

COMM 256

Professional Communications and Presentation Skills

Professionalism Assignment (10%)

Whether you work for a company with a traditional management style or a tech start-up, you will need to work with a manager and collaborate with your colleagues. You may be working with a small number of co-workers who have similar interests and skills, or with a larger group of people who have different backgrounds and personality styles.

As industry moves away from traditional annual performance appraisals to regular coaching and continuous employee development, we want to support you by focussing on your goals and plans and by providing regular feedback. We expect that you are aware of your own strengths and weaknesses and want you to self-assess your performance in light of your own expectations and the expectations set out in the course outline and professionalism rubric.

Implementation

During the semester, your instructor will require **YOU** to assess your performance using the attached rubric. Your assessment will be reviewed by your instructor and feedback will be provided to identify any differences between your expectations and course expectations. Your instructor will use the rubric to assess your performance in the classroom and in personal interactions.

At the end of the semester, you will submit a second assessment which will be reviewed by your instructor and a final grade will be determined. The initial review will be used to provide transparency in grading and ensure that you have a chance to alter your behaviour and improve the grade should you be unhappy with your early performance.

Alternatively, your instructor may implement the rubric on assignments throughout the term to provide continuous feedback.

If you choose not to attend or fail to participate in scheduled synchronous online classes, you must accept the consequences which may include forfeiting marks for assignments. Non-attendance, lateness and low levels of engagement and participation will also affect your professionalism grade.

If you have any concerns about the process you can make an appointment to discuss your concerns with your instructor.

B E H A V I O U R S

The following examples of professional behaviour will help you with the self-assessment process.

ATTENDANCE:

- ➔ Attends all scheduled synchronous online classes and is never late.
- ➔ If student must miss a class due to a scheduled appointment informs instructor prior to class time and submits appropriate supporting documentation to instructor e.g. *Physician Statement, Medical Certificate*.
- ➔ If student misses class due to unforeseen circumstances informs instructor as soon as practicable and submits appropriate supporting documentation to instructor e.g. *Physician Statement, Medical Certificate*.
- ➔ Acquires class materials from classmates rather than instructor.

ONLINE LEARNING:

- ➔ Submits all work on time.
- ➔ Participates in online discussions.
- ➔ Provides respectful and positive comments and feedback in discussions.
- ➔ Checks Brightspace and SAIT email on a regular basis.

CLASSROOM / ONLINE BEHAVIOUR:

- ➔ Active participant in classroom / online activities and discussions.
- ➔ Collaborates effectively with peers and team members.
- ➔ Provides respectful and positive comments and feedback in discussions.
- ➔ Limits use of electronic devices to learning activities.
- ➔ Uses class / online time efficiently.

ATTITUDE:

- ➔ Demonstrates a positive attitude towards the course.
- ➔ Demonstrates flexibility in learning new techniques.
- ➔ Demonstrates problem solving and troubleshooting skills.
- ➔ Utilises stress management and / or conflict resolution techniques.
- ➔ Presents a professional appearance and demeanour.
- ➔ Takes initiative to perform all activities to a high standard.
- ➔ Accepts and implements feedback from peers and instructors in a positive manner.
- ➔ Takes responsibility for actions and work, including mistakes.
- ➔ Re-evaluates and revises strategies as required.

COMMUNICATION:

- ➔ Clearly and accurately exchanges information.
- ➔ Engages in conversation to build rapport.
- ➔ Responds to peer and team member concerns using effective listening skills and empathy.

CRITICAL THINKING:

- ➔ Implements procedures and strategies, checks for success and revises strategies to improve outcomes.
- ➔ Seeks out independent validation of facts and opinions and evaluates the quality of sources.
- ➔ Applies reasoning to issues through independent thought and informed judgement.
- ➔ Evaluates options and makes decisions.

Professionalism Assignment Activities

PART 1: (WEEK 1)

Task (30 marks)

1. After reviewing the sample professional behaviours shown above, assess your current behaviours by completing the “Professionalism Rubric” below (p. 7). You will conduct a second assessment towards the end of the semester.

2. Record a short video in YouTube (only), set to “Unlisted” and then **download** a copy of the video and upload it to the appropriate Discussion Board in D2L Brightspace. You should use the video to introduce yourself to your instructor and your peers. The video should include the following:
 - a. Your name (and the name you wish to be known by if appropriate)
 - b. Where you are currently based
 - c. What attracted you to the program
 - d. Your long-term goals
 - e. What you are looking forward to in this course
 - f. The challenges that you are likely to experience during the course

3. In a Microsoft Word (only) document:
 - a. Identify what you believe to be your greatest strength as a communicator. Explain where you have demonstrated this strength and how it has helped you professionally.
 - b. Identify one specific interpersonal skill that you need to develop and explain why you feel this will help you professionally.
 - c. Indicate what steps you are willing and able to take during this semester to improve your communication skills and how you will document your progress (e.g. journaling / notes, summarising articles / sources consulted, employer / peer feedback, etc.). You should also explain how you will know that you have improved (i.e. what would be a tangible indicator of your development).

WEEK 1 SUBMISSIONS

Upload your professionalism rubric, and Microsoft **WORD** document to Brightspace (D2L), no later than **Sunday, September 13 @ 9:00 pm Mountain Time**.

Upload your YouTube video to the discussion board no later than **Sunday, September 13 @ 9:00 pm Mountain Time**.

PART 2: (WEEK 12)

Task (30 marks)

In a Microsoft Word document:

1. List the goal(s) that you decided to work on this semester.
2. Write a short description of your progress this semester and discuss how you have improved. Provide examples.
3. Carefully edit and proofread your work to ensure that the response is well organized, concise and contains no spelling or grammatical errors.

WEEK 12 SUBMISSIONS

Upload your professionalism rubric and Microsoft **WORD** document to Brightspace (D2L) no later than **Sunday, November 29 @ 9:00 pm Mountain Time**.

**** Late assignments / email submissions will not be accepted. ****

COMM-256| PROFESSIONALISM RUBRIC: (10%)

PART 1: (WEEK 1)

Task (30 marks)

1. Assessed your own current behaviours by completing the Professionalism rubric in WEEK 1.
2. Recorded a video in YouTube (only) and uploaded it to the discussion board.
Your introduction included:
 - a. Your name (and the name you wish to be known by if applicable)
 - b. Where are you currently based?
 - c. What drew you to the ISS program?
 - d. What are your future long-term goals?
 - e. What are you most looking forward to / not looking forward to on this course?
 - f. What challenges do you foresee in this course/semester?
3. In a WORD (only) document:
 - d. Identified what you believe to be your greatest strength as an interpersonal communicator and explained where you have demonstrated this skill and/or how it has helped you professionally.
 - e. Identified one specific interpersonal skill you recognize the need to develop and why you feel this will help you professionally.
 - f. Indicated what steps you are willing and able to take over this semester to improve in this area, and how you will document this progress (e.g. journaling/notes, summary of articles/sources consulted, employer/peer feedback, etc.). Also explained how you will know that you have in fact improved (i.e. what would be an indicator(s) of your development).

Ongoing

4. Participated in online discussions, activities, meetings etc., as directed throughout the course.

PART 2: (WEEK 12)

Task (30 marks) + (40 marks) for Professionalism Rubric (see below)

In a WORD document:

5. Listed the goal(s) that you decided to work on this semester.
6. Wrote a short description of your progress and discussed how you have improved. Provided appropriate and relevant examples.
7. Carefully edited and proofread your work to ensure that the response is well organized, concise and contains no spelling or grammatical errors.
8. Assessed your behaviours by completing and submitting a "Professionalism Rubric" in WEEK 12.

Your professionalism will be assessed throughout the semester and a grade will be submitted to D2L Brightspace at the end of the course.

COMM - 256 | PROFESSIONALISM RUBRIC

NOTE: Any student who commits an act of *Academic* and / or *Non-Academic Misconduct* will receive a zero (F) grade for the *Professionalism* component of the course.

Name:		Week N°:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Date:	
ABSENT from COMM-256 since beginning of semester / previous review:			LATE to COMM-256 since beginning of semester / previous review:																

	INDUSTRY READY			AVERAGE			UNDER - DEVELOPED				
Communication	Presents spoken and written information clearly; organises and articulates thoughts effectively; listens and asks questions to understand and appreciate the points of view of others; successfully tailors communication to any audience; contributions reflect exceptional preparation and are always substantive, well supported and persuasively presented; does not dominate discussion			Often presents spoken and written information clearly; average organisation and articulation of thoughts; sometimes listens and asks questions to understand and appreciate the points of view of others; generally tailors communication to different audiences; contributions reflect good preparation and are generally substantive, fairly well substantiated and moderately persuasive; when called upon, can usually answer questions and refer to readings; occasionally dominates discussion			Spoken or written information is often unclear; poor organisation and articulation of thoughts; rarely listens and asks questions to understand and appreciate the points of view of others; unable to tailor communication to different audiences; contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive or no evidence of preparation; when called upon, often cannot answer questions in depth or refer to readings or is unable to answer questions in depth or refer to readings; may dominate discussion with irrelevant comments or comments made are usually irrelevant				
<i>Score</i>	10	9	8	7	6	5	4	3	2	1	0
Participation	Always arrives on time and stays for entire class; all absences are excused; does not seek exception from class / institution policies; works well in a team environment; works collaboratively; exhibits interdependence skills within a team; almost always actively participates in discussions; favourable evaluation from peers; is able to work independently			Often arrives on time; some absences are excused; generally does not seek exception from class / institution policies; works competently in a team environment; contributes to the team; regularly participates in discussions; favourable evaluation from peers			Late to class occasionally or frequently; some or many absences are unexcused; seeks exceptions to class / institution policies; difficulty working in a team environment; consistently prefers to work alone; rarely participates in discussions; unfavourable evaluation from peers				
<i>Score</i>	10	9	8	7	6	5	4	3	2	1	0
Responsibility	Self-motivated to perform at the highest level; consistently ready to work on time; no deadlines missed; provides advance notice of all absences; performs all tasks ethically; accepts and provides feedback in a constructive and considerate manner; provides work of the highest quality that reflects best effort; always adheres to class and institution academic dishonesty policies; often adopts leadership role			Exhibits self-motivation most of the time; is rarely unprepared for work; provides advance notice when absence is scheduled; performs all tasks ethically; provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behaviour; is always honest; usually adheres to class and institution academic dishonesty policies; occasionally adopts leadership role			Lacks self-motivation; often late or not ready to work; absent with no advance notice provided; some evidence of unethical behaviour; provides work that reflects a good effort and occasionally needs to be checked or redone or provides work that reflects very little effort; displays negative behaviour; occasionally violates class and institution academic dishonesty policies				
<i>Score</i>	10	9	8	7	6	5	4	3	2	1	0
Attitude	Exudes positive energy in most lessons; keenly engaged in all work tasks, no matter the nature of the task; respectful and supportive of peers; careful not to distract others (socialising, leaving early, reading unrelated material, doing homework / coursework for another class); never uses unapproved electronic devices in class			Generally a positive person; usually engaged in work tasks; respectful of peers; exhibits behaviour that distracts others (socialising, leaving early, reading unrelated material, doing homework / coursework for another class); rarely uses unapproved electronic devices in class; is usually respectful towards peers and the learning environment			Incapable of positivity; unable or unwilling to engage in tasks perceived to be menial or unnecessary, evidence of disrespect for peers; engages in behaviour that distracts others or is asked to leave class due to behaviour that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of peers and the learning environment				
<i>Score</i>	10	9	8	7	6	5	4	3	2	1	0

Overall Score: / 40