

# COM 490 Spring 2009



## Assignments & Evaluation Forms

Tammala Bulger

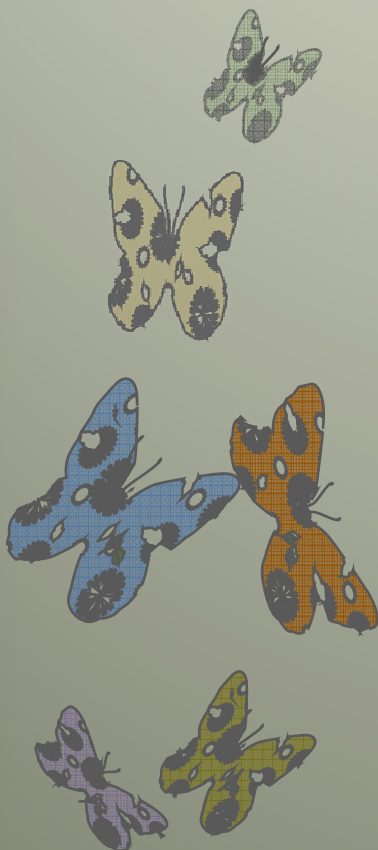
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## WORKSHOP POINTS

<b>Title</b>	<b>Points</b>	<b>Requirements</b>
COM Studies Degree Workshop 1/13/09	5	Bring current degree audit.
Resume Workshop 2/10/09 Teams 1-2 2/12/09 Teams 3-4	10	Bring typed “final draft” of resume to workshop and participate in discussion and evaluation. Workshop will be on your assigned day.
Portfolio Workshop 4/2/09 & 4/7/09	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 3/2/09	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.
<b>TOTAL</b>	<b>35</b>	

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.

## Capstone Experience

**Points:** 185 total points  
**Due:** March 19<sup>th</sup> – March 31<sup>st</sup>

### 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.

<b>COM 105 CSC 105</b>	<b>COM 110</b> COM 116 COM 216 COM 325 COM 366	<b>COM 200</b> COM 340/341 COM 327 COM 420 COM 427 COM 445	<b>COM 340/341</b> 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><b>COM 490 - Discipline Capstone</b>  <b>Capstone Experience</b>                      Application of knowledge &amp; 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 to 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 think about their audience when preparing their presentation and will incorporate knowledge learned through the audience analysis completed on February 3<sup>rd</sup>.
  - A typed questionnaire with at least 5 effectively written questions and only one open-ended question will be created.
  - Copies will be distributed to the audience on above referenced date.
- 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.
  - If I don't hear them you didn't effectively incorporate them.
  - Include sources on draft outline and final outline where they will be cited in the presentation.
- 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 not a one page word document
  - Quality handouts show creativity and are more than a sheet of paper with a few phrases.
  - 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
- 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,
    - with sources included in outline where they will be cited
  - a bibliography in APA format
  - 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 develop an audience questionnaire for distribution on February 3<sup>rd</sup>.
- 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

Answer audience analysis questions honestly in order to assist team in developing an effective presentation.

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.

### **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 lose 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.

[Suggested Topics and Articles on Next Page](#)

## 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: \_\_\_\_\_

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	
<b>Total Points</b>	<b>185</b>	
<b>FINAL LETTER GRADE</b>		

## Panel Presentation Evaluation Form

	Evaluative Dimension		
	Very Effective	Effective	Ineffective
<b>Depth of Thought</b> – _____/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  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			
<b>Organization</b> – _____/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
<b>Delivery</b> _____/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)			
<b>Engaged Audience</b> _____/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.			
<b>Handout</b> _____/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			
<b>Fundamentals</b> _____/5	<b>YES</b>	<b>NO</b>	
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)			
<b>Total Points – Panel Discussion</b>			

### Facilitated Discussion Evaluation Form

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

## REQUIRED COMPUTER BASED TRAINING COURSES

**Points:** 25 points per completion certificate & detailed report (total of 75 points)

**Due:** Writing Skills – January 30, 2009 by noon  
Public Speaking Refresher – February 13, 2009 by noon  
Interviewing Skills – February 27, 2009 by noon

**Writing Skills:** There is an excellent Business Curricula CBT focused on professional writing. This CBT (Crisp Composition) will aid you in writing in a more professional manner. One of the challenges is crafting concise documents that provide only the necessary details. Students have completed this CBT in the past and commented that while it was long and difficult it did improve their writing. If you have completed Crisp Composition CBT for another class, you will need to complete the Avoiding Errors in Usage and Punctuation CBT for this class. Please go to “my plan” and print the Crisp Composition certificate and attach to the certificate for the course completed for this class.

**Public Speaking Skills:** It may have been some time since you have had formal training as a public speaker. Required CBT #2 (Public Speaking Refresher) provides a review of the basics as they apply to the speaking you will do in COM 490. This 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 February 13, 2009. Apply the skills in your various presentations in class.

**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 (Preparing to Interview – Communication Studies) 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 February 27, 2009.

### Guidelines for CBT Training

- ✓ complete the courses identified by your instructor
- ✓ earn 80% or better on the test;
- ✓ deliver the printed certificate and detailed report
  - 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 & detailed report submitted on time) or 0 points (certificate and detailed report submitted after noon or not at all)

### Suggestions/Notes

- ✓ Instructions for completing the CBT are available on my website. They include instructions for printing the certificate and detailed report.
- ✓ 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.
  - Dana Ward is our campus expert. If you wait until the last minute, have problems, and she is not available then you will not earn points for the assignment.
- ✓ Remember the system is closed for maintenance on Sunday afternoons.

## INFORMATIONAL INTERVIEW PRESENTATION

**Points:** 85

**Due:** February 17, 2009 – February 24, 2009

Sign-up for presentation date between 9am on 1/20 and noon on 1/23

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.

### 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

### Purpose

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?"

### Interview Requirements

- ✓ The person use 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 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.

- That 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 skills gained in your public speaking class and other presentations, as well as 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

<b>Evaluative Dimension</b>	<b>Description</b>
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.

**Tips:**

1. Do not wait until the last minute to complete the interview. Murphy's Law tends to happen to those that procrastinate.
2. Strong introduction with a clear preview statement very important.
3. Practice, practice, practice and practice again.

**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: \_\_\_\_\_

	<b>Evaluative Dimension</b>		
	Very Effective	Effective	Ineffective
<b>Depth of Thought</b> _____/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 <sup>rd</sup> 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			
<b>Organization</b> _____/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)			
<b>Delivery</b> _____/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)			
<b>Fundamentals</b> _____/5	<b>YES</b>	<b>NO</b>	
Outline is in proper format and demonstrates 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.			
Visual Aid (effective use of visual aid if used)			
Met time requirements (5-6minutes)			

See attached comments

**RESUME PACKAGE  
ASSIGNMENTS  
& GROWTH OPPORTUNITY OPTION**  
**UPDATED 1/27/09**

**Total Points:** 115 for resume package documents  
20 potential growth opportunity points  
**Due:** See individual assignments

**Process**

1. Targeted Position Summary, Resume & Cover Letter due at beginning of class on March 3, 2009
2. Upload to SeaWork Final Targeted Position Summary, Resume and Cover Letter between March 3 & March 6 if you wish to participate in growth opportunity.
3. Register for Growth Opportunity – Telephone Interview between March 3 & March 6, 2009. If you do register during this time frame you will be unable to complete this growth opportunity.
4. Complete Growth Opportunity between March 18, 2009 and March 25, 2009.

**2 Parts**

**Required – Resume Package Documents**  
**Optional – Growth Opportunity**

**Resume Package 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 and prepare for future interviews, the following documents are required.

✓ **Assignment #1--Targeted Position Summary (15 points)**  
(also referred to as TPS)

This assignment has you summarized the data you have gained about the organization and the field in an easy to use manner. If you choose to complete the optional growth opportunity, the interviewer will use this material to prepare for the interview. The good news is that you have begun this process through the research completed in the Plan A and Plan B assignment.

For you and the future, a TPS is a great way to summarize your research in an easy to use format. In a telephone interview you can have this summary in front of you to quickly reference when answering questions. This allows you to illustrate your knowledge of the field/industry and their specific organization. In a face-to-face interview you can quickly review while waiting for interview to begin.

**Process:**

- 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. You are welcome to use the position found in your Plan A and Plan B assignment or you may find a new position related to one of these two fields.
  - 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=](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.
  - All statements should be concise
- 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 (35 points)**

Your cover letter should be targeted towards the position/graduate school described in Assignment #1. It should demonstrate your accumulated ability to craft rhetorically effective document that ethically meets 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 will be 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.

- You are encouraged to seek input from many sources such as your teacher, your COM 490 classmates (not other faculty members or students), and Mike Phillips regarding how to construct your cover letter. Outside of the class assignment feel free to talk with anyone.
  - If you have a career center counselor assist you it is best to arrange an appointment with Mike Phillips as he is familiar with what I wish to see in your cover letter 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 March 3, 2009 at the beginning of class.
  - Attach draft with notes from class workshop or meetings with professor when you turn in assignments #1 - #3 on March 3, 2009 at the beginning of class.

### ✓ Assignment #3—Targeted Resume (65 points)

The resume should be targeted towards the position/graduate school described in Assignment #1.

- 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.
  - Do **not** use a template or tables to create your resume.
- You are encouraged to seek input from many sources such as your teacher, your COM 490 classmates (not other faculty members or students), and career center personnel regarding how to construct your resume. Outside of the class assignment feel free to talk with anyone.
  - If you have a career center counselor assist you it is best to arrange an appointment with Mike Phillips as he is 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 March 3, 2009 at the beginning of class.
  - Attach draft with notes from class workshop or meetings with professor when you turn in assignments #1 - #3 on March 3, 2009 at the beginning of class.

On February 10th (teams 1& 2) and on February 12th (teams 3 & 4) 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.
- You must sign the attendance sheet on the day of your workshop and the other day. Use this time to work with your capstone team.

### Tips Assignments #1-#3

#### TPS

- Bullet the list, do not write as an essay
- Do not bullet paragraphs
- Clearly cite websites used to gather information
- Use multiple sources
- Remember goal is for you to summarize research in an easy to use format for you and in this class your interviewer.

#### Resume & Cover Letter

- Typo free
- Correct use of department name, degree, University name

- Targeted to the position/grad program/volunteer opportunity
- Attach any drafts to back of package

**Resume Package Documents are due at the beginning of class on March 3, 2009.**

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 – Optional Growth Opportunity**

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.

✓ **Guidelines for Growth Opportunity (20 points)**

You will be interviewed by a Career Center staff member or a local business person trained by Career Center. 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 17 or 19 out of 20. The grading for growth opportunity reflects that reality.

- 20 points - Definitely – exceptional presentation of self and clearly incorporated knowledge about field/organization into the interview. Your two questions for the interviewer were excellent, well thought and clearly indicated your knowledge and interest. Your actions convinced the president/chair/dean you should be brought in for a face to face interview and they should pay your expenses.
- 17 points - Maybe – average presentation of self, you did not completely convince the president/chair/dean that you are the person for the position, and you did not incorporate your knowledge of field/organization into the interview. Finally your 2 questions for the interviewer were typical and did not illustrate research. Perhaps you will be brought in for a face-to-face interview if those in the *definitely* group do not accept interviews.
- 0 points – Trashcan - you do not answer the phone for your optional growth opportunity – telephone interview at the schedule time. Or you are unprepared, do not illustrate a serious interest in the position, and do not incorporate your knowledge of the organization into the interview.

The Professional will interview you for approximately 15 - 20 minutes and then will offer 5 minutes of feedback. They will also complete a ***Growth Opportunity –Mock Telephone Interview Evaluation form*** and return it to me to determine the points earned.

**Career Center Telephone Interview Scheduling**

These mock telephone interviews will be held beginning March 18<sup>th</sup> and will end March 25<sup>th</sup>. If you choose to participate you must register for your telephone interview using UNCW SeaWork between March 3rd and 5pm on March 6th. You will upload your resume, cover letter and TPS before registering for the telephone interview.

- Be very careful when you register for your interview.
- 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 March 6<sup>th</sup> you may not participate in this growth opportunity.
- The Professional will call you during the allotted time.

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.
- Tip – Take this assignment seriously. Do not think you can “charm” your way through the interview. Mr. Phillips or the local business professional will be treating this as a real interview and an important class assignment. Earning the full 25 points will take preparation on your part.

**Grading  
Resume Package  
Targeted Position Summary (15 points)**

<b>Evaluative Dimension</b>	<b>Description</b>
Mechanics (5 points max)	Appropriate headings Consistent attention to directions and basic expectations of senior-level work.
Quality of Written Expression (5 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)**

<b>Evaluative Dimension</b>	<b>Description</b>
Format and Mechanics (5 points max)	Proper form and command of cover letter conventions discussed in class
Rhetorical Awareness (30 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 (65 points)**

<b>Evaluative Dimension</b>	<b>Description</b>
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 (50 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

<p>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.</p>
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**Resume Package Assignments - Evaluation Form**  
(2 PAGES)

Name: (printed) \_\_\_\_\_

Signature: \_\_\_\_\_

Total Points (115) \_\_\_\_\_

Grade: \_\_\_\_\_

**Targeted Position Summary**

Total Points: (15) \_\_\_\_\_

Grade: \_\_\_\_\_

**Evaluative Dimension**

	Very Effective	Effective	Ineffective
	Effective (yes)		(no)
<b>Mechanics</b> _____/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			
<b>Quality of Written Expression</b> _____/5			
Accurate Information			
Background/history			
Position requirements			
Position responsibilities			
Efficient and proper use of language			
<b>Management of Content</b> _____/5			
Use of sources and obvious efforts of research			
Analysis beyond basic description			
Effectively incorporated required information			

**Cover Letter and Resume Additional Grading Information**

5 points if degree incorrect  
5 points if school name incorrect

## Targeted Cover Letter

Total Points: (35) \_\_\_\_\_

Grade: \_\_\_\_\_

	Evaluative Dimension		
	Very Effective (yes)	Effective	Ineffective (no)
<b>Mechanic</b> _____/5			
Free of grammatical errors			
Command of cover letter conventions as discussed in class			
Command of basic business letter formatting as discussed in class			
Basic expectations of senior-level work			
Drafts attached			
<b>Rhetorical Awareness</b> _____/30			
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: (65) \_\_\_\_\_

Grade: \_\_\_\_\_

	Evaluative Dimension		
	Very Effective (yes)	Effective	Ineffective (no)
<b>Mechanics</b> _____/5			
Free of grammatical errors			
Command of resume conventions as discussed in class			
Basic expectations of senior-level work			
Drafts attached			
<b>Aesthetics</b> _____/10			
Effective use of font, font size			
Use of formatting features, white space			
Move beyond basics to enhance credibility			
<b>Rhetorical Awareness</b> _____/50			
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

## SKILLS ASSESSMENT PART 1 –

### PLAN A AND PLAN B

### RESEARCH AND SELF-ASSESSMENT

**Points:** 90

**Due:** January 20, 2009

Every one needs a Plan A, a Plan B and even a Plan C for life after graduation. Plan A is your dream job/field/volunteer experience/graduate program; Plan B and C are your backup plans if you are not successful in obtaining Plan A. This assignment will allow you research your Plan A and Plan B and assess your own strengths and weaknesses as they relate to these fields/jobs/volunteer opportunities/graduate programs

#### **Background Information/Rationale**

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. Many are excited about graduating and moving forward in their life, but they are also scared, worried, stressed about life after graduation. By having more than one Plan for life after graduation you reduce the fear and stress.

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. You need to understand what is necessary to immediately step into this field and what is necessary to succeed in this field. Finally, you need to understand your current strengths and weaknesses as they relate to these plans both immediate and future.

#### **Objective**

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.

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.

## DEVELOPMENT OF PLAN A AND PLAN B

### **Step 1 - Self Assessment**

What is your Plan A? What do you dream about doing immediately upon graduation? If you receive this opportunity where do hope to be in five/ten years in this field?

What is your Plan B? What do you dream about doing immediately upon graduation? If you receive this opportunity and fall in love with this field where do hope to be in five/ten years in this field?

Example One:

Plan A – Event Management

Plan B – Human Resources with a focus on training

Example Two:

Plan A – Graduate School with a focus on IMC and then a position with a university marketing and communications department

Plan B – Event Management

Note – Plan A and Plan B are two different fields

### Step 2 – Job Posting, Graduate Program, Volunteer Opportunity

1. 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). Each position, the company, and the vacancy or grad school program) must be real. Must be a valid position – it must require a BA or BS from an accredited four year institution, organization must have a website, and finally adds such as that for The Landers Group on Monster Jobs are not acceptable.
  - a. One must for an entry-level position and one must 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.
  - b. If graduate school is Plan A then the graduate program would be immediate and the future position would be for the job you hope to gain upon graduation.
2. Print the job posting, graduate program description or volunteer opportunity description.
3. Keep in mind these positions do not have to be in the city/state you hope to move to upon graduation and they do not need to be for the specific company you hope to work for.
4. Tip: Do not wait until the last minute to complete this step.

### Step 3 - Research

1. Research each of the industries you hope to work in, or the graduate programs you wish to enter through
  - a. Position Postings
  - b. On-line Graduate Program Descriptions
  - c. Occupational Outlook Handbook
  - d. Informational Interviews
  - e. Other sources as suggested in class
2. Analyze your findings. Highlight important skills, position requirements, industry requirements, etc. Make notes about your findings in the margins.
3. Based on your research 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.
  - a. Each list should contain a minimum of ten (10) skills, position requirements or industry requirements.
  - b. Remember you are looking at both entry-level requirements plus those skills you will need in the future to excel in this industry, graduate program.
4. This list maybe handwritten or typed, it is for your use in crafting the document your typed document submitted to be graded. You will include these lists with your final package.
5. Tips:
  - a. Look at all the research you have compiled and not just the job postings.
  - b. Don't be surprised if your list is 15, 20 or more items.
  - c. Ensure that in reviewing your research I can see (highlighting, notes, etc) that you have carefully analyzed the information. Biggest problem last year was laziness in analyzing research (no notes and minimum of 10 items when with brief glance at research I find many more.

### Step 4 – Self-Assessment Part 2

1. Look at the list of skills, position requirements, industry requirements you created as well as the information you highlighted, underline, etc. Which of these skills/requirements do you have?
  - a. 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.
  - b. 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.
2. If you have potential portfolio artifacts to illustrate a skill or position/program requirement make a note of it.
3. If you do not have an artifact, how might you illustrate this skill/requirement in an interview?
4. 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 included in your course pack.
5. What do you need to do to enhance this item to reach the future position?

## DOCUMENT YOUR RESEARCH AND SELF ASSESSMENT

**Documentation Due:** January 20, 2009 at the beginning of class

A brief example and an annotated example are included at the end of this assignment. Review both before reading further. I believe that this will help you document the information. A template will be provided as a word document.

### **Step 1 - Documentation of Plan A and then Plan B Development will include:**

1. Title of Your Plan
2. Typed description of each position/posting found
  - a. Note which is the entry level position and which is the future position
  - b. Include explanation of each position and how it relates to this Plan
3. Chart including at least six (6) skills, position requirements, industry requirements or graduate program requirements you can illustrate in your interview with verbally (example) or with an item in your portfolio (artifact).
4. This chart will also summarize your self-assessment of classes that support the item listed, your experience, departmental core skill and your assessment of what you need to do in future to enhance this skill.

### **Step 2 – Compile data to be submitted for grading**

Items should be submitted in the following order:

1. Evaluation Form (name and signature)
2. Plan A Chart
3. Plan A Documentation
  - a. Two job advertisements, or graduate program/volunteer opportunity program descriptions
  - b. Occupational handbook printout
  - c. Other research
  - d. Your personal list of at least ten (10) skills, position requirements or industry requirements
4. Plan B Chart
5. Plan B Documentation
  - a. Two job advertisements, or graduate program/volunteer opportunity program descriptions
  - b. Occupational handbook printout
  - c. Other research
  - d. Your personal list of at least ten (10) skills, position requirements or industry requirements

## 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.

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

**Plan A:** Event Planner

**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		Manage 3 national conferences and one state conference while teaching.	Example: Planning the conference while teaching full time requires that I prioritize my duties in order to complete each item on time. For example, I plan menus for the four conferences each winter holiday when I have the time, and during the school year assignments are planned around my travel.	Responsibility	Work on time management skills
Office 2007 & In-design	COM 390 – Intercultural Communication COM 460 – Desktop Publishing	Conference – attendee registrations – created Excel and Word Conference newsletter – created in publisher	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		Continue to learn Office 2007 Learn In-design
Proficiency in Firm supported software			Example: 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. **Annotated Example next page.**  
 If you have questions or need assistance please stop by my office and meet with me.

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

**Plan A:** Event Planner

**Entry Level Position:** Administrative Assistant, Marketing – Advertising with PepsiCo

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

**Future Position:** Market Event Manager I/Meeting and Event Planning Manager with PepsiCo

This position is 5-8 years in my future, I need to gain corporate experience in event planning. 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.

These are the typed descriptions of two positions and justifications.

meeting & field”; work on 2008 planning experience in a corporate

become a Certified Meeting Professional. I

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  <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                         Based on your research these are the six skills that you can illustrate with either an example or an artifact.                     </div>	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                         What specific classes have allowed you to develop these skills? Notice not just class #'s but class #'s and names.                     </div>	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                         What specific experience do you have?                     </div>	Example = specific verbal example that illustrates you have this skills  Artifact = brief description of the artifact you could include.	Responsibility  <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                         Dept CORE SKILLS from handout in course pack                     </div>	Work on time management skills  <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                         Through self-assessment what do you need to enhance this specific skill                     </div>
Proficiency in Firm supported software			Example = specific experience with firm's software I can illustrate my ability to learn new programs	Intellectual Curiosity	

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

Name (printed): \_\_\_\_\_ Signature: \_\_\_\_\_

Total Points: (90 pts) \_\_\_\_\_ Grade: \_\_\_\_\_

	<b>Evaluative Dimension</b>		
	Very Effective (yes)	Effective	Ineffective (no)
<b>PLAN A</b>			
<b>Basics:</b> _____/12 pts			
Advertisements/Program Descriptions Attached (2 pts)			
Occupational Handbook Printouts Attached (2 pts)			
Other Research Attached (2 pts)			
Minimum of 10 skills, position requirements, industry requirements, etc from research of entry level and future position (handwritten or typed) (2pts)			
Evidence through highlighting and notes that you have analyzed data found through research. (4 pts)			
<b>Depth of Thought</b> _____/33 pts			
Typed description of Plan A including (5pts) 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			
Chart of 6 skills/experience/requirements you have (3 pts)			
Effectively included specific class(es) (5 pts)			
Effectively included experience (specific examples provided) (5 pts)			
Evidence that you had analyzed coursework and experiences for potential artifacts or specific examples that relate to skills (5 pts)			
Effective use of Communication Studies Dept. Core Skills (5 pts)			
Evidence you have assessed self to determine areas of improvement (5 pts)			
<b>PLAN B</b>			
<b>Basics:</b> _____/12 pts			
Advertisements/Program Descriptions Attached (2 pts)			
Occupational Handbook Printouts Attached (2 pts)			
Other Research Attached (2 pts)			
Minimum of 10 skills, position requirements, industry requirements, etc from research of entry level and future position (handwritten or typed) (2pts)			
Evidence through highlighting and notes that you have analyzed data found through research. (4 pts)			
<b>Depth of Thought</b> _____/33 pts			
Typed description of Plan A including (5pts) 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			
Chart of 6 skills/experience/requirements you have (3 pts)			
Effectively included specific class(es) (5 pts)			
Effectively included experience (specific examples provided) (5 pts)			
Evidence that you had analyzed coursework and experiences for potential artifacts or specific examples that relate to skills (5 pts)			
Effective use of Communication Studies Dept. Core Skills (5 pts)			
Evidence you have assessed self to determine areas of improvement (5 pts)			

## PORTFOLIO PROJECT

**Points:** 85  
**Due:** submitted immediately after portfolio presentation

### 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/volunteer opportunity, 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.

### 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
    - listed in alpha order
  - 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
- artifacts should represent a variety of skills
- *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 two weeks of March and the first week of April I am swamped with PCOM advising and have very little spare time. Office hours may not be consumed with portfolio meetings. Make an appointment!

**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**

The required materials in component two that must be printed on *high-quality resume paper* are your targeted resume and your reference list.

**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 project.

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.
- ✓ Artifacts not appropriate for your portfolio include articles written about you, documents that you were not a significant part of developing.

**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 April 2<sup>nd</sup> 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

<b>Evaluative Dimension</b>	<b>Description</b>
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 (25 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 (30 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**  
(2 pages)

Name: (printed) \_\_\_\_\_

Signature: \_\_\_\_\_

Total Points: (85) \_\_\_\_\_

Grade: \_\_\_\_\_

	Evaluative Dimension		
	Effective	Average	Ineffective
<b>Table of Contents</b> _____/5			
Aesthetically pleasing, encourages reader to continue			
Accurate, free of typographical errors			
<b>Credentials</b> _____/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)			
<b>Variety and Quality of Artifacts</b> _____/25			
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)			

<b>Quality of Orientation Pages</b> _____/30			
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			
	<b>YES</b>	<b>NO</b>	
<b>Overall Rhetorical &amp; Aesthetically Appeal</b> _____/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: April 14 – April 21

You will be able to register for the presentation between 9am on 1/20 and noon on 1/23. (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.

### **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 March 13<sup>th</sup> 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 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 11:00am 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
40	30	20	10

### Evaluator

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

## 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 January 29, 2009  
 CBT #1 & CBT #2 – completion certificates due no later than **noon** on Monday April 27<sup>th</sup> (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 six (6) 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 four parts:

1. Self-Reflection and Skills Self-Assessment
2. Computer Based Training Course Research
3. Creation of Skills Assessment Summary (aka CBT Data Sheet)
4. Completion of Two CBT Modules
  - a. Two CBT modules based on self-assessment

### PART ONE OF ASSIGNMENT SKILLS SELF-ASSESSMENT CONTINUED

#### Guidelines

- ✓ First, 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 immediately 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.
- ✓ Second, 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* three (3) skills and again there should be a mix of hard and soft skills.
- ✓ Third, 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 of Assignment Computer Based Training (CBT) Course Research

After completing the above self assessment you will need to determine which computer based training (CBT) modules you will complete. Using the instructions provided in class for business skills courses (soft skills) and desktop courses (hard skills) search for courses that will help you with your top three skills.

You will need to find at least two courses for each of the three skills listed for a total of six (6) CBT courses.

**Tip** – do not rush this part of the assignment. It will take time to find courses that are appropriate and meet your needs.

There are instructions for using SkillPort are in my course pack.

## Part Three of Assignment Creation of Skills Assessment Summary (aka CBT Data Sheet)

**Due:** no later than beginning of class on January 29<sup>th</sup>.

**Point Value:** 25 points, please note while this assignment is graded on a sliding scale if you do not list appropriate CBT courses you cannot earn full credit for the assignment. If this occurs I will work with you until you find appropriate CBT training courses.

- Please note if you do not provide appropriate CBT courses and receive my approval to complete the courses you cannot move forward with this assignment.

### Skills Assessment Summary

Use the template provided to craft your Custom Skills/CBT Data Sheet. (Template is available on my website in Microsoft Word format for your use. Remove the word template.)

The data sheet requires that you

- list skills needed based on earlier research,
- list skills based on honest self assessment,
- list your prioritized top three skills (at least one soft and one hard skill) which need to be enhanced or added to your skills lists. You will need a
  - brief rationalization of why this skill is included in your final list,
  - justification for the two courses chosen,
  - connection to departmental core skills to the justifications,
  - a list of courses chosen for this specific skill

## Part Four of Assignment Completion of Two CBT Courses

**Due:** certificate due no later than **NOON on MONDAY April 27, 2009**

**Point Value:** 25 points per certificate

### 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 the two 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 NOON on Monday, April 27th .
  - 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 for Completing the CBT**

- ✓ 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.

### Skills Assessment Summary - ( aka CBT Data Sheet)



Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Points: (25) \_\_\_\_\_

Courses Approved: \_\_\_\_\_

**3 skills needed based on previous research** (Answer to “What skills do I need immediately to do this thing I hope to do well?”) Please note if it is a hard or soft skill.

- 1.
- 2.
- 3.

**3 skills needed based on honest reflection** (Answer to “What skills do I need to gain to break bad patterns and/or strengthen healthy ones?”) Please note if it is hard or soft skill

- 1.
- 2.
- 3.

**Top 3 skills I need to gain or enhance and why, if it is a hard or soft skill, two potential courses for each skill, and a justification of why these courses:** (based on prioritized list)

Please submit in format illustrated in the block below

**SKILL #1:** 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.  
**HARD or SOFT SKILL:** Soft  
**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)

**Finally, the courses I have chosen to complete**

**Example:** Working with negative people and procrastinators (COM0163)

**Course # 1 (hard skill course to be completed):** \_\_\_\_\_

**Course # 2 (soft skill course to be completed):** \_\_\_\_\_

**Course # 3 (to be completed as growth opportunity if needed):** \_\_\_\_\_