

Activity 1:

What was your key takeaway from the session on Tech Portfolios?

What do you think is important in a presentation?



Central Message - Information Content Reasons evidence **Needs Analysis** Context Frame our thoughts Logical Organisation Coherent Audience Purpose Delivery Non-verbal cues Verbal cues Visuals

Context

of your Oral

Presentations

- OP1
 - a semi-formal presentation on an aspect of professional communication at a professional development seminar for your peers
- OP2
 - a Product Demo for users of your software
 - businesses/organisations/professional users
 - student users
- OP2
 - a Product Pitch for mentors at NUS enterprise

Activity 2:



Conduct a needs analysis of your **Audience**



Consider the **Purpose** you want to achieve.

Scenario 1: OP1 (week 5 – week 6)

Your team has been asked to conduct a semi-formal presentation on an aspect of professional communication to your peers, fellow Software Engineering students, at a weekly professional development seminar organised by the School of Computing.

Each team is to present on one of the following topics:

- 1. Crafting a Professional Resume and Cover Letter
- 2. Preparing for an Interview
- 3. Building credibility at the workplace
- 4. Managing conflict and negotiation

Scenario 2A: OP2 (week 11 session 2)

Product Demo

If your product is meant for businesses, organisations, or professionals, roleplay this scenario:

- Katrina Lee, whom you have recently met at an IT event, has called you to say that she has told her boss about your group's project, and her boss has expressed interest in your software. Katrina has asked if you would be willing to do a product demo for her boss and perhaps other supervisors at her organization. This is a small set-up that is looking to upgrade their labour-intensive administrative processes but has a very limited budget, so they are very open to student projects (trials) that fit their needs.
- Your team is excited about this opportunity to test your product with real users.

Scenario 2B: OP2 (week 11 session 2)

Product Demo If your product is for students, roleplay this scenario:

- You have developed a product to address a challenge that students face. You are eager to test your product with real users. One of you either lives in a residential college or knows someone who does, and you have been given a slot to speak about your product.
- Your aim is to get the NUS community (starting with these students) to use your product.

Scenario 3: OP2 (week 12 session 1) Product Pitch

• Your team is taking part in *Pitch It! 2021*, a student project pitching competition in NUS. Winners will be awarded with the opportunity to be mentored by NUS Enterprise to further develop, evolve, and upscale their product. Prepare a pitch to sell your idea and product to potential mentors.

Activity 2:



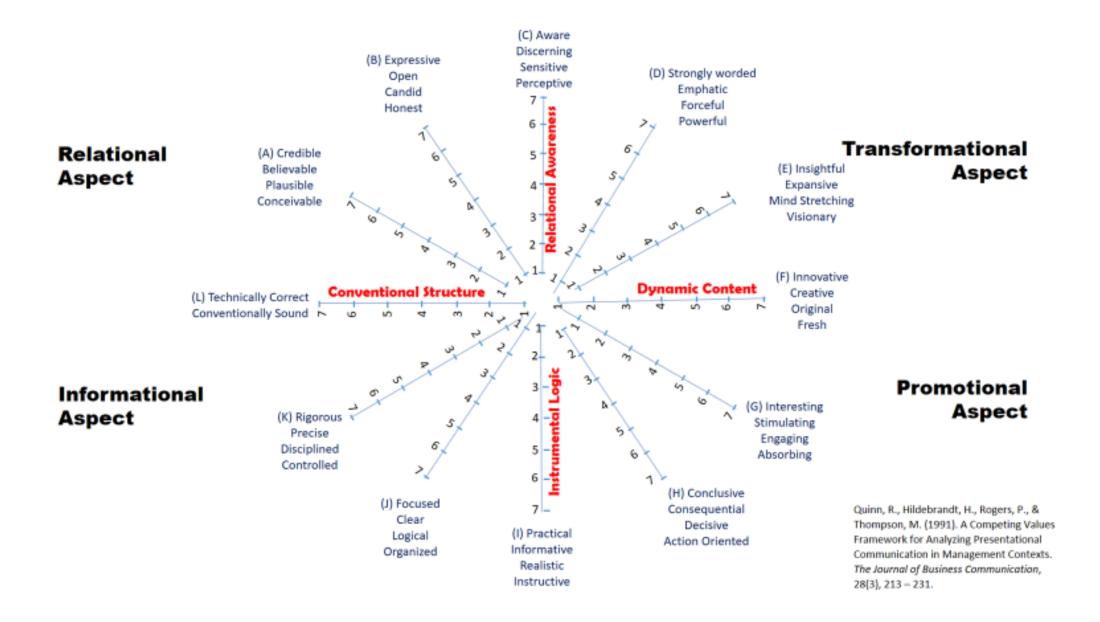
Conduct a needs analysis of your **Audience**



Consider the **Purpose** you want to achieve.

Considering your Purpose

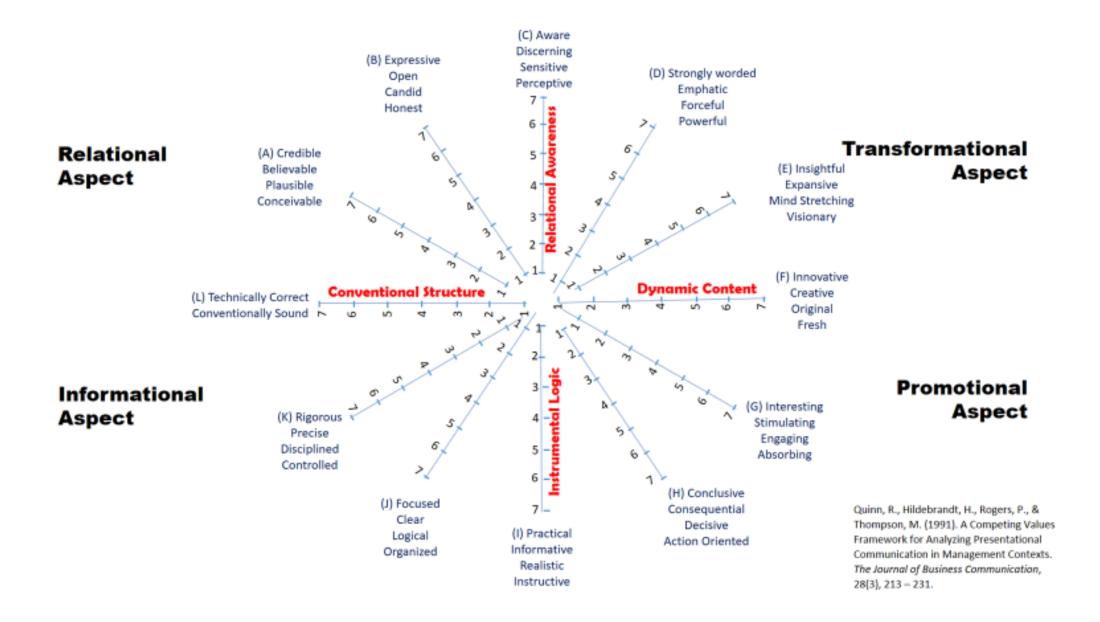
Competing Values Framework (CVF)

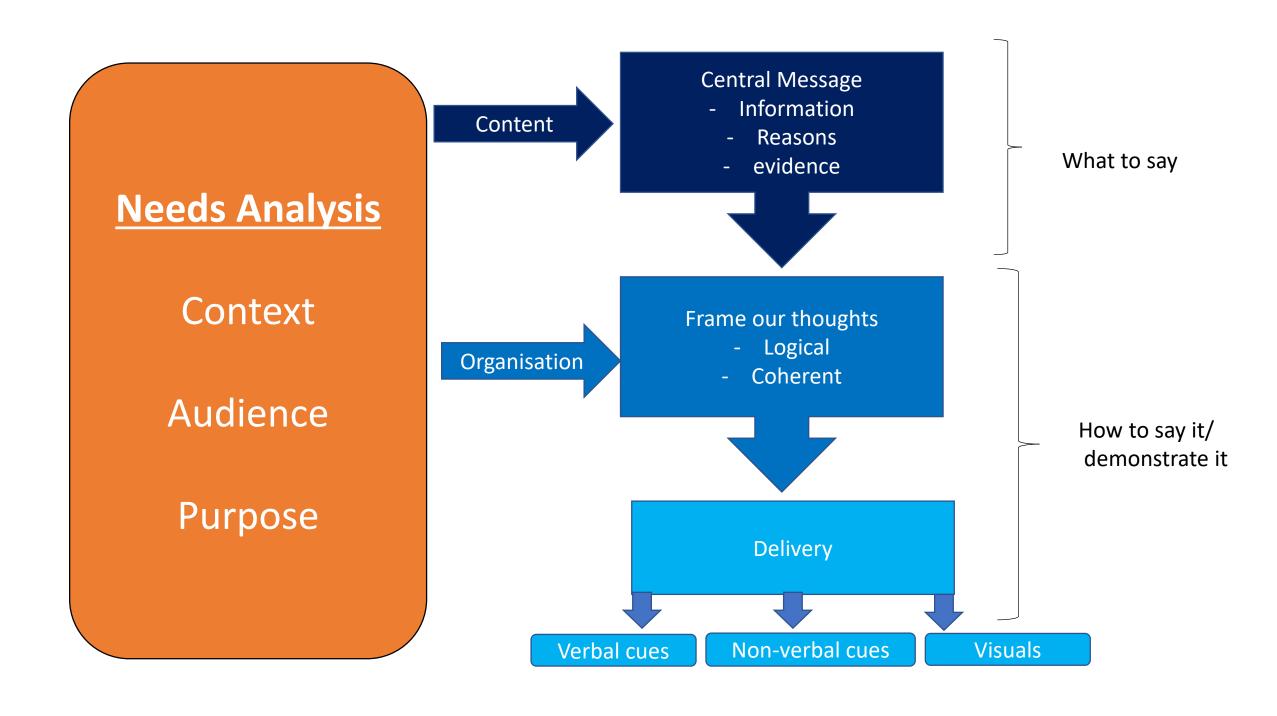


Activity 3:



Consider the **Purposes** you want to achieve <u>based on</u> the CVF framework





Content

Opinion 1

- Interesting
- Attention-grabbing
- Engaging

What is more important in terms of presentation content?

Opinion 2

- Persuasive
- Convincing

How do you usually persuade others?





Source: Rhetor

Tactics: Similarity

Expertise

Trustworthiness

Authority

PATHOS EMOTIONAL APPEAL

Source: Audience

Tactics: Humor

Vivid Language

Story

Mental Imagery

LOGOS LOGICAL APPEAL

Source: Message

Tactics: Data

Evidence Warrant

Content 20% Content is extremely persuasive, engaging, and credible. The speaker uses a highly effective mix of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose. The presenters demonstrate very strong audience awareness and addresses audience's expectations, concerns and biases expertly. There are fresh or deep insights into the topic. There are well-near enexamples, explanations, support, or elaborations. Omplished 4 Proficient Content is persuasive. Content is somewhat engaging and credible. The speaker displays some understanding of ve mix of the torical appeals (ethos, pathos, and logos) to achieve its purpose. The presenters demonstrate very strate strong storing audience awareness and addresses audience's expectations, concerns and biases expertly. There are well-nexamples, explanations, support, or elaborations. The presenters demonstrate some audience awareness and addresses surficiently. There are some insights into the topic. There are well-nexamples, explanations, support, or elaborations. There are relevant insights with appropriate examples, explanations, support, or elaborations. There are leaborations. There are relevant insights with appropriate examples, explanations, support, or elaborations. There are some appropriate examples, explanations, over, or orations. There are leaborations. There are some appropriate examples, explanations, over, or orations. There are some appropriate examples, explanations, over, or orations. There are some appropriate examples, explanations, over, or orations.							
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What is suitable for your Audience depends on...



Profile (i.e. values, priorities)



Attitude



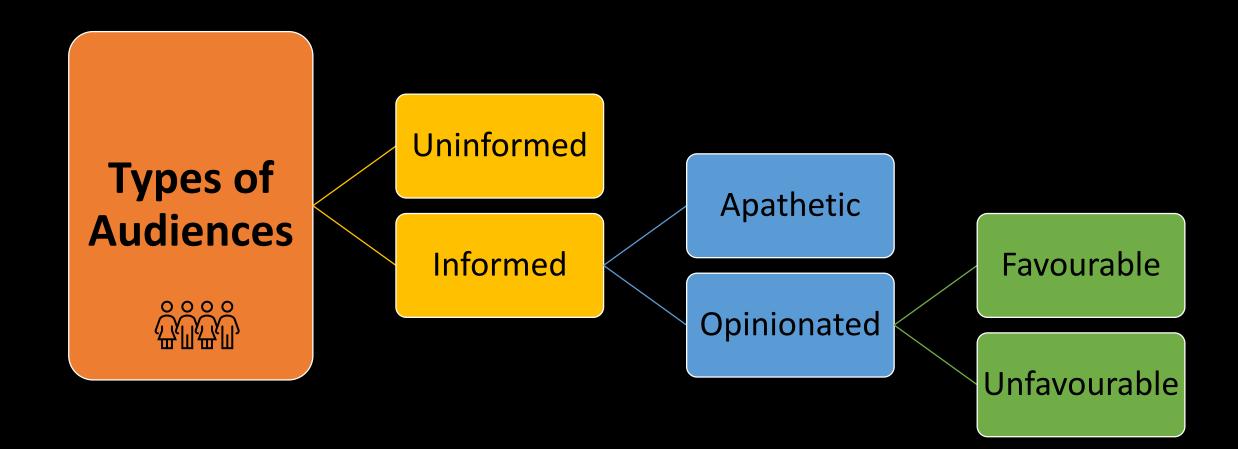
Existing knowledge level and possible biases



Purpose for listening (e.g., expectations, concerns)



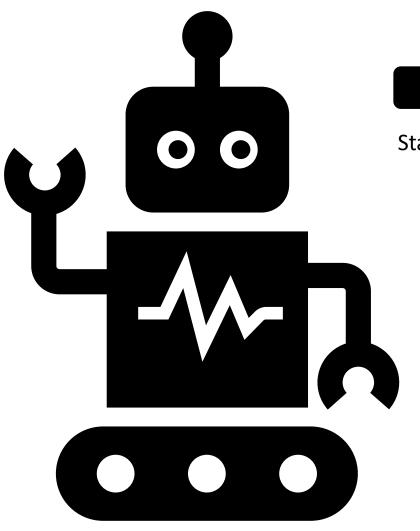
Why the audience needs to know what you are telling them



Central Message - Information Content Reasons - evidence **Needs Analysis** Context Frame our thoughts Logical Organisation Coherent Audience Purpose Delivery Verbal cues Non-verbal cues Visuals

Organisation

Basic Structure



Introduction

Start: Story, statistics, fact to get their attention

Tell them what you are going to say

Body

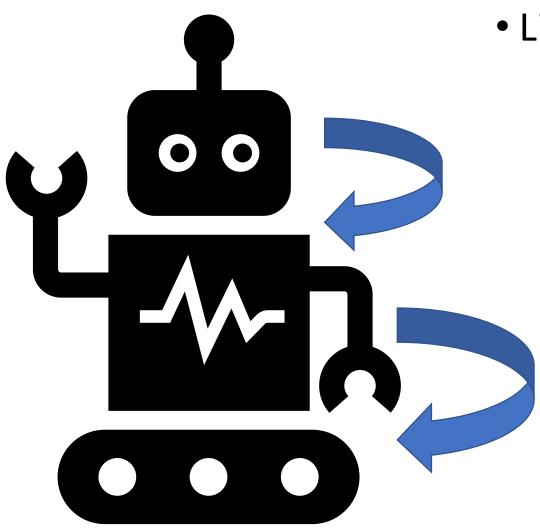
Say it

Conclusion

Tell them what you have said

End: A call to action or even something worthy to think about.

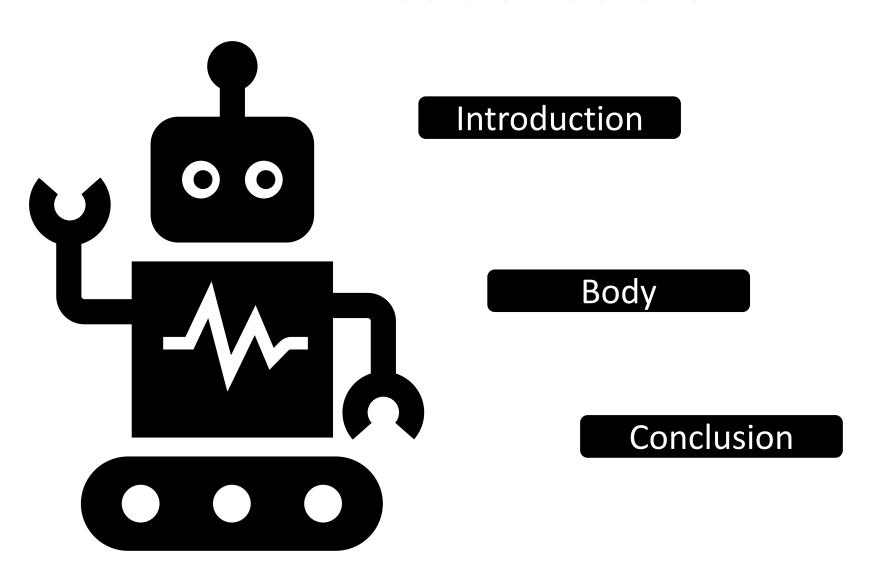
Transitions



Linking words/ phrases

- Firstly, secondly,
- Moreover; furthermore
- On one hand, on the other hand; In contrast
- Hence; so
- Signposting
 - I'm going to share 3 important tips with you..
 - What most people don't know is...
 - One thing you need to remember is...
 - Let me tell you something important about...

Basic Structure



Possible Structures



PROBLEM-SOLUTION



CAUSE-EFFECT



ASSERTION-EVIDENCE

Motivated Sequence pattern (MSP)

1. Attention

2. Need

3. Satisfaction

4. Visualization

5. Action

Motivated Sequence pattern (MSP)

1. Attention

• e.g. a compelling story, an interesting question, a shocking statistic

2. Need

• Show how the problem affects them, demonstrate how urgent the problem is

3. Satisfaction

• Propose a solution to the problem.

4. Visualization

• Demonstrate the solution or share inspirational success stories

5. Action

Give a specific and tangible call to action

Aspect	6 Exemplary
Structure 10%	The presentation is organised to achieve its purpose very effectively. It is extremely coherent and logical. There are clear and successful transitions between ideas.

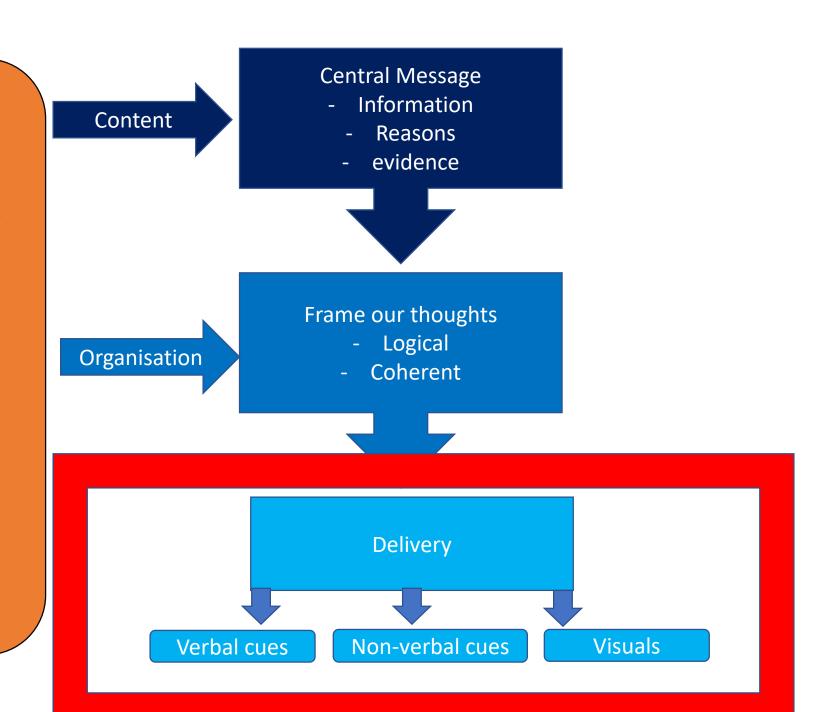
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Needs Analysis

Context

Audience

Purpose



Delivery

Delivery: Verbal cues

Concrete vs Abstract

Positive, negative or neutral

Analogies and metaphors

Culturally appropriate language

Delivery: Voice

Tone

Pace and Rhythm

Stress and Pauses

Intonation

Volume

Pronunciation

Aspect	6 Exemplary
Delivery	
Voice 20%	The speaker is always natural and fluent, and does not hesitate or use pauses, or fillers excessively.
	The voice is varied and used to engage and sustain the audience's interest throughout very effectively.
	The speaker pronounces and enunciates clearly all the time.
	The speaker always uses language and style appropriate for the context, audience, and purpose.

Delivery: Non-verbal cues

- Eye Contact
- Facial expressions
- Gestures
- Movement
- Posture
- Appearance

BUSINESS CASUAL



Wear a pair of nice khakis paired with a polo shirt or other collared shirt. Dress shoes or loafers are appropriate.



Tip: Avoid the wrinkles; iron your shirt and pants! Patterned collared shirts are a nice option for a less dressy feel than their solid counterparts. Dress pants or khakis with a fashionable top is appropriate. A casual skirt is also an option. Feel free to dress up your outfit with heels, jewelry and/or accessories if desired.

Tip: Wear your hair in your everyday style, and avoid overdoing it with makeup or perfume.



SMART CASUAL

Smart Casual (or dressy casual) is basically a combination of casual, business casual, and business dress codes, where you can combine them into a "smart" ensemble.

This is your opportunity to pair denim with a sport coat. Khakis, trousers, vests and ties are other great options to bring into the mix.

Tip: If opting for jeans, your denim should look somewhat dressy, fresh and sharp with no wear or holes.





It's safest to go with nice slacks or a skirt, though you could also wear a nice pair of dark jeans dressed up with a collared or otherwise dressy top. Throw on a blazer for an extra touch of class.

Tip: For Smart Casual, you should look sharp, stylish and neatly put together.

Aspect	6 Exemplary		
Delivery Non-verbal communication 10%	Non-verbal cues always complement and enhance the presentation very effectively.		
	They are natural and used meaningfully to persuade and engage the audience throughout the presentation (e.g. facial expressions, eye contact, posture, gestures). The speaker is dressed appropriately.		

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Delivery: Visuals

Graphics

- SmartArt graphics
- Infographics
- Graphs & charts

Images

Photos vs cartoons

Clips

- Gifs
- Videos

Slide design

- Background
- white space
- bullet points
- font sizes, types, colour

6 Exemplary
Visual aids complement and enhance the presentation very effectively.
The visuals are relevant, clear, precise and of high quality.

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suals are priate and clear ere may be some	The visuals are not always appropriate and clear. There may be multiple errors.	The visuals are not appropriate or have many errors.

Q&A

complete and/or courteous.	Question and Answer 20%	The speaker addresses audience concerns or biases expertly. The responses demonstrate full knowledge and understanding of the topic. The responses are very clear, concise, complete and courteous	seaker addresses nce concerns or well. sponses nstrate edge and standing of the sponses are concise, lete and	The speaker addresses some audience concerns or biases. The responses demonstrate some knowledge and understanding of the topic. The responses are somewhat clear, concise, complete and/or courteous	The speaker attempts to address audience concerns or biases but may not have understood them well. The responses demonstrate some knowledge and understanding of the topic. The responses are not always clear concise	The speaker does not attempt to address audience concerns or biases. The responses do not demonstrate much knowledge and understanding of the topic. The responses are not clear, concise, complete and/or	The speaker does not address audience concerns or biases. The responses do not demonstrate knowledge and understanding of the topic. The responses are not clear, concise complete and courteous.
		complete and courteous.	·	concise, complete and/or courteous	always clear, concise, complete and/or	complete and/or	and courteous.

Bloom's Taxonomy



Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

Evaluate

Justify a stand or decision

Appraise, argue, defend, judge, select, support, value, critique, weigh

Analyze

Draw connections among ideas

Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Apply

Use information in new situations

Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Understand

Explain ideas or concepts

Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Remember

Recall facts and basic concepts

Define, duplicate, list, memorize, repeat, state

Types of questions

Questions that seek clarification	Questions about viewpoints and perspectives
What do you mean by?Is this your main point?Could you put it another way?Why did you say that?	 How does this benefit the [stakeholder]? Would the [stakeholder] think that? Who benefits from this? What's in it for them? Why is it better than?
Questions that probe assumptions	Questions that probe implications and consequences
 Are you assuming that? What are you assumptions about? Is this always the case? Does your reasoning depend on? 	 When you say are you implying? But, if that happened, what else would happen as a result? Why? What are the implications of that? So how does this?
Questions that probe reasons and evidence	Questions about the question/problem
 How would we know/do we find out/determine if it is? Why do you think that is? What evidence are you basing that on? Do you have any evidence for? 	 Why is this issue/problem important? How can we find out? Are there other questions we need to ask? Other (more pertinent) problems we need to address? Can we break the question down a bit?

Teamwork

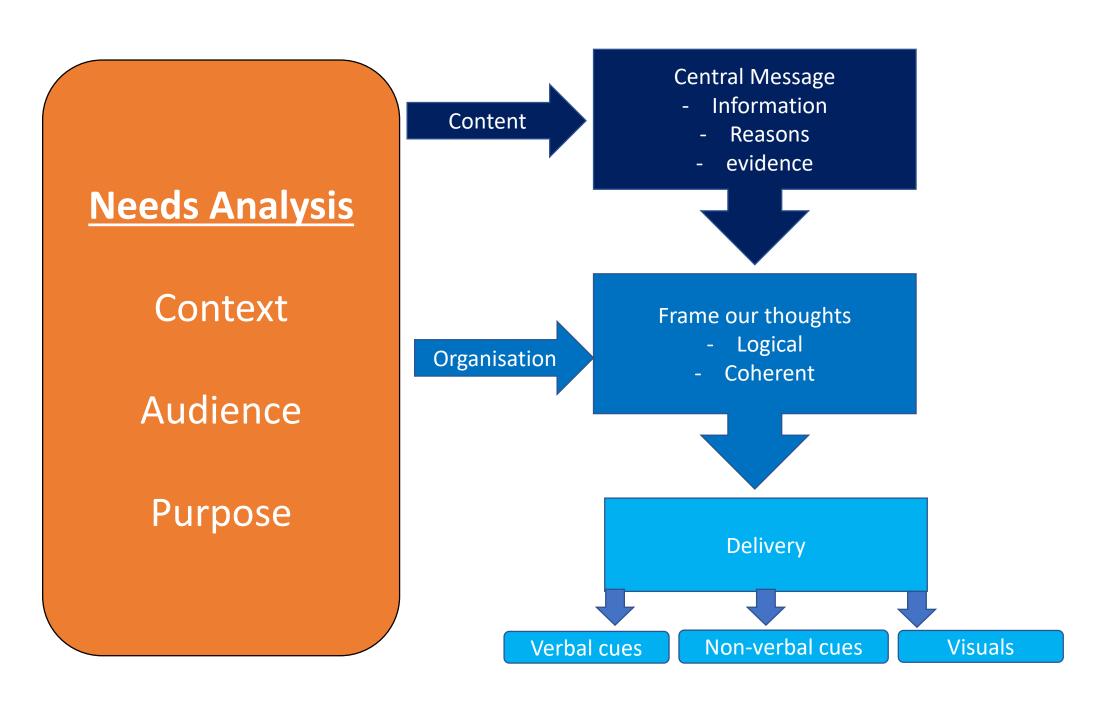


5Cs of Team work

- Collaboration
- Commitment
- Coordination
- Clarity (purpose, role and message)
- Control (time, space, rehearsal, position, questions and answers)

Aspect	6 Exemplary
eamwork 10%	The presentation is extremely unified and coordinated (i.e., content, structure, delivery – visuals, attire, and presentation style). The team has clearly rehearsed together and demonstrates very smooth transitions during the presentation. The speaker handles the Q&A very well as a team by supporting one another and presenting a united front.

mplished	4 Proficient	3 Developing	2 Emerging	1 Unacceptable
entation is very and coordinated stent, structure, – visuals, attire, sentation style).	The presentation is unified and coordinated (i.e., content, structure, delivery – visuals, attire, and presentation style).	The presentation is somewhat unified and coordinated (i.e., content, structure, delivery – visuals, attire, and presentation style).	The presentation is not unified and has little coordination (i.e., content, structure, delivery – visuals, attire, and presentation style).	The presentation is not unified and has no coordination (i.e., content, structure, delivery – visuals, attire, and presentation style).
n has clearly ed together and trates mostly transitions.	The team has rehearsed together and demonstrates some smooth transitions.	The team may have rehearsed together but the transitions are not always smooth.	The team does not demonstrate that they have rehearsed together, and most transitions are not smooth.	The team does not have any smooth transitions.
aker handles well as a team orting each d presenting a ront.	The speaker handles the Q&A as a team with some support for each other and mostly presents a united front.	The speaker shows little consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front.	The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front.	The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front.



Now, let's look at OP1.

Scenario 1: OP1 (week 5 – week 6)

Your team has been asked to conduct a semi-formal presentation on an aspect of professional communication to your peers, fellow Software Engineering students, at a weekly professional development seminar organised by the School of Computing.

Each team is to present on one of the following topics:

- 1. Crafting a Professional Resume and Cover Letter
- 2. Preparing for an Interview
- 3. Building credibility at the workplace
- 4. Managing conflict and negotiation

Please sign up for this course.



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Catalog > Communication Courses

Intercultural Communication at Work – Land the job and do it well

Leveraging a holistic understanding of intelligence, emotional, cultural and adversity quotients, this course guides job applicants in resume writing, interview skills and professional communication skills for teamwork, conflict management, negotiation and presentation



Choose the "Audit" track.

It's free!



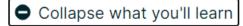
I would like to Gernall from NUS and learn about oner offerings related to Intercultural Communication at Work – Land the job and do it well.



What you'll learn

By the end of the course, participants should be able to:

- Identify their values, strengths and weaknesses using the IQ-EQ-AQ-CQ framework
- Apply strategic language to craft their personal brand for the workplace through their resume, cover letter and LinkedIn profile
- Demonstrate effective verbal and non-verbal communication in professional settings
 Distinguish cultural nuances in professional communication and adapt effectively to different organizational settings
- Build credibility through effective communication in a culturally diverse workplace
- Communicate effectively to facilitate teamwork, negotiate and manage conflict in different cultural contexts
- Craft and deliver audience-centric and persuasive presentations



Syllabus

Topics

- 1. Crafting a professional resume, cover letter and LinkedIn profile
- 2. Preparing for an interview
- 3. Building credibility in a diverse and evolving workplace
- 4. Working in teams, managing conflict and negotiation
- 5. Presenting persuasively in the workplace

The base materials for your presentation

▲ Topic 1: Crafting a Professional Resume and Cover Letter

Note:

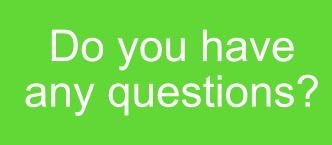
- Start by going through the "MOOC resources" before going through "Other Related Resources" to get an idea of the topic
- Think about the context, audience, and purpose of your presentation to decide on the content that is
 the most relevant to your audience. You do not need to present everything. (e.g. If you would like to
 focus on resumes and not cover letters, that is fine.)
- Look up other resources around the topic to gain a better understanding of the topic so that you can speak about the topic persuasively, and answer questions confidently.
- You may include other relevant subtopics. If you are unsure, do consult your tutor.

MOOC Resources	Topic 1		
	T1 Video 2: Crafting a Personal Brand to boost your resume		
	T1 Video 4: Keyword Research		
	T1 Video 5: Crafting a Resume		
	T1 Video 6: Writing the Cover Letter		
	https://www.edx.org/course/intercultural-communication-at-work-land-the-job-and-do-it-well		
Other Related Resources	Kuo, T. (2018). How to write a killer software engineering resume. Retrieved from https://www.freecodecamp.org/news/writing-a-killer-software-engineering-resume-b11c91ef699d/		
	Weeks, A. (2020). The 10 Best Software Engineer CV Examples and Templates. Retrieved from https://www.careeraddict.com/software-engineer-cv-examples-templates		
	Novoresume. (2020). Software Engineer Resume [2021] - Example + How-to Guide. Retrieved from https://novoresume.com/career-blog/software-engineer-resume		
	DIS Software Development Intern Cover Letter Example. (n.a). Retrieved from https://www.kickresume.com/en/help-center/dissoftware-development-intern-1-cover-letter-sample/		

Base resources

Resources related to your context

Please take 3 minutes to read the "OP1 Info Pack" which is available on LumiNUS.



Activity 4:

Form OP2 groups



Choose a Topic

- 1. Crafting a Professional Resume and Cover Letter
- 2. Preparing for an Interview
- 3. Building credibility in the workplace
- 4. Managing conflict and negotiation

In the next session, we will be focusing on...

Week 3	24-25 Jan	Team development and Productive Meetings		Writing an Agenda
Session 1		Briefing for CA1 (10%): Team meeting		
Week 3 Session 2	27-28 Jan	CA1 Team Meeting 15 mins/team	Team meeting 10%	