class on October 2, 2008.

Hard copies of each assignment with appropriate evaluation forms and other required documents attached are due. These will not be accepted late and will not be accepted via email. Paper Clip evaluation form to the front of all documents.

Part #2: Career Center - Telephone Interviews

An interview is a signal that your written materials, references etc. were enough to establish some initial credibility or ethos. However, ethos is *fragile*. Your career services telephone interview is a chance to manage your ethos effectively so that your credibility after the interview is higher than it was before the interview.

✓ **Assignment #4 – Career Services Telephone Interview (25 points)**

You will be interviewed by a Career Services staff member. They will have received your documents in advance in preparation for your interview. The reality of the interview is that you will be put into distinct categories. They won't spend time deciding if you are a 20 or 23 out of 25. The grading for this portion of the assignment reflects that reality.

- 25 points - Definitely – exceptional presentation of self and core skills, convinced the president/chair/dean you should be brought in for a face to face interview
- 20 points - Maybe – average presentation of self and core skills, did not completely convince the president/chair/dean that you are the person for the position; perhaps you will be brought in for a face-to-face interview
- 15 points - Not right for this position but will save for future position – gave it a shot but lacked confidence/skills to persuade the president/chair/dean that you are the right person for the position but they are willing to hang on to your resume b/c you might fit elsewhere
- 10 points - Trash can – unprepared, impromptu presentation that makes the president/chair/dean wonder how you will graduate with a degree in communication studies and why you thought you were the right person for this position or
- 0 points – No Show - you do not answer the phone for your telephone mock interview at the schedule time.

The Career Center Professional (Mike Phillips or Chandra Grant) will interview you for approximately 15 - 20 minutes and then will offer 5 minutes of feedback. They will also complete a ***Telephone Interview Evaluation form*** and return it to me to determine your grade on assignment #4 based on the above grading scale.

Career Center Telephone Interview Scheduling

These telephone interviews will be held beginning October 9th and will end around October 31st. You will register for your telephone interview using UNCW SeaWork between October 1st and 5pm on October 3rd. There are instructions on how to use SeaWork in your course pack; I will have additional details closer to October 1st. You will upload your resume, cover letter and TPS before registering for the telephone interview.

- Be very careful when you register for your interview. Some will occur during class while the informational interview presentation are occurring. You are only in class on two out of four days which allows some interviews to occur during class time frame.
- When you register for your interview print the page that pops up and states in **red** that you have successfully registered for your interview. This will be your proof that you did register for the interview.
- If you do not register for your interview by 5pm on October 3rd you will receive a zero (0) for this portion assignment. Career Center will send me a report of those who have registered.
- The Career Center Personnel will call you during the allotted time.

If you find that you must reschedule your telephone interview, you must go to the Career Center and talk to the person scheduled to interview you.

- You must do this at least three business days before your scheduled interview. For example, you are scheduled for October 16th at 3pm. You would need to meet with your interviewer no later than October 13th to reschedule.
- You may not call or email to reschedule. You must meet with the face-to-face.
- There is no guarantee they will be able to reschedule your interview. Rescheduling is at their convenience not yours.

Telephone Interview Requirements

- Be prepared
 - have your resume in front of you
 - have any research materials available
 - Your answers should illustrate to the interviewer that you have researched the organization. Do not provide answers that relate to any position. As these are mock interviews and our kind interviewers do not actually work for the organization, do not use subtle references to some obscure piece of information. Be obvious; mention their website when referencing the history of the organization or a new product they will be introducing soon.
 - You are required to ask at least two appropriate questions of the interviewer.
 - These questions should illustrate that you have researched the organization.
 - Push yourself past the typical “Tell me about a typical day” or “What your path to your current position was” questions.
 - Have a great interview.
- ✓ **Assignment #5 – Self-Assessment – Career Center Telephone Interview (10 points)**
After completing the telephone interview with Career Center personnel, listening to their comments, and assessing your own behaviors submit to me a one to two (1-2) page, typed, double spaced memo stating
- your greatest strength,
 - your greatest deficiency,
 - your plan to decrease or remove the deficiency
 - and two additional items you learned about yourself through this initial telephone interview.

This memo will be graded on a pass/fail basis for 10 points. A passing grade would be a “B” on the memo. Senior level writing is expected and if there are typos, the memo is populated by pedestrian language, and/or there appears to be no depth of thought (effective self-assessment) then you would earn a “C” or lower and therefore zero points.

The memo is due by noon two business days after your telephone interview. If I am not in my office place the essay in the brown hanging file box located outside my office door (LH 239). It is the box with my name on it. Attach the appropriate evaluation form to the front of the essay.

Assignment # 4 - Scheduled between October 1st and 5pm on October 3rd. Interviews will occur between October 9th and October 31st. Tentative Dates

Assignment # 5 - due by noon 2 business days after the telephone interview.

Grading

Part #1 – Assignments 1-3 Targeted Position Summary (20 points)

Evaluative Dimension	Description
Mechanics (5 points max)	Appropriate headings Consistent attention to directions and basic expectations of senior-level work.
Quality of Written Expression (10 points max)	Accurate information; provided all information requested Efficient and proper use of language
Management of Content (5 points max)	Use of multiple sources and obvious efforts of research and analysis beyond basic description

Targeted Cover Letter (35 points)

Evaluative Dimension	Description
Format and Mechanics (5 points max)	Proper form and command of cover letter conventions discussed in class
Rhetorical Awareness (25 points max)	Effective audience analysis and audience centeredness & strategic efforts to achieve informative and persuasive objectives of the document. Clear claims and use evidence and reasoning to support them. Command of language and appropriate “voice” to the document beyond mechanics

Targeted Resume (50 points)

Evaluative Dimension	Description
Mechanics (5 points max)	Free of all forms of typographical errors Free of all forms of grammatical errors
Aesthetics (10 points max)	Use of font, font size, formatting features, white space, paper quality, etc. that move beyond fundamental to enhance credibility with target audience
Rhetorical Awareness (35 points max)	Command of language and appropriate “voice” to the document Writing that is accurate, concise, concrete and makes effective use of active voice and “power verbs” as well as Core Skills Content should be a strategic balance of being both comprehensive yet concise

Cover Letter and Resume Additional Grading Information

3 points per typographical error

5 points if degree incorrect

5 points if school name incorrect

Part #2 – Assignments 4 & 5

Career Center Telephone Interview & Assessment Memo (35 points)

Evaluative Dimension	Description
Career Services Telephone Interview (25 points max)	Career Services Professional’s opinion on your presentation of self and core skills Grading scale described earlier in assignment.
Assessment Memo (10 points – graded Pass/Fail)	Command of language and appropriate “voice” to the document Depth of thought regarding own behaviors and reaction to comments made by Career Center Personnel. Writing that is accurate, concise, concrete and makes effective use of active voice

Grades for each of these assignments will be guided by the grading rubric created for each assignment. Please sign and attach the grading rubric to the each package as required as acknowledgement that you understand the criteria by which each assignment will be evaluated.

TELEPHONE INTERVIEW
PART # 1 – PRE-INTERVIEW DOCUMENTS
(2 PAGES)

Name: (printed) _____

Signature: _____

Targeted Position Summary

Total Points: (20) _____

Grade: _____

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Mechanics _____/5			
Free of grammatical errors			
Relates to either Plan A or Plan B from earlier assignment			
Appropriate use headings and bullets			
2 pages in length			
Consistent attention to directions & basic expectations of senior-level work			
Quality of Written Expression _____/10			
Accurate Information Background/history Position requirements Position responsibilities			
Efficient and proper use of language			
Management of Content _____/5			
Use of sources and obvious efforts of research			
Analysis beyond basic description			
Effectively incorporated required information			

Cover Letter and Resume Additional Grading Information

3 points per typographical error
 5 points if degree incorrect
 5 points if school name incorrect

Targeted Cover Letter

Total Points: (30) _____ Grade: _____

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Mechanic _____/5			
Free of grammatical errors			
Command of cover letter conventions as discussed in class			
Consistent attention to directions & basic expectations of senior-level work			
Rhetorical Awareness _____/25			
Audience analysis (organizational data)			
Informative and persuasive goals (hire me)			
Support of claims to hire you			
Command of appropriate “voice” above mechanics			

Targeted Resume

Total Points: (55) _____ Grade: _____

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Mechanics _____/10			
Free of grammatical errors			
Consistent attention to directions & basic expectations of senior-level work			
Aesthetics _____/10			
Appropriate paper			
Effective use of font, font size			
Use of formatting feature, white space			
Move beyond basics to enhance credibility			
Rhetorical Awareness _____/35			
Use of power verbs to illustrate core skills			
Effective use of language to illustrate best qualities			
Strategic balance of being comprehensive yet concise			
Persuasive argument – hire me			
Honesty in details			

SEE COMMENTS ON ASSIGNMENTS

INFORMATIONAL INTERVIEW PRESENTATION

Points: 85

Due: October 9, 2009 – October 21, 2009

Sign-up for presentation date between 1pm on 8/28 and 1pm on 9/2

In this presentation you will inform the audience about a specific professional field, graduate education opportunity or public service possibility. The information for this presentation will be gathered through an informational interview with someone currently in the position/school/organization you believe could be your next step and it will supplement the information gathered through your research of your Plan A or Plan B.

The main purposes of the assignment are to increase your familiarity beyond basic research on your field of focus, and to develop or enhance existing skills in networking, gathering information, and interacting with professionals in the world outside the undergraduate classroom.

Joyce Lain Kennedy's "Career Now" question and answer article in the Advertising Supplement of the Wilmington Star-News on Sunday, July 8, 2007, offered several important points to remember about informational interviewing

- ✓ "too many job seekers have abused information-interviewing generosity by asking for employment."
- ✓ "many busy, successful people who are not so ready to spare time to adults asking for advice do, however, feel an obligation to mark professional trails for new graduates."
- ✓ "Show that you respect the interviewer's time by researching information in advance."

In order to encourage busy professionals to speak with future graduates, it is your job to be professional in this interview. When interviewing be prepared with specific questions after completing detailed research in advance. Do not ask

- ✓ "What is the minimum GPA requirement for this graduate program" when it is clearly stated on the school/program's website.
- ✓ "What are the required entry level skills for new employees" when the job advertisements or graduate programs provide this information or basic research on the field provides this information.
- ✓ "What positions do you have open at this time?" OR "Can you encourage the graduate program to accept me once I submit my application?"

Objectives:

- ✓ Learn additional information related to one of your fields of interest as described in the Plan A and Plan B assignment and assess your reactions to the information gathered.
- ✓ Develop your skills in networking, information gathering, and interaction with professionals in the corporate/graduate school/public service field.
- ✓ Prepare a professional presentation and deliver it extemporaneously

Interview Requirements

- ✓ The person you choose to interview must be in a field/program/public service opportunity researched in your Plan A and Plan B assignment. Through that assignment you gathered basic information about this field/program and you assessed your strengths and weaknesses based on information discovered.
 - You may not interview a family member, past/present employer/internship director/volunteer coordinator.
 - If your choice is to learn more about a graduate program or a public service opportunity (i.e. Peace Corps) you must interview an employee of the program opportunity. You may not interview a secretary or current student/volunteer.
- ✓ Choose a few of the following questions to begin your informational interview. Listen carefully to what your interviewee says and ask follow-up questions as necessary. As you will see these questions offer you an opportunity to learn valuable information you would not learn through typical research. Feel free to adapt the questions as needed for your specific opportunity and/or create new and unique questions.
 - What personal qualities or abilities are important to a successful life in this field/program?
 - What are the two (2) pieces of advice you would offer recent college graduates hoping to enter this field/program?
 - What are the two (2) pieces of advice you would offer recent college graduates about succeeding in life after graduation.
 - What three fascinating things have occurred in your career? Why did you choose these?

- What changes do you foresee for this field in the next 5 to 10 years?
- What part of being involved in this field/program brings you the most personal satisfaction?
- What is the most challenging aspect of this field/program?
- What are the major rewards aside from the extrinsic rewards such as money, fringe benefits, travel, etc?
- What obligations does your employer place on you outside of the ordinary work week? What social obligations go along with a job in your field/program? Are there organizations you are expected to join? Are there other things you are expected to do outside work hours?

Presentation Requirements

- ✓ Senior level presentational and organizational skills are expected.
 - Review the information on *Senior Level Presentations* in the on-line handout file.
 - Apply the information from the Public Speaking Review CBT
- ✓ Time Limit: 5-6 *minutes*
 - The presentation will be *terminated* at the 6 1/2-minute mark!
- ✓ In the presentation
 - include basic *biographical information* about the person interviewed (i.e., name, job title, company/graduate school/public service option);
 - provide a brief overview of the field based on your research
 - provide information learned through informational interview; this should be at least two-thirds of the body of your presentation
 - provide a brief discussion of how you felt about your next step after analyzing data gathered through your interview
 - remember this is a speech not a transcript of the interview.
 - Do not say, “I asked about fascinating things that have occurred and Sue said....”
 - Create two or three main points that are mutually exclusive
- ✓ Visual aids are not required.
 - For all visual aids requiring technology have a back-up plan in case the technology is not available (You are NOT limited to PowerPoint!).
 - If you choose to use PPT remember the slides are not meant to be used as speaking notes.
 - Bring PowerPoint Presentation on a flashdrive (thumbdrive) or a CD. You may not send to self via email and then download in class.
- ✓ You will submit *before* speaking (in this order):
 - The appropriate evaluation form, signed as required.
 - A typed outline. If you do not remember how to outline the basic format is available in the handout section of this course pack.
 - An information page which must contain the following information:
 - name of person you interviewed, their position title, company, business address, business phone number, & business email;
 - I will randomly contact the people interviewed via phone or email confirming the informational interview did indeed occur. Please inform the person you interviewed that they may be contacted by me.
 - references for any additional sources integrated into your presentation
- ✓ Speaking notes are to be submitted *immediately after* you speak. You may use either
 - Note cards - no more than one side on TWO 3x5 index cards are permitted OR
 - 8 ½ X 11 Paper – no more than one side of a sheet of paper, typed with a font of at least 16 points with 1” margins
- ✓ Interview attire (suit) is required for the speaker and audience members must be in at least business casual (this does not include jeans and a t-shirt, nor does it include revealing clothes).

Grading:

Grades on this assignment will be guided by the grading rubric created for this assignment. Please sign and attach the grading rubric (evaluation form) as acknowledgement that you understand the criteria by which the assignment will be evaluated.

Summary of Grading Rubric

Evaluative Dimension	Description
Depth of Thought (35 points max)	Effectively incorporated all required components of presentation; development of each issue must suggest that you have carefully and <i>deeply</i> pondered the matters you address in your presentation.
Organization (25 points max)	Presentation illustrates organizational skills expected of a senior level COM major.
Delivery (20 points max)	Extemporaneous presentation which illustrates verbal mastery, effective eye contact and nonverbal skills. Effective use of visual aid if incorporated.
Fundamentals (5 points max)	Effective outline in proper format. Submitted required materials at appropriate times. Met time requirements. Overall sense you are a senior COM major and have mastered the presentation skills.

Suggestions:

Do not wait until the last minute to complete the interview. Murphy's Law tends to happen to those that procrastinate.

An excellent article on informational interviews is available on the Career Services website (students, career planning & exploration resources). If you are reading this on-line, click [here](#) for an article which will assist you in preparing for informational interview. While this article focused on a career as a next step, it will provide ideas for those of you interested in Option #2 or Option #3.

Note:

You will be speaking on one day and observing the one day. Presentation and observation dates will be available via my website and I will announce in class when they are available. The other days will be yours work to on other class projects.

Remember this is a senior level communication studies class. Your audience will expect an effectively prepared and confidently presented presentation.

**INFORMATIONAL INTERVIEW
EVALUATION FORM**

Name (printed): _____ Signature: _____

Total Points: (85) _____ Grade: _____

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
Depth of Thought _____/35			
Identified person interviewed and organization they represent			
Clearly and effectively incorporated data about the position or graduate program or public service opportunity from earlier research			
Appropriate citation of sources throughout the presentation			
Effectively incorporated additional information learned through information interview (at least 2/3 rd of body of interview)			
Information shared indicates in-depth interview and analysis of information gathered			
Effectively incorporated your thoughts and feelings about your next step after completing the interview and analyzing the data			
Appropriate use of specialized language of position, school, discipline specialty area			
Organization _____/25			
Complete Introduction (Gain attention, establish reason to listen, preview)			
Body (mutually exclusive main points organized in a logical manner)			
Body (effective use support materials: variety, connected to key ideas)			
Body (clear transitions/connectives and internal summaries as needed)			
Conclusion (summary and effective closure)			
Delivery _____/20			
Extemporaneous delivery (spoke in a conversational tone with the audience; effective use of speaking notes); Engaged the audience			
Verbal Mastery (spoke with credibility and confidence, spoke with energy & enthusiasm for topic; spoke in a clear articulate voice and volume at an appropriate pace, made effective use of pauses)			
Eye contact (used direct eye contact with audience that suggested mastery of material)			
Nonverbal (used a physical stance, gestures, facial expressions that suggested confidence and were non-distracting; wore appropriate dress for the occasion – business professional)			
Visual Aid (effective use of visual aid if used)			
Fundamentals _____/5	YES	NO	
Outline is in proper format and demonstrations logical thinking			
Submitted materials at correct times (signed evaluation, outline, and information page before speaking, note cards after speaking)			
Overall sense that the presenter is a senior communication studies major that has mastered the obligations of oral presentation as defined and developed in previous course work.			
Met time requirements (5-6minutes)			

See attached comments

PORTFOLIO PROJECT

Points: 85
Due: submitted immediately after portfolio presentation

In this assignment you will design and build a portfolio that describes the depth and breadth of your study of communication, and proves you are qualified for your target opportunity.

Objectives

- ☞ To collect and organize items (documents, exhibits, etc.) that can support one's candidacy for opportunities in the immediate future
- ☞ To begin assembling a collection of materials that may be used in promoting your marketability as a candidate for opportunities that you may wish to pursue in the long-term.
- ☞ To demonstrate mastery of fundamental communication principles through the careful selection, organization and presentation of artifacts that best help you argue for your position.

Rationale

This portfolio is the gathering place for your artifacts that might be used in the future to illustrate your skills to interviewers. You will either carry your entire portfolio to an interview or choose several pertinent items from this portfolio to carry with you to the interview and to include at appropriate times. For example, you are interviewing for an entry-level position at a Public Relations Firm. During the interview you are asked if you have written a press release. You would be able to say, "Yes and here are two examples of my work (and provide more details about each)."

Throughout your next step, whether graduate school or a job/career, you should continue to add to this portfolio. This portfolio will transition from one targeted toward a specific position to one that is used to gather excellent examples of your work after graduation that will promote your marketability in the long-term.

This portfolio should be understood as a comprehensive demonstration of your mastery of the COM discipline. Your ability to assemble and present your portfolio as a rhetorically effective document goes a long way in demonstrating to your instructor that you have connected the dots among the various core courses and specialty courses within our COM curriculum and your next step. It is, in so many words, your "cumulative final" as an undergraduate COM major.

Sources of Materials

- ☞ Academic courses
- ☞ Full – or part-time employment
- ☞ Internship position(s)
- ☞ Extra-curricular activities
- ☞ Social activities
- ☞ Original items created for the portfolio

Selection of Materials

It is recommended that you first brainstorm all possible items for inclusion and generate as long a list of items as possible. Look for a variety of examples from academic assignments, internships, extra-curricular activities, etc. This may require looking back at your academic records to refresh your memory about assignments completed. *Look for your best work.*

- ☞ For all items, make sure that inclusion of the items in your portfolio is legally and ethically acceptable with the agency or organization for which they were created. Any proprietary or confidential items should be left out.

Required Components

There are four (4) components of your professional portfolio and they are as follows:

- ✦ Table of Contents
- ✦ Credentials
 - Targeted Resume
 - Professional Reference List
 - minimum of 3
 - may include only 1 faculty member (from any department)
 - does not include family members, or family friends
 - may not include more than 2 UNCW employees
 - each reference will include
 - full name
 - title
 - organization name
 - mailing address
 - phone number
 - email
 - brief description of relationship
 - example: supervisor (if person still employed where they were your supervisor)
 - example: supervisor – Bob Jones Golf (person employed somewhere other than Bob Jones Golf, or you are using their home address)
 - Optional: CBT certificates, awards won, letters of reference or introduction
- ✦ Artifacts
 - 4 artifacts (max 6)
 - variety of artifacts (not all press releases or speeches or PowerPoint slides)
 - artifacts should be *excellent* examples of your abilities
 - *no* artifacts from COM 490
 - *no* COM 200 Probes (per Dr. Olsen these may have been, in your opinion, one of your most difficult assignments, but they were created at the beginning of your time in the department. Therefore they are not *excellent* examples of your abilities as a *communication studies scholar*.)
 - all items for one project must be included as one artifact (known as a project file)
 - example: all items created for a Training and Development Seminar must be submitted as a project file and not 4 separate artifacts.
 - example: In your position as an Orientation Coordinator you organized and planned five (5) events, led three training sessions, wrote many letters, etc. All of these items would be included as a project file only if all are necessary to make a point.
 - see me if you have project files for assistance with organization.
 - artifacts should be organized in a logical order
 - Research paper, Brochure you created, PowerPoint Presentation, Research paper would not be logical
- ✦ Orientation Pages for each Artifact – These are detailed description that allow the artifacts to *stand on their own* if left in the hands of your interviewers. The description must be a bulleted list that includes at a minimum the context, origin, the competencies or abilities illustrated by the artifact, and your role in its creation if a group project. Each orientation page should be located on a full sheet of paper directly in front of the artifact.
 - Be specific
 - instead of the generic label “research skills” list specific skills illustrated such as analytical, surveyed “X” number of individuals, evaluated and summarized
 - A speech outline does not represent your speaking/presentation skills
 - Additional important information for creating orientation pages is included later in the assignment.
 - There are example orientation pages in the course pack on my website. These all illustrate the required format and headers. Creating orientation pages without reviewing examples is not a wise choice.

Notes:

- The storage system should be sensible and practical (3 ring binder best)
- You must include a cover sheet (name and title on the front of the storage system, not the first page but on the cover)
- The portfolio must have aesthetic appeal
- Tabs must be visible and labeled (typed not handwritten)
- Consider the use of plastic “sheet protectors” to hold key elements and as section dividers
- Floppy disks, CDs, DVDs and videos should be presented in a clean and professional manner (i.e., not stuck in the front pocket of your binder). Use appropriate holders for displaying these artifacts.
- Be creative but professional
- Proofread for typos – typos are unacceptable
- Submit evaluation form with portfolio

Portfolio Conference:

I will gladly meet with you to discuss your portfolio. I urge each of you to schedule an appointment with me to discuss potential items for your portfolio, organization of your portfolio, etc. Please contact me to schedule an appointment. Please keep in mind that during the last three weeks of October I am swamped with PCOM advising and have very little spare time. Office hours may not be consumed with portfolio meetings.

Additional Information on Each Component

Component One - Table of Contents

Seems simple enough but there are great expectations that the table of contents be *completely accurate* and offer the reader a clear sense of the document just from glancing at entry titles. Consistent formatting, aesthetics and clear expression of logical thinking are important here.

An inappropriate TOC would contain a heading for the orientation page and then a heading for the artifact. Pay attention in class when we discuss creating your TOC and see examples available on my website.

Component Two - Credentials

Component Two materials you author must be printed on *high-quality resume paper*. The required materials in component two include (a) your targeted resume, (b) your reference list, and (c) if you so desire, awards won, CBT certificates, and letters of reference or introduction. Do not ask a faculty member for a letter for reference/introduction for your portfolio.

Component Three - Artifacts

Here are examples of artifacts past 490 students have produced:

- ✓ Written work you've composed for various courses (e.g., essays, term papers, research reports, team project reports, speeches, training manuals and handouts, etc.);
- ✓ Videotapes, audiotapes, CDs, or other electronic or digital artifacts containing your best original performances, presentations, video or audio work, new media;
- ✓ Your professional demo tape (also called a demo reel)—a series of videotape segments demonstrating your skills as a videographer, video editor, or on-air talent;
- ✓ Artifacts that you created during an internship, volunteer community service, or professional work; examples are client letters you've written, marketing materials you've designed, or internal communications you've written and distributed;
- ✓ PR writings (e.g., press kit, background) *you created* for a course, internship or job;
- ✓ Stories, poems, scripts, or screenplays that you have written;
- ✓ Printouts of PowerPoint presentations you have created;
- ✓ Group project materials—but *you must have contributed substantially* to the group.

Reminders, Restrictions and Precautions Concerning Artifacts:

- ✓ Any electronic or digital artifact (e.g., videotape, floppy disk, audiotape, DVD, etc.) must be accompanied in your portfolio by a *corresponding print document*—a rendition in print, or a transcription, of some or all of the stored content. Having a print correlative will enable you to exhibit the electronic or digital content even when no playback system is immediately available or accessible.
- ✓ Any tape, disk, or other electronic or digital artifact placed in your portfolio, must meet professional standards of excellence in display and packaging—e.g., no handwritten labels, no cracking or chipping in a DVD case or videotape housing, etc.
- ✓ All print artifacts, including print correlatives for electronically or digitally stored content, must meet course standards for manuscript design and formatting. Some of those standards (e.g., APA protocols) may not comfortably apply to some exhibits; but you still must meet fundamental expectations of professional presentation or formatting.
- ✓ I must be able to play any electronic or digital artifact on my office computer, or the VHS/DVD player in my office.

Component Four - Orientation Pages

When building a professional portfolio you are required to include an orientation page for each artifact. The *purpose of the orientation page* is to "orient" the reader to the item he or she is about to examine. The page lets you frame the item in *your* terms, to better the odds that that the reader will experience the portfolio in the manner *you* want him or her to. This is also where you should be absolutely clear about products that were created by a group and the nature and significance of your role in that process.

Tips, Reminders, Restrictions, Precautions Concerning Orientation Pages

Content of the orientation page

The orientation page **must** contain the following information:

- ✓ *brief* description of the item (essay, speech, demo reel, etc)
- ✓ *brief* explanation of the origin of the item (course project <not an in class exercise>, internship assignment, etc.)
- ✓ *brief* statement of what the artifact demonstrates/proves about you –
 - the professional skills illustrated by the document
 - think back to the Core Skills discussion; what skills have you developed in our program that are targeted toward next step.
- ✓ If the artifact is a group project, also include a precise description of what *you* contributed to the creation or development of the item (my contribution header on the examples)
- ✓ It's optional, but encouraged, to end with a request/suggest/invite to the reader to pay special attention to some specific aspect, element, or portion, of the item, because of what it demonstrates about you and your skills.

The look/layout/format of the orientation page

Here are some simple, standard design tips your orientation pages should reflect:

- ✓ use headers and bullets consistently;
 - do not provide data in paragraph format
- ✓ use no more than three fonts (i.e., typefaces)
- ✓ use no more than three font sizes (i.e., size of letters)
- ✓ use the fewest number of design elements (i.e., written text, images, lines, etc.) necessary
- ✓ avoid gratuitous decoration and flourishes
- ✓ retain as much white space (i.e., empty space) as you can
- ✓ add color and print the pages out in color—spend a couple of bucks, for crying out loud, to take advantage of the impact color makes on the reader; but use no more than three colors (per Dr. Weber)

Print out a draft of your orientation page and ask yourself (or a friend or relative you show the page to) the following questions:

- ✓ Is it visually appealing?
- ✓ Can a reader navigate it quickly and easily?
- ✓ Can a reader understand the information on it quickly and easily?
- ✓ Does it come across as clean and uncluttered?

A "no" answer to any one of the questions means you must edit/revise/reformat the orientation page!

On November 13th there will be a portfolio workshop during class time. ALL students are required to have at a minimum two (2) typed, draft orientation pages and their respective artifacts, and your typed, draft table of contents. If you intend to use color, print your drafts in color. If you are not prepared you will be asked to leave class and you will not receive the workshop points.

Review the orientation page samples included in your course pack – handouts. They clearly illustrate the format and wording required on the orientation pages. Reference the notes below regarding each of the samples.

Orientation Page Samples

In the handout section of your course pack you will find sample orientation page.

Samples – 1 & 2

Dr. Weber composed these to orient the reader to a case file. He imagined the case file to be a set of artifacts pertaining to a training session in fulfillment of a COM 428 assignment.

Each of the samples contains almost the same language. The difference from one page to the next is the format. The first sample is a simple, bare-bones orientation page. Notice that every piece of information is bulleted—very easy to read and grasp. The sample page is written in only one font, and every line is in the same font size (14). The only decorative element would be the title of the portfolio item—it appears at the top of the page, set in boldface.

The second sample is almost the same, with just a bit more flair. The title is underlined and bold, and is in font size 20. The headings for each section of the page are bold and in size 14. The descriptions under each heading are, with one exception, not bulleted. They are still easy to read and, because they are brief, can be readily understood. The information is basic—no lengthy descriptions, "just the facts."

This was group project and that is why he included the "My Contributions" header.

Sample #1 and Sample #2 are effective and professional in that they provide the required information; however, they are visually boring.

Sample Orientation Page # 3

I created this orientation page using Microsoft Publisher. This page was meant to orient you to a grouping of three artifacts that work with one another to entice rheumatologists to attend our conference. As I worked on this project alone I did not need to include a statement regarding "my contributions". I added a simple border in color that coordinates with the artifacts and used all caps and Bookman Old Style to add some "flair" to orientation page.

While color and a border add to the visual enjoyment of the reader, you must be careful not to distract the reader from your artifacts. To create an aesthetically pleasing portfolio would require me to use this color and this border on all my orientation pages. I would have to ask myself:

- ✓ is this "too much" for my portfolio?
- ✓ is this appropriate for the audience?
- ✓ what other options might I consider?

Sample Orientation Page #4

Is an example of an effective orientation page, created by Dr. Weber using Microsoft PowerPoint.

Sample Orientation Page #5

Is an example of an *ineffective* orientation page, created by me, to illustrate the overuse of color, fonts, clip art, etc.

Grading

Grades for this assignment will be guided by the grading rubric created for the assignment. Please sign and include the grading rubric (evaluation form) in the front of the portfolio as an acknowledgement that you understand the criteria by which the assignment will be evaluated.

Summary of Grading Rubric

Evaluative Dimension	Description
Table of Contents (5 points max)	Accurate, free of typos, concise but complete descriptions, aesthetically pleasing and encourages reader to engage the rest of the document
Credentials (10 points max)	Follows assignment description and provides effective introduction to you as a person
Variety and Quality of Artifacts (30 points max)	Artifacts reveal your core skills and professional skills specific to your targeted position; artifacts are free of spelling and grammatical errors; and required number of artifacts included
Quality of Orientation Pages (25 points max)	Accurate and effective description of artifact that is aesthetically pleasing and consistent with other aesthetic choices in portfolio; contain required information; and are free of spelling and grammatical errors.
Overall Rhetorical and Aesthetic Appeal of Portfolio (15 points max)	Does the portfolio provide a rhetorically effective presentation of self? Do various elements of portfolio come across as a coherent professional whole

PROFESSIONAL PORTFOLIO

Name: (printed) _____

Signature: _____

Total Points: (85) _____

Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffective
Table of Contents _____/5			
Aesthetically pleasing, encourages reader to continue			
Accurate, free of typographical errors			
Credentials _____/10			
Targeted Resume (new and improved) on appropriate paper			
Reference List (with required information) on appropriate paper			
CBT Certificates (optional)			
Letter of recommendation/introduction (optional)			
Variety and Quality of Artifacts _____/30			
Variety of artifacts			
Artifact # 1 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 2 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 3 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 4 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 5 & 6 (optional) appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Quality of Orientation Pages _____/25			
Artifact # 1 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			

Artifact # 2 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 3 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 4 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact #5 & 6 (optional) accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Overall Rhetorical & Aesthetically Appeal _____/15			
Does portfolio provide a rhetorically effective presentation of self			
Do various elements of portfolio create a professional whole Including but not limited to: ** storage system ** dividers/tabs			
Adherence to assignment description			

See Comments in Portfolio and Typed Comments

PORTFOLIO PRESENTATION

Points: 50

Due: November 20 – December 2

You will be able to register for the presentation between 1pm on 8/28 and 1pm on 9/2. (Sign-up Sheets will be on my door.)

Objectives:

- ✓ Gain experience presenting yourself, your portfolio, and your experiences in a formal evaluative setting.
- ✓ Demonstrate public presentation skills gained through your experience in the department.
- ✓ Demonstrate ability to evaluate others.

Rationale/Scenario

When screening applicants human resource personnel place the cover letter and resume in several stacks based on a brief review of the documents. The stacks are

- ✓ Definitely – meet minimum requirements and cover letter and resume are professional/exceptional
- ✓ Maybe – meet most of the minimum requirements and cover letter and resume are good
- ✓ Not right for this position but will save for future position – cover letter and resume excellent but skills not acceptable for this position
- ✓ Trash can – does not meet minimum requirements, cover letter and resume are unprofessional

The next step for the HR department is the telephone interviews. Those in the definitely stack and maybe stack are contacted and interviewed. Once the telephone interviews are completed the applicants are once again sorted by the above categories.

At this point HR arranges face-to-face interviews for those candidates still in the definitely pile. You have made it this far, and have arrived at the organization for your face to face interview. In the elevator you begin to talk with the president/chair/dean (instructor) and you move into your elevator speech when prompted. From there you are invited into their office to answer a brief question.

COMPONENTS FOR PRESENTER:

1. Brief targeted position summary (6-7 copies)
2. Elevator speech
3. Your portfolio

Brief Targeted Position Summary

Create a typed half page bulleted list of key components about the targeted position for which you are striving. This list

must include at a minimum:

- ✓ Organization Name/Graduate School
- ✓ Position/Field of Study/Program
- ✓ Key skills/Background required

Bring a copy of the list for all members of the audience plus the instructor. The audience will use these to become familiar with your next step before you begin.

Elevator Speech/Commercial

As stated in the College Grad Hunter the elevator speech “is the basic introductory message when networking, your opening statement in telephone contacts with employers, and the foundation of your ‘Tell me about yourself’ answer in interviewing” (Krueger, p. 82). If you stepped on an elevator and had 25-30 seconds to tell someone about yourself, this is the prepared speech you would give. Your CBT on interviewing you completed referred to this as your 90 second commercial with a focus on your skills as they relate to the position.

Your goal for this assignment is to create a 45-90 second commercial persuading your audience you are a viable candidate for this position. This extemporaneous speech should be fully prepared and practiced, and should sound

conversational. You will **not** have a brief set of notes to refer to at any time during this presentation. Also, I will not be satisfied with an impromptu presentation of your elevator speech.

Class on November 18th will be an elevator speech workshop. You will need to bring a typed, draft elevator speech to class. We will work together to develop effective elevator speeches for everyone. If you are not prepared you will be asked to leave and will not earn workshop points.

Portfolio Presentation

In response to one of the following prompts, you will persuade the audience that you are a viable candidate for this position. This persuasive statement must include at least two (2) items from your portfolio which illustrate core skills you have gained that make you an excellent candidate.

- You may also discuss skills not visible in your portfolio.
- You may incorporate three or more items from your portfolio if you desire.
- One challenge is you must know your portfolio backwards and forwards as you will need to turn to the items in your portfolio during your presentation.

What you choose to discuss should be excellent examples of your *core skills* as related to the targeted position requirements. Your goal is to convince the audience that you have the required skills. This extemporaneous answer/speech should be full prepared and practiced, and should sound conversational. Remember this is a persuasive statement convincing them to hire you. Once again you will not have speaking notes.

Potential Prompts

1. Why should we hire/choose you over the other candidates?
2. Why do you think you are ideal for this position?
3. Tell me about times you have incorporated knowledge gained through course work in Communication Studies to your life/other classes/job.

Requirements for presenters:

- ✓ Maximum of 5 minutes for entire presentation
 - “Tell Me About Yourself” no more than 90 seconds.
- ✓ Presentation will be terminated at the 5 minutes
 - You must rehearse these extemporaneous presentations in order to deliver them fluently and confidently. Your presentations must be articulate, to the point, and mature in tone. I will not accept impromptu presentations.
- ✓ NO speaking notes of any sort. You are talking about yourself and should not need them.
- ✓ Speak to the audience as if they are responsible for hiring/choosing you.
 - Eye contact with audience not the instructor or the camera.
- ✓ Interview suit required.
- ✓ Your evaluation form for this assignment handed to instructor at beginning of class.
- ✓ Your portfolio with evaluation in the front of your portfolio.

Grading when you are a presenter:

The reality of the interview is that you will be put into distinct categories. They won't spend time deciding if you are a 32 or a 34 out of 40. They will continue to make decisions based on the four categories discussed above. The grading for this assignment reflects that reality.

- ✓ 40 points - Definitely – exceptional presentation of self and core skills, convinced the president/chair/dean you should be a top candidate
- ✓ 35 points - Maybe – average presentation of self and core skills, did not completely convince the president/chair/dean that you are the person for the position
- ✓ 30 points - Not right for this position but will save for future position – gave it a shot but lacked confidence/skills to persuade the president/chair/dean that you are the right person for the position but they are willing to hang on to your resume b/c you might fit elsewhere
- ✓ 25 points - Trash can – unprepared, impromptu presentation that makes the president/chair/dean wonder how you will graduate with a degree in communication studies and why you thought you were the right person for this position.
- ✓ 0 points – No Show – do not appear before the 9:30am start time.

COMPONENTS FOR AUDIENCE/EVALUATOR:

Five to eight members of the class will act as audience members and formal peer evaluators for each presentation. Each evaluator will take notes on all aspects of the presentation and will offer constructive criticism during the feedback session.

Feedback sessions

Following all presentations for a given period the peer evaluators will conduct a joint feedback session. These sessions are to be respectful, constructive meeting for the purpose of assisting each other in personal and professional growth.

- ✓ Effective evaluators are honest. They tell their peers what was effective (details about organizational skills clearly illustrated through the Access database for XYZ organization you created) and what was ineffective (more of an impromptu presentation than something prepared and practiced).

Grading when you are an evaluator

The evaluator grade is based on your ability to actively listen, ask questions and offer constructive feedback orally and in writing. If you do not actively participate in the feedback session you will not receive all 10 evaluator points.

- ✓ 9-10: consistently offered accurate useful feedback that integrated course content
- ✓ 7-8: consistently offered solid feedback though not as useful or connected with course content as above
- ✓ 5-6: mere opinion or focus on unchangeable aspects of applicant's personality or communication style, etc.
- ✓ 0-4: inattentive, harmful or inaccurate feedback

Portfolio Presentation Evaluation Form

Name: _____ Total Points (50) _____

Elevator Speech/Commercial

Well organized

Depth of thought
(core skills as relate to position)
(appropriate information)

Effective delivery
(confident/conversational)

Portfolio Presentation

Number included _____
(2 required)

Depth of thought/self-reflection
(links between skills demonstrated skills required)
(appropriate response to prompt)

Effective delivery

Definitely	Maybe	Not Right	Trash Can	No Show
40	35	30	25	0

Evaluator

9 - 10 points	7 - 8 points	5 - 6 points	0 -1 - 2- 3 - 4 points
Consistent, accurate/useful that integrated course content	Accurate/useful not connected to course content; did not consistently offer feedback	Mere opinion or focused on unchangeable aspects	Inattentive, harmful or inaccurate feedback