# **CA2 Oral Presentation 1 (OP1) – 20%**

## **IMPORTANT INFORMATION**

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| Your mission | 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 of 4 – 5 people 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 |
| Duration | 20 mins for team OP and 10 mins for Q&A. |
| Schedule of topics and roles | When one team is presenting, the other teams will take turns being audience members and peer reviewers for the presenters.   |  |  |  |  | | --- | --- | --- | --- | | **Session** | **Topic** | **Peer reviewers** | **Audience** | | 1 | Crafting a Professional Resume and Cover Letter (Team A) | Team B | Teams C, D | | 2 | Preparing for an Interview (Team B) | Team C | Teams D, A | | 3 | Building credibility at the workplace (Team C) | Team D | Teams A, B | | 4 | Managing conflict, and negotiation (Team D) | Team A | Teams B, C | |
| The setup for each OP1 session | Each OP1 session will be conducted as follows:   * 5 mins: Presenter preparation time * 20 mins (maximum): Team oral presentation * 10 mins: Q&A * 30 mins: Peer review meeting / Audience teams group discussion * 20 mins: Activities led by audience teams * 5 mins: Tutor wrap up   Presenters  Reviewers  Audience  Tutor   1. For each OP1 session, there will be 4 parties in each session:    1. The presenters of the day – Conduct the OP and hone your ability to take feedback professionally and objectively.    2. The reviewers - Take the opportunity to hone your observation skills and practise giving constructive and tactful feedback.    3. The audience members - These teams are to ask questions during the Q&A. Take the opportunity to practise asking critical questions, without sounding confrontational or offensive. After the presentation and Q&A, these teams will work on an activity while the presenters, reviewers and tutor confer.    4. The tutor - Functions as a facilitator for the session. 2. Peer reviewers are to use the rubrics as a guide to provide feedback to the presenters.    1. Each reviewer is to note one aspect of each presenter’s presentation **or** all aspects of one presenter. Please listen to your tutor’s instruction.       * Content and Structure       * Question and Answer       * Delivery: Non-verbal communication       * Delivery: Visual aids       * Delivery: Voice and Teamwork    2. Reviewers should note strengths and make suggestions for enhancements. *(Please support your claims with specific evidence.)*    3. Be objective but tactful because the main goal is to help the presenters improve their presentation skills, and for you, as the reviewer, to hone your own evaluation skills as well as interpersonal skills when giving feedback to a peer.   ***Note: Reviewers should avoid repeating whatever was raised before. Simply agreeing with another reviewer is also not helpful.***   * 1. The presenters should take note of the reviewers’ comments for their self-reflection and improvement.   2. The tutor will contribute comments where relevant/necessary.   Your oral presentation and Q&A sessions will be recorded for grading and reflection purposes. |

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| The purpose of this assessment | This activity combines the learning of communication skills for different contexts with oral presentation skills.  This activity aims to assess your ability to:   * understand your audience’s needs to decide on persuasive content, organisation and delivery * explain new or unfamiliar concepts to your audience in an engaging, convincing, and audience-focused manner   Reviewers will be given class participation marks depending on the quality of their oral feedback. | |
| What’s in it for you | The benefits that you stand to gain from this activity:   * you learn about communication skills for the workplace * you get opportunities to practice your interpersonal and group communication skills as you work with your team * you get to practice your interpersonal communication skills when giving oral feedback constructively and tactfully, and when receiving oral feedback with grace * you practice tailoring your content and delivering it according to your audience’s expectations and needs * you get valuable feedback on your performance | |
| Grading expectations | You are expected to:   * conduct an audience-focused presentation by understanding what your audience expects to gain from your presentation. (You may want to discuss with your team what you would want to learn from such a session, or even conduct a poll to find out what your peers wants.) You should not regurgitate all the information you can find about your topic. Instead, you can pick and choose the most relevant content for your audience. * engage and persuade your audience through your content, structure and delivery. Bear in mind that audience engagement is not confined to audience participation alone. Also, an engaging/ entertaining delivery may not always be persuasive so be mindful of your choice of content. * conduct a cohesive team presentation. For example:   + each of your individual sections should be clearly linked and should not come across as 5 different topics. This means having an introduction and conclusion that links all the sub-topics together and referring to each other’s examples/content when suitable.   + your PowerPoint slides should look like they all belong as one set instead of 5 separate sets. * exhibit teamwork throughout the presentation, including the Q&A session, e.g. helping each other out and expanding on each other’s answers when appropriate.   You will be assessed on your oral presentation skills, your Q&A skills, and the quality of the oral feedback you give your peers. You will receive an individual grade.  You will also need to write a short reflection of your performance in the forum by the end of the week of your OP1 session. Use the **Rubrics** to guide your reflection**.** | |
| Some advice for the OP | PowerPoint slides | * PowerPoint slides are meant to help your audience follow your presentation. They should complement and not distract the audience. Instead, you and what you have to say should be the focus of your presentation. * This does not mean that your slides should be dull. Attractive, well-designed slides can enhance the persuasiveness, credibility and clarity of your message. |
| Using video clips | * You should have a specific purpose for using video clips. They are great for illustrating something quickly in place of a lengthy explanation/description, or for illustrating something that you can’t show yourself during the presentation (e.g. brain surgery), or a communication mishap to illustrate a point which you will then explain to your audience. * If you use videos, make sure they are very short (less than one minute) and that you speak to convey the point of what is shown in the video. In other words, do not let the video speak for you because the purpose of this activity is to hear YOU speak. * Do be aware that there may be a lag if you play videos via zoom. |
| Dress code | * Dress appropriately for the occasion which is a student professional development seminar. If you are uncertain, you can go with smart casual wear.   + <https://www.youtube.com/watch?v=vbbQxOJbK7s>   + <https://www.telegraph.co.uk/men/style/master-smart-casual-guide-men/>   + <https://www.leaf.tv/articles/what-is-smart-casual-attire-for-women/> * Appropriate tops - a collared shirt and/or button-down shirt (short- or long-sleeved), blouses for ladies or SOC/NUS t-shirts which look presentable (not worn out, faded or creased). Appropriate bottoms – pants or presentable jeans (preferably dark colour, and definitely not ripped or overly stonewashed), and presentable sneakers (not dirty, scruffy or torn) – *We won’t be able to see this via Zoom but if you should go for a face-to-face presentation, do be mindful.* * There is no need to dress identically but you should come across as coordinated. e.g. dress at the same level of formality. |

## **OP1 TOPICS AND RESOURCES**

### **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.

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| **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/dis-software-development-intern-1-cover-letter-sample/> |

### **Topic 2: Preparing for an Interview**

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.*
* 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.

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| **MOOC Resources** | **Topic 2**  T2 Video 2: Preparing for an Interview  T2 Video 4: Interview – Verbal skills  T2 Video 5: Interview – Non-verbal skills  T2 Video 6a: Nailing a Video Conferencing interview  T2 Video 6b: Nailing a Video Conferencing interview  <https://www.edx.org/course/intercultural-communication-at-work-land-the-job-and-do-it-well> |
| **Other Related Resources** | Deligiannis, N. (2020). Three types of job interview questions – and how to answer them. Retrieved from  <https://social.hays.com/2019/05/30/job-interview-questions-how-to-answer-them/>  Puri, R. (2018) 7 Questions to ask when interviewing interns. <https://www.linkedin.com/business/talent/blog/talent-acquisition/questions-to-ask-when-interviewing-interns>  Indeed. (2021). Software Engineer Interview Questions. Retrieved from <https://www.indeed.com/hire/interview-questions/software-engineer>  Kalish, A. (2021). 13 Ridiculous Interview Questions that Awesome companies will actually ask you. Retrieved from <https://www.themuse.com/advice/13-crazy-interview-questions-that-awesome-companies-will-actually-ask-you> |

### **Topic 3: Building Credibility at the workplace**

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.*
* 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.

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| **MOOC Resources** | **Topic 3**  T3 Video 2: Effective communication in the workplace  T3 Video 3: Professional and Social Competence in the workplace  T3 Video 4: Interpersonal and Intercultural Strategies to build credibility  T3 Video 6: Verbal and Non-verbal communication skills  <https://www.edx.org/course/intercultural-communication-at-work-land-the-job-and-do-it-well> |
| **Other Related Resources** | Hofestede Insights. (n.a.) National Culture. Retrieved from <https://hi.hofstede-insights.com/national-culture>  Welchlin, K. (2016). Intercultural Communication: What is Individualism and Collectivism? Retrieved from <https://www.youtube.com/watch?v=klSd9RRI5WM>  Tero Trainers. (2016). What Is the Difference Between a High-Context and Low-Context Culture? Retrieved from <https://www.youtube.com/watch?v=qKViQSnW-UA>  Project Practical. (2021). Monochronic vs Polychronic Cultures: Differences, Examples. Retrieved from:  <https://www.projectpractical.com/monochronic-vs-polychronic/>  Welchlin, K. (2016). Cross-Cultural Communication: Can You Give Me Some Space? Retrieved from <https://www.youtube.com/watch?v=O2pfwt6GL8I> |

### **Topic 4: Managing Conflict and Negotiation**

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.*
* 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.

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| **MOOC Resources** | **Topic 4**  T4 Video 2A: Conflict Management Styles Scenario  T4 Video 2B: Conflict Management Styles Scenario  T4 Video 4: Negotiation  <https://www.edx.org/course/intercultural-communication-at-work-land-the-job-and-do-it-well> |
| **Other Related Resources** | Brodow, E. (2021). Tips for Negotiating in 2022. Retrieved from <https://www.brodow.com/Ten-Tips-For-Negotiating>  Levesque & Associates. (2017.) Do you know your BATNA. Retrieved from <https://medium.com/@LevesqueAssociates/do-you-know-your-batna-aae52139b893>  38.1 Understanding your Batna. (2018). Retrieved from  <https://www.youtube.com/watch?v=Fsotyf1TUrA>  That’s easy learning. (2013). Conflict resolution. Retrieved from <https://www.youtube.com/watch?v=KY5TWVz5ZDU>  Kandarp, M. (2019). A better way to manage conflicts in the workplace. Retrieved from <https://www.forbes.com/sites/iese/2019/02/25/a-better-way-to-manage-conflicts-in-the-workplace/#9b7749647df9> |

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## **Oral Presentation Rubrics**

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| **Aspect** | **6 Exemplary** | **5 Accomplished** | **4 Proficient** | **3 Developing** | **2 Emerging** | **1 Unacceptable** |
| **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-chosen examples, explanations, support, or elaborations. | Content is very persuasive, engaging, and credible. The speaker uses an effective mix of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose.  The presenters demonstrate strong audience awareness and addresses audience’s expectations, concerns and biases well.  There are some fresh or useful insights into the topic. There are well-chosen examples, explanations, support, or elaborations. | Content is persuasive, engaging, and credible. The speaker displays some understanding of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose.  The presenters demonstrate some audience awareness and addresses audience’s expectations, concerns and biases  There are relevant insights with appropriate examples, explanations, support, or elaborations. | Content is somewhat engaging and credible; it attempts to be persuasive by using one/some rhetorical appeals (ethos, pathos, and logos).  The presenters demonstrate some audience awareness but does not address audience’s expectations, concerns and biases sufficiently.  There are some appropriate examples, explanations, support, or elaborations. | Content is somewhat engaging but is not persuasive and credible.  The presenters demonstrate little audience awareness and does not address audience’s expectations, concerns and biases sufficiently.  There are attempts at providing some relevant examples, explanations, support, or elaborations. | Content is not persuasive, engaging, and credible.  The presenters demonstrate no audience awareness.  There is little attempt at providing relevant examples, explanations, support, or elaborations. |
| **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. | The presentation is organised to achieve its purpose effectively.  It is very coherent and logical.  There are clear and successful transitions between ideas. | The presentation is organised to achieve its purpose.  It is coherent and logical.  There are transitions between ideas. | The presentation is somewhat organised to achieve its purpose.  The organisation is somewhat coherent and logical.  There are some transitions between ideas. | The presentation is not organised to achieve its purpose well.  The organisation is not coherent or logical though transitions are used between ideas. | The presentation is not organised to achieve its purpose.  The organisation is not coherent and logical.  There are no attempts at transitions between ideas. |
| **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. | The speaker addresses audience concerns or biases well.  The responses demonstrate knowledge and understanding of the topic.  The responses are clear, concise, complete and courteous. | 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, complete and/or courteous. | 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 courteous | 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. |
| **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. | The speaker is generally natural and fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is quite varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in most instances.  The speaker generally uses language and style appropriate for the context, audience and purpose. | The speaker is mostly natural and fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is somewhat varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in some instances.  The speaker mostly uses language and style appropriate for the context, audience and purpose. | The speaker is sometimes natural and fluent but may hesitate or use pauses, or fillers.  The voice is not often varied and does not always engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker may have some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. | The speaker is not natural or fluent, and may hesitate or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. | The speaker is not natural and fluent, and hesitates or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. |
| **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. | Non-verbal cues generally complement and enhance the presentation well.  They are natural and used meaningfully to persuade and engage the audience for most parts of the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is dressed appropriately. | Non-verbal cues mostly complement the presentation but may not enhance it.  They are somewhat natural but may not aid in engaging or persuading the audience (e.g. facial expressions, eye contact, posture, gestures).  The speaker is dressed appropriately. | Non-verbal cues complement parts of the presentation but does not enhance it.  There are some unnatural cues (e.g. facial expressions, eye contact, posture, gestures)  The speaker is dressed appropriately. | Non-verbal cues do not complement the presentation.  They are mostly unnatural but there is little attempt to engage the audience during the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is not dressed appropriately. | Non-verbal cues do not complement the presentation.  They are unnatural and there is no attempt to engage the audience during the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is not dressed appropriately. |
| **Delivery**  **Visual aids 10%** | Visual aids complement and enhance the presentation very effectively.  The visuals are relevant, clear, precise and of high quality. | Visual aids complement and enhance the presentation well.  The visuals are appropriate, clear, error-free and of good quality. | Visual aids complement the presentation but does not enhance it.  The visuals are appropriate, clear, and of sound quality. | Visual aids complement parts of the presentation but does not enhance it.  The visuals are appropriate and clear but there may be some errors. | Visual aids do not complement the presentation.  The visuals are not always appropriate and clear. There may be multiple errors. | Visual aids do not complement the presentation.  The visuals are not appropriate or have many errors. |
| **Teamwork 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. | The presentation is very unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team has clearly rehearsed together and demonstrates mostly smooth transitions.  The speaker handles the Q&A well as a team by supporting each other and presenting a united front. | The presentation is unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team has rehearsed together and demonstrates some smooth transitions.  The speaker handles the Q&A as a team with some support for each other and mostly presents a united front. | The presentation is somewhat unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team may have rehearsed together but the transitions are not always smooth.  The speaker shows little consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. | The presentation is not unified and has little coordination  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team does not demonstrate that they have rehearsed together, and most transitions are not smooth.  The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. | The presentation is not unified and has no coordination  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team does not have any smooth transitions.  The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. |