

# Business Presentation Skills 2020



# Business Presentation Skills

## 2020

*Speaking & Presentation Skills for Business*

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# Introduction

Welcome to **Business Presentation Skills**. This course teaches you how to communicate effectively in business situations. You'll learn public speaking, communication, and meeting management skills.

## What You'll Learn

Successful students will:

- Present yourself and your work in a professional manner
- Communicate clearly, efficiently and effectively to different audiences in a variety of contexts
- Run and manage productive meetings
- Create and use analog and digital presentation materials
- Participate actively in teams
- Avoid and manage conflict
- Skillfully give and receive feedback
- Practice reliable research and information presentation skills
- Develop self-reliance, responsibility, adaptability, project management and problem-solving skills

# How to Succeed in this Class

## Come to class and participate.

*Attendance + Participation are worth 5% of your grade.*

You're expected to attend every class and participate in class discussions and activities. This includes volunteering for activities and acting as a leader to other students. Part of BUSM1500 is being the audience for your classmates' presentations. In addition to helping your classmates improve their confidence and public speaking abilities, you'll learn from watching other people's presentations.

I take attendance each class. Here's how it's graded:

- 3 marks: You are ready at the start of class
- 2 marks: You arrive late or leave early
- 1 mark: You are absent and notified me by email at least 60 minutes before class
- 0 marks: You were absent and didn't notify me

If you see an error in your attendance grade and want it corrected, notify me by email within 24 hours of the class with the incorrect grade. Grades won't be corrected if you notify me more than 24 hours after that class.

## Check Brightspace regularly.

You are responsible for:

- Keeping up with the course, knowing what has been covered, and covering any missed content



- Reading and responding to emails and announcements

**Check your email daily, or forward it to an account you check daily.**

- You are responsible for all email sent to your Langara account
- If you need technical support, contact IT

**Be supportive and respectful. Public speaking makes most people anxious.**

- Phones and devices must be muted and during class, except during certain activities
- Actively listen to presentations: don't talk, sleep, shuffle papers or do anything else that distracts or disrespects the speaker. If you study or use your phone/device during a presentation you'll lose 5% from your own presentation grade
- Please use the bathroom before class, after class or during break. If you must leave the room, please wait until between presentations, and wait until the end of the presentation to return

**Practice your presentations: This will make a huge difference in your grade and your confidence.**

- Spend time on your presentations: thinking, preparing and practicing

- Spend at least 5 hours outside of class on each of the two individual presentations

## **Be timely.**

- Present on the date assigned. If you miss your presentation date without a valid, verifiable reason you'll get 0 on the assignment. No exceptions. Ever. Not even for you.
- Submit before the deadlines. Each deadline is non-negotiable and connected to marks. Late submissions are heavily penalized. However, if you need help, or an extension, contact me BEFORE the due date and we can negotiate revised expectations. Don't leave it to last minute.

## **Active Learning**

This is an active learning environment. You are responsible for your learning. You're expected to be present in class, participate in and contribute to activities, and ask for help when you need it. (If you need help, speak to me after class or make an appointment during my office hours.) You're expected to prepare your presentations sufficiently, and to submit assignments before the deadline.

## **Grades**

Grades are non-negotiable and are the result of your performance. Instructors are contractually obligated to assign grades based on

performance and production. Please do not place an instructor in a conflict of interest situation by asking them to increase grades.

## Plagiarism

Instructors are contractually obligated to report all plagiarism. All work containing plagiarised content will be graded 0 and reported to the office of Office of Student Conduct & Academic Integrity. No exceptions. Please do not place an instructor in a conflict of interest situation by asking them to ignore plagiarism.

## Participation Grading Guide

### **Excellent, Exceptional (A+, A, A-)**

- Alert, positive
- Contributes to class discussion & actively engages in activities
- Volunteers
- Takes initiative
- Always well-prepared, on time and ready to start
- Listens respectfully; encourages contribution
- Does only 1500 work in class
- Always professional
- 100% responsible for coursework

### **Good (B+, B, B-)**

- Regularly contributes to class discussion & activities; asks questions; sometimes offers ideas
- Usually prepared and on time

- Listens respectfully
- Does only 1500 work in class
- Acts professionally
- 100% responsible for coursework

### **Satisfactory (C+, C)**

- Contributes to class discussion & activities when prompted
- Usually on time
- Listens well

### **Needs Improvement**

- Rarely makes meaningful contributions to class discussion or activities
- Misses classes; often late and unprepared
- Often shows disrespect for others

PART I  
WORKPLACE ESSENTIALS



# I. Active Learning

Keeping your professional skills current means becoming a lifelong active learner. This chapter introduces learning skills that you can use in school and throughout your career.

## What is Active Learning?

Learning is most effective when learners are actively and constructively engaged in creating their knowledge.<sup>1</sup> Active learning asks learners to explore, discover, process, apply, and evaluate; not just receive information passively.

[What is Active Learning?](#) (4:12) provides a clear definition and several good examples of active learning.

## How to Succeed at Active Learning

*Click on each skill to see the details*

1. Michelene TH Chi and Ruth Wylie, "The ICAP framework: Linking cognitive engagement to active learning outcomes," *Educational psychologist* 49, no. 4 (2014): 219-243.



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## Self-Reflection and Active Learning

Reflecting on and noting your responses as you learn is a great way to improve your learning.<sup>2</sup> As you read, watch, listen and do, note your responses to the material. For example, make notes on:

- Whether the content was easy or difficult to understand
- What confused or annoyed you
- What was interesting or surprising
- Any lightbulb moments

As you go through this chapter, note your responses to the content. At the end of the chapter (and each subsequent chapter) you'll be asked to:

- Describe your responses to what you learned
- List three questions to ask in class
- List three comments to contribute to class discussion

2. James Rhem, "Using reflection and metacognition to improve student learning: Across the disciplines, across the academy," Stylus Publishing, LLC., 2013



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## Activity

Are you a successful active learner? Complete the [Active Learning Skills Self-Assessment](#).

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## Take Note!

Taking notes as you learn helps you remember and understand the content. If your course has tests and exams, you can also use those notes as study aids.

There are different ways to take notes; find a notetaking method that works for you.



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## Activity

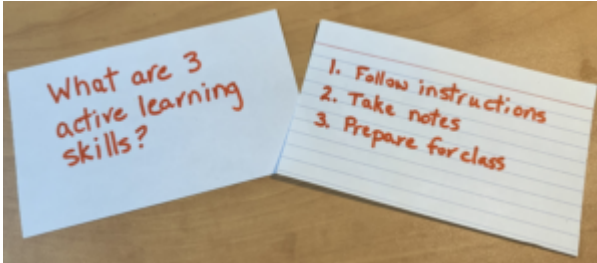
1. Get a pencil and 2 pieces of paper
  2. Watch [How to draw to remember more](#) (16:48) and participate in the drawing activities
  3. Bring your drawings to class
- 

## Review and Studying

Reviewing your notes within 24 hours of the class is an excellent study strategy.<sup>3</sup> Do 10 minutes of review for each hour of class. For example, if your class is 2 hours, review for 20 minutes (within 24 hours after class).

3. Nate Kornell, "Optimising learning using flashcards: Spacing is more effective than cramming," *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition* 23, no. 9 (2009): 1297-1317.

# The Cue Card Method



The Cue Card method is a quick and easy way to review. This method uses inexpensive cue cards (also known as index cards). Write a question on one side, and the answer on the other, then use the cards to quiz yourself.

Cue cards are small enough to use on transit, while walking, or in line at the grocery store. You can use them later to study for tests and exams.

## **Tips:**

- Test yourself, or ask a partner to test you.
- Go through the cards several times, removing cards that you can answer easily. This helps you focus on content you're not yet familiar with.
- You can work in groups, and even make a game of it. Give points for the first correct answer, or to everyone who gets a correct answer.

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## Activity

How much do you know about Active Learning? Test yourself!



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## Worksheet

Please complete and submit the [Active Learning Worksheet](#)

## 2. Clear Communication

Clear communication is an easy-to-learn skill that improves relationships and productivity. In this chapter, you'll learn how to communicate clearly, effectively and professionally.

### What is Clear Communication and Why is it Important?



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Read [The Seven Cs of Communication](#)

Watch [Plain Language: Put Your Main Message First](#) (2:50)

Watch [Plain Language: Active Voice](#) (1:44)

---

## Activity

Take the [How Good Are Your Communication Skills?](#) quiz and print the results. (Note: You can login to the site for free only 3 times.)

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## Activity

How much do you know about Clear Communication? Test yourself alone or with a group.



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## Worksheet

Please complete and submit the [Clear Communication Worksheet](#)

## 3. Strengths & Teamwork

Understanding strengths—yours and other people’s—is especially important when working in teams.

---

### Activity

Take the [High 5 Test](#). You’ll need the results for future work, so paste them into a document and save it.

---

### Strength, Weakness or Challenge?

It’s easy to criticize ourselves: *I should be more assertive* or *I shouldn’t procrastinate*. But doing that can damage our self-esteem, making it even harder to turn weaknesses into strengths.

These two changes in how you think can make a huge difference:

### Challenge vs Weakness

Think of weaknesses as challenges. Calling something a weakness can make it feel like a fixed trait—something that can’t be changed. But a *challenge* can be defeated.

## Strengths are a Spectrum

Think of strengths and challenges not as opposites, but as on a spectrum. Challenges aren't the opposite of strengths; they're simply too much or too little of a strength.

For example, if you're passive, it doesn't mean you're not assertive at all—just that you're not assertive *enough*. If you're aggressive, it means you're *too assertive*.

Thinking of strengths and challenges as parts of a spectrum means you don't have to change completely, or become someone you're not. You just need a bit more or less of some strengths. This kind of thinking makes building your strengths feel much more achievable.

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### Activity



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## Talking About Your Strengths

In job interviews, you can expect to be asked about your strengths and weaknesses. Always be prepared to discuss one or two realistic but not overwhelming challenges. Acknowledge the challenge briefly and then talk about what you're doing to turn it from a challenge into a strength.

For example, you might say “When working in a team, I used to micromanage, and end up doing all the work myself. I'm working on that by encouraging my colleagues to take ownership. Together, we create consensus, clear boundaries and realistic expectations. Since doing this, my last two projects have been much more enjoyable and successful—for all of us.”

[List of Weaknesses With Examples](#) will help you understand how to talk about your professional challenges.

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### Activity

What's your Conflict Management Style? Take the [Conflict Management Style Orientation Self-Assessment](#)

---

## Teamwork

The ability to work in teams is an essential employability skill. The Conference Board of Canada defines teamwork skills as the ability

to work with others and contribute to projects.<sup>1</sup> They divide teamwork skills into two major categories:

*Click on each skill to see the details*



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Become a Star Team Player. Watch [10 Ways to Become a Star Team Player](#)

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## Process Conversations

Process conversations make teamwork more productive and less frustrating. They're simple conversations where you discuss and agree how your team will function.

Process conversations are strengthened when the outcomes are documented and saved to the team home for later reference.

Strong process conversations answer questions such as:

1. Conference Board of Canada, "Employability Skills," Last accessed March 2, 2020, <https://www.conferenceboard.ca/edu/employability-skills.aspx>



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At the end of your team process conversation, make sure to ask if there's anything else: What else do we need to discuss?

## Become a Process Conversation Expert

Read or listen to [How to Strengthen Relationships with 'Process Conversations'](#)

---

## The 5-Finger Vote

Sometimes a simple yes or no isn't enough. The 5 finger vote gives useful nuance to discussions and decisions.

Instead of asking *yes/no* or *for/against* questions, ask team members to vote with their fingers. The scale is:

Number of fingers	Meaning:
5	100% support the idea or action
4	Strongly agree
3	Slightly in favour
2	Mildly disagree
1	Strongly disagree
0	100% disagree

You can also use this to ask, before a discussion, if discussion is even necessary.

As a simple example, imagine that your team is trying to decide if your logo should be red or green. Before the discussion you take a 5 finger vote. Most members are 3, 4 or 5 for green; one person is a 2. Your team might decide you don't need a discussion because the one person who doesn't like it is only mildly against it. You can avoid wasting time on discussion when most people already agree.

However, if most people were 3 and one person was 0, you might decide to have a discussion.

Alternatively, you can add up all members' fingers and use the total to decide. (Ok, that's 37 fingers for green and 17 for red.)

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## Activity

How much do you know about Strengths and Teamwork? Test yourself alone or with a group.



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## Workplace Quiz

This chapter introduces the Workplace Quiz, an activity that gets you thinking and talking about workplace cultures. You'll see a Workplace Quiz in each subsequent chapter.

Are you ready for the Canadian workplace? Test your knowledge.



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## Worksheet

Please complete and submit the [Strengths & Teamwork Worksheet](#)

# 4. Professional Email

In this chapter you'll learn how to send clear, effective email that enhances your professional reputation.

## Clear, Professional Email

Professional email must be brief and exceptionally clear. Because workers tend to multitask, and because some people receive many emails every day, we need to make sure our messages are clear, brief and searchable.

Your email may be someone's first impression of you. If it's clear, brief and direct, they will think of you as professional, competent and respectful of their time. But if the reader has to spend time and energy trying to decipher your message, they might doubt your skills and professionalism.

Spend time on your email messages; make sure they're precise, brief and direct. The slides below tell you how to write clear, effective emails.



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Read [An Editor's Guide to Writing Ridiculously Good Emails](#)  
Watch [How to Write a Professional Email!](#)

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## Activity



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## Activity

Are you ready for the Canadian workplace? Test your knowledge.



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<https://pressbooks.bccampus.ca/businesspresentationskills202020/?p=26>

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## Worksheet

Please complete and submit the [Professional Email Worksheet](#)



# 5. Giving & Receiving Feedback

In this chapter you'll learn how to give useful, skillful feedback that supports and encourages the recipient. You'll also learn how to accept feedback to help you and your career.

## Activity

Are you ready for the Canadian workplace? Test your knowledge.



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UPDATE

# 6. Time Management

## Activity

Please complete the [Professional Business Practices Success Survey](#). It's anonymous! Your feedback helps us support students, improve the course, and know what you need help with.

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PART II  
CAREER NETWORKING



# 7. Professional Portfolios

In this chapter you'll learn what a professional portfolio is, and how to present your skills, strengths and experience. You'll create portfolio content throughout the next chapters.

## Professional Portfolio

What is a portfolio and why do I need one? Read [Why You \(Yes, You\) Need a Professional Portfolio](#) for details

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### Activity

How much do you know about Professional Portfolios?



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## Worksheet

Please complete and submit the [Professional Portfolio Worksheet](#)

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### Activity

Are you ready for the Canadian workplace? Test your knowledge.



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# 8. Networking

Networking & Elevator speech

# 9. Your Professional Brand

LinkedIn



# 10. Interview Skills

Imp sp skills

Interview practice



PART III  
PROFESSIONAL  
COMMUNICATION



# II. Teamwork Tune-up

## 12. Evaluating Resources

This chapter describes why valid resources are important, and how to evaluate potential resources. You'll have a chance to test your knowledge, and then practice evaluating resources.

### Evaluating Information Resources

Research is a key part of critical thinking, which is one of the skills most valued by employers.<sup>12</sup> Since your research is only as good as your sources, you must be sure that every resource you use is valid, current and appropriate.

1. "Employability Skills," The Conference Board of Canada, Last accessed February 24, 2020, <https://www.conferenceboard.ca/edu/employability-skills.aspx>
2. AMA Staff, "AMA Critical Skills Survey: Workers Need Higher Level Skills to Succeed in the 21st Century", American Management Association, Last accessed February 24, 2020, <https://www.amanet.org/articles/ama-critical-skills-survey-workers-need-higher-level-skills-to-succeed-in-the-21st-century/>

## Why is valid information important?

- To make sure your content is reliable and current
- To include experts' experience, opinions, and research
- To eliminate unreliable, biased, outdated, and/or incorrect information<sup>3</sup>
- To understand all sides of a topic
- Because your boss, clients and/or colleagues depend on the information you provide

## How do I know if my information is valid?

As you know, anyone can publish anything online. So before we use a resource, we need to evaluate it to make sure it's valid, current, relevant and accurate. When you evaluate a resource, ask questions such as:

- Who wrote or recorded it?
- Where did they get their information?
- How current is it?
- Is the information relevant to your topic?
- What is the author's bias? Why did they create and publish this resource?

3. Healey Library, "Why Is It Important To Evaluate Sources?", University of Massachusetts Boston, Last updated Dec 11, 2019, <https://umb.libguides.com/module6>

## How can I evaluate a resource?

### *The 5 Ws*

The 5 Ws<sup>4</sup> is a great method for evaluating resources. (Click on each W for more information)



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### *The CRAAP Test*

Don't be fooled by its fun name--[The CRAAP test](#) is an excellent tool for evaluating potential resources.

## Is Wikipedia a good resource?

No. And yes.

Because Wikipedia is crowd-sourced (meaning anyone can edit it

4. "Evaluating Your Sources, Langara Library," Last accessed February 24, 2020, <https://langara.ca/library/research-help/evaluate-your-sources.html>



anytime) it might contain incorrect information. In reality, incorrect content is usually quickly corrected. But because there's a risk of finding incorrect information, don't use it as your only resource. Don't cite Wikipedia in discussion, papers or reports.

However, Wikipedia is a great place to *start* your research, especially if you know very little about the topic. It typically provides clear overviews and descriptions. ([Simple Wikipedia](#) is even more clear, because it uses simple words and grammar.) And most entries include, at the bottom of the page, a References list of primary resources that typically pass the 5 Ws and CRAAP tests.

So use Wikipedia to understand your topic, and then to find useful primary resources. But don't cite Wikipedia or use it as a primary resource.

## What about Course Hero, Slideshare, and other study help sites?

No. Much of the content on sharing sites is anonymous. You can't know if the content is accurate, current or reliable. We've seen lots of incorrect, out of date, and poorly-written content. Use reliable resources instead of sharing sites.

---

### Activity

How much do you know about Evaluating Resources? Test yourself alone or with a group.



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## Worksheet

Please complete and submit the [Evaluating Resources Worksheet](#)

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## Activity

Are you ready for the Canadian workplace? Test yourself.



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here:

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# 13. Research Skills

This chapter teaches you what plagiarism is and how to avoid it. After that, you'll learn how to quote, summarize and paraphrase resources, and how to cite your sources, Chicago style.

## Avoiding Plagiarism

Plagiarism is presenting other people's content as your own, or using other people's content without proper attribution. In school, plagiarism includes reusing work that you've already submitted for grading.

Watch [Avoiding Plagiarism](#) to understand plagiarism and how to avoid it.

## 8 Types of Plagiarism

Mediasmarts, a Canadian organization dedicated to digital and media literacy, describes these types of plagiarism<sup>1</sup>:

1. Mediasmarts, "On The Loose: A Guide to Life Online For Post-Secondary Students", 2016, [https://mediasmarts.ca/sites/default/files/guides/on\\_the\\_loose.pdf](https://mediasmarts.ca/sites/default/files/guides/on_the_loose.pdf)

1. **“Cloning:** handing in work entirely copied from (or written by) someone else
  2. **Find and Replace:** copying work but changing some words or phrases
  3. **Control-C:** mixing your work with copied work, and not giving credit and proper citations
  4. **Hybrid:** mixing your work with copied work, only giving citations for some of the copied work
  5. **Remixing:** rewriting someone else’s work in your own words and stitching it together so it looks original
  6. **Mash-Up:** mixing different unattributed sources and presenting them as your own work
  7. **Recycling:** re-using your own work and presenting it as new
  8. **404 Error:** making up quotes or research and citing them to sources that don’t exist”<sup>2</sup>
- 

## Quoting, Paraphrasing and Summarizing

When you want to include information from a resource, you can quote it, paraphrase it or summarize it. Watch [Quoting, Paraphrasing & Summarizing](#). (Please note: The video was selected because it’s a clear and easy to understand explanation of quoting, paraphrasing and summarizing. However, it uses a different style of citation than we use in this course. We use Chicago style citations, which you’ll learn in this chapter.)

2. Mediasmarts, "On The Loose: A Guide to Life Online For Post-Secondary Students", 2016, [https://mediasmarts.ca/sites/default/files/guides/on\\_the\\_loose.pdf](https://mediasmarts.ca/sites/default/files/guides/on_the_loose.pdf)

## Quotations

Quotations use the author's words, exactly as they were written or spoken. We add quotation marks at the start and end of the quote. In Chicago style citations, the quotation is followed by a superscript number. This is part of the citation and will be described in the next section.

For example:

**Original:** Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields.<sup>3</sup>

**Quotation:** "Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields."<sup>4</sup>

Try to keep quotations short, especially in reports for school. A good limit is about 100 words. Most of your report should be in

3. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Last accessed February 26, 2020, <https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>
4. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Last accessed February 26, 2020, <https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>

your own words; it's not acceptable to submit a report that's mostly quotes.

## Paraphrasing

Paraphrasing is rewriting information in your own words. The goal is to present the key points in your own words, and in the order you would use. Don't simply change some words in each sentence. (That's plagiarism.) When paraphrasing:

1. Keep the original meaning but put it in your own words.
2. *Don't just change a few words!* Create new sentences, put the ideas in a different order, and use words and phrases that you normally use.
3. Cite your source.

For example:

**Original:** Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields. Just as gender inequities are present in post-secondary attainment, they are also evident in labour force participation and outcomes, with women consistently underrepresented in senior leadership positions. The structural barriers and gaps to post-secondary education and work are wider yet for Indigenous peoples, people with disabilities, LGBTQ2S, and racialized Canadians.<sup>5</sup>

5. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education

**Paraphrased:** Indigenous people, LGBTQ2S, people with mental and physical disabilities, and people of colour face significant barriers to higher education and professional employment. Gender inequalities are another problem; women are still underrepresented in STEM programs and C-suite positions, despite typically outperforming men scholastically.<sup>6</sup>

## Summarizing

Summarizing shortens the original content and presents it in your own words.

For example:

**Original:** Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields. Just as gender inequities are present in post-secondary attainment, they are also evident in labour force participation and outcomes, with women consistently underrepresented in senior leadership positions. The structural barriers and gaps

Perspectives", Last accessed February 26, 2020,  
<https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>

6. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Last accessed February 26, 2020,  
<https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>

to post-secondary education and work are wider yet for Indigenous peoples, people with disabilities, LGBTQ2S, and racialized Canadians.<sup>7</sup>

**Summarized:** Despite doing better in school than men, women are underrepresented in STEM programs and high-level professional positions. Indigenous people, racialized people, LGBTQ2S and people with disabilities have even harder times succeeding at school and in the workplace.<sup>8</sup>

---

## Citations

Watch [How to Cite in Chicago Style](#) (Ignore the word Turabian)

### What are Citations?

When you write a report or give a presentation, you typically use

7. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Last accessed February 26, 2020, <https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>
8. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Last accessed February 26, 2020, <https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>



information from sources other than your own experience. For example, if you write that the population of Canada is 37 million, you probably got that information from a source—you didn't go out and count every person in the country.

Whenever you use information from a source other than your own experience, you need to cite the source.

## Why are Citations Important?

A citation tells the reader or listener:

- That you did not create the information yourself
- That you're using real information, not something you made up
- That your sources are valid and trustworthy
- Where you got the information
- Where to find more information

## When Do I Include a Citation?

When you include information that you did not create, you can quote it, paraphrase it, or summarize it. No matter which you choose, you must **always** cite the source.

The only time you don't need to cite information is when it's from your own experience, or is considered *common knowledge*.

## What to Cite:

- Words, ideas, images, charts, graphs, video, audio, conversations

- Content that you found online, including podcasts and social media posts
- Course material

## You Don't Need to Cite:

- Your own experiences, thoughts and ideas
- Your own art: images, art, recordings or photos that you made
- Common knowledge

## How Do I Cite?

In Business, we use Chicago Style Citations. Chicago Style uses footnotes and a Bibliography.

### **Footnotes**

At the end of the information you're citing, add a footnote. The footnote has two parts:

1. A superscript number at the end of the content you're citing. (Looks like this: <sup>1</sup>)
2. The footnote at the bottom of the page. Footnotes vary depending on what kind of source you used: webpage, book, academic journal or personal conversation. Use one of these resources to find the correct formatting.

*Chicago Style Citation Resources*

- Langara’s library has a clear and easy to use [Chicago Style](#) citations resource
- [Chicago Style](#) is a clear and easy to use resource

A Chicago style footnote for a website uses this format:

Footnote number. Author’s Firstname Author’s Lastname, “Article Title,” Website Name, last modified (or accessed on) date, URL.

For example:

1. Martin Turcotte, “Volunteering and Charitable Giving in Canada,” Statistics Canada, last modified April 15, 2016, <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm>.

You can see more examples of footnotes at the bottom of this page.

**Tip:** To add a footnote in Word or Gooledocs, click “Insert footnote,” then enter the citation information. The superscript number automatically appears, linked to the footnote at the bottom of the page. (The footnotes will update automatically if you move content or add citations.)

### **Bibliography**

Chicago style citations include a bibliography. The bibliography is a list, on the last page of your document, of all the sources you cited. Sources are listed alphabetically by last name, with a space between each source.

Chicago style bibliography sources look very similar to footnotes, except:

- The author’s last name goes first
- Periods replace the commas

- Sources aren't numbered

For example:

### **Bibliography**

Bariso, Justin. "What is Emotional Intelligence?" Inc. Last accessed Dec 23, 2019.

<https://www.inc.com/justin-bariso/what-is-emotional-intelligence-exactly-heres-the-entire-concept-summed-up-in-1-s.html>

Conference Board of Canada. "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives." Last accessed February 26, 2020. <https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion>

Mediasmarts. "On The Loose: A Guide to Life Online For Post-Secondary Students." 2016. [https://mediasmarts.ca/sites/default/files/guides/on\\_the\\_loose.pdf](https://mediasmarts.ca/sites/default/files/guides/on_the_loose.pdf)

Turcotte, Martin. "Volunteering and Charitable Giving in Canada." Statistics Canada. Last modified April 15, 2016. <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm>

---

## Activity

??

---

## Worksheet

Please complete and submit the [Research Skills Worksheet](#)

---

## Activity

Are you ready for the Canadian workplace? Test your knowledge in the [Business Cultural Norms Quiz](#).

# 14. Professional Writing

# 15. Presenting Data

In this chapter you'll learn how to create tables, charts, and simple spreadsheets.

## Using Tables

Tables are used to display related information in a way that's easy to scan, read and use. Read [Do You Know When to Use Tables vs. Charts?](#), then watch [Word: Tables](#).

---

## Making Charts

Charts are visual displays of data. Excel and Google Sheets are good tools for making charts. Watch [Excel 2010 Tutorial For Beginners 1 – Overview](#).

---

### Activity

How much do you know about [Presenting Data](#)? Test yourself alone or with a group.

---

## Worksheet

For Please complete and submit the [Presenting Data Worksheet](#)

---

### Activity

Are you ready for the Canadian workplace? Test your knowledge.



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here:

[https://pressbooks.bccampus.ca/  
businesspresentationskills202020/?p=50](https://pressbooks.bccampus.ca/businesspresentationskills202020/?p=50)



# 16. Visuals

# 17. Professional Phone Practices

# PART IV

## MISC

### Workshops

Some teams might choose to present a workshop as their project.

#### What is a Workshop?

Workshops are limited-time educational opportunities, typically for small groups. By definition, workshops are active. Workshops have precise learning outcomes, for example:

- Participants will learn when and how to file their personal income tax returns
- Participants will learn how to understand their pay stubs
- Participants will learn ways to meet find the hidden job market

Participants are guided by the workshop leader(s), and participate in activities that help them accomplish the learning outcomes.

#### What a Workshop is Not

A workshop is NOT a lecture or PowerPoint presentation. Although workshop leaders may use slides or video for specific reasons—to give instructions or illustrate a concept, for example—there is no lecturing. The participants are active for most of the workshop.

Workshops are typically low-judgment events. What participants

learn is more important than what they create. Participants might share their results, and you may want to discuss their meaning or process. But don't critique the creativity or craftsmanship—it's important to create safe spaces where participants feel free to brainstorm and create. Participants must feel respected; not shamed, embarrassed or judged. An imperfect result that helped a participant learn is better than a perfect result that involved no creativity or experimentation. Workshop leaders must be emotionally intelligent, supportive, and skilled at giving effective feedback.

## What Activities are Appropriate?

Effective activities keep participants' interest while they learn. We learn more and remember it longer if we're engaged and interested in what we're learning. Effective activities typically produce things that participants can keep. These things help remind participants of what they learned, and can keep participants thinking about it longer.

You can find lots of workshop activities online. Depending on your topic and learning outcomes, you may prefer group or individual activities. Choose activities that match your participants' comfort level. For example:

- Don't ask adults in a professional setting to touch each other, remove clothing, share personal information, take undignified postures or embarrass themselves
- Participants may not want to be blindfolded, especially if it will smudge their makeup
- Participants may not want things on their head, due to hygiene and hairstyling concerns
- Be sensitive to hidden disabilities and fears (including strong odours, loud noises and strobe lights)

- Include activities that are fun and creative, but have a practical connection to what participants are learning. If there's no connection, participants may accuse you of wasting their time

Choose activities that can be explained quickly and easily:

1. Give a very quick introduction to the activity and how it relates to what they're learning
2. Describe the goal: what participants will do or make
3. Explain how to do it, demonstrating or using clear visuals
4. Announce the time limit
5. Set a timer that all participants can see
6. Circulate among participants, encouraging and helping them
7. When time is up, clearly announce that time is up
8. Move on to the next agenda item (probably a discussion or reflection of what they did/made, their process, and what they learned)

## Learning Activity

*You can do this activity alone, but it's more fun and educational in teams of 3-4 people.*

Review this chapter and answer the questions. After your team has answered the questions (your instructor will probably give you a time limit of 5-10 minutes) share your answers with the class.

## Questions



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## Questions for Reflection:

1. What's the benefit of having multiple teams answer the same question?
2. What's the benefit of answering questions about content you just read?



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here:

<https://pressbooks.bccampus.ca/businesspresentationskills202020/?p=56>

*The 5 Ws For Evaluating Resources*

## **Who**

*Who wrote this?*

- Are they an expert, researcher, journalist, blogger, academic?
- Do they have relevant degrees or experience?
- Are they connected to an institution?

*Who's the publisher?*

- Are they reputable?
- Why did they publish this?
- Do they maintain/update this?

## **What**

- What type of source is this? Book, article, website, social media?
- Is it scholarly, consumer or crowd-published?
- What is the level and style of writing?
- Does this answer your research question?

## **Where**

- Where did the author(s) get their information?
- How are their sources cited?

## **When**

- When was this published? Updated?

- Does this website seem current; do all the links work?

### **Why**

- Why did the author write this?
- What is their bias?
- Do they try to manipulate your emotions?
- Are they teaching, informing, entertaining or selling?

## Computer Basics

- Save
- Save as...
- Save as PDF
- Copy and paste
- Be able to type 40 words per minute
- Attach a file to an email

## Word Processing Basics

- Bold and italicize text
- Left align text
- Center align text
- Adjust space between lines of text
- Follow our class style guide
- Indent/outdent text
- Make bulleted lists and numbered lists



- Start a new page using page break (not pushing “Enter” until you see a new page)

## Spreadsheet Basics

- Create a spreadsheet file
- Use multiple sheets in the same file
- Populate spreadsheet cells
- Add/sum columns & rows
- Use basic formulas:
  - Convert to %
  - Change number of decimal spaces
  - Display as currency \$
  - Rounding
- Make spreadsheets look professional:
  - Change size of cells, rows & columns
  - Auto fill in numbers feature
  - Numbering lists
  - Wrap text in cells
  - Differentiate between text & data entries

### Activity 3

Complete the [self-evaluation](#) of your technical skills.

## Activity 2

Complete the [self-evaluation](#) of your active learning skills.

### *1. Practice Active Learning*

- Listen actively
- Take useful, practical notes
- Prepare for every class
- Arrive on time, ready to learn
- Participate actively and professionally in class
- Practice respectful, active teamwork
- Help peers when you can
- Review after each class, preparing throughout the semester for tests and exams
- Do assigned work completely
- Meet deadlines
- Reflect on your learning to make it deeper and more permanent

### *2. Communicate clearly and professionally*

- Organize and present information clearly:
  - Identify key points of a topic
  - Understand the reader or listener and what they want and need to know
  - Introduce, organize and summarise key points
  - Provide valid evidence to support content
  - Clearly convey action items and calls to action
- Create professional, easy-to-read documents that look useful and attractive
- Write clear, brief, direct, precise:
  - Email and texts
  - Reports and other written material
  - Infographics and slides
- Speak clearly, briefly, directly, and precisely:
  - With individuals and groups
  - On the phone and in voice messages

### *3. Practice professional self-management*

- Take responsibility for your actions and commitments
- Take responsibility for your success at school and

in the workplace

- Act ethically in personal and work situations
- Challenge yourself; go out of your comfort zone
- Ask for help when needed
- Treat others with respect
- Listen respectfully and actively to others
- Meet deadlines and time commitments
- Request and implement feedback
- Manage your stress using stress management techniques
- Take care of your mental health
- Manage your health and physical wellbeing
- Practice good personal hygiene

#### *4. Understand and use strengths—yours and other people's*

- Know your strengths
- Use them at school and work
- Understand and respect other people's strengths
- Be aware of your challenges and how to strengthen them
- Use strengths when working with teams

#### *5. Work well in teams*

- Contribute to team goals and success
- Avoid and manage conflict
- Productively troubleshoot problems
- Give clear, positive and useful feedback
- Request, appreciate and implement feedback

## 6. *Network and market your professional self*

- Identify the kind of work you want
- Identify potential employers
- Clearly articulate your strengths and how they relate to your industry/that employer
- Identify and attend networking opportunities
- Introduce yourself professionally
- Engage confidently in networking conversations
- Have a refined elevator speech
- Use key networking platforms and tools
- Know how to prepare for interviews
- Answer interview questions professionally

1. **Be Professional:** Treat this class professionally, like a workplace. Treat your instructor as your boss and your colleagues as co-workers. Develop and share your leadership skills.
2. **Come to class and participate:** You are expected to attend every class, arrive at least 3 minutes before class starts, and engage in all class activities. Active participation is expected

and graded.

3. **Arrive prepared:** Do all assigned prep for each class. Bring printed materials to class when required. Bring school supplies to every class.
4. **Spend time on your work:** Expect to spend 3-5 hours each week on Professional Business Practices prep and assignments.
5. **Read assignments and grading guides carefully:** Use them as checklists before submitting work.
6. **Submit assignments before the deadline:** Deadlines are non-negotiable and connected to marks. If you miss a deadline you will receive 0 on the assignment (unless you have a doctor's note or valid, verifiable reason).
7. **Manage yourself:** Practice stress management, time management and smart study techniques.
8. **Take care of your mental health:** Success in Professional Business Practices depends heavily on your personal health and wellbeing.

### *Tips to help you manage your mental health*

- **Expect** stress. School, work and life consistently bring expected and unexpected challenges.
- **Understand** that challenges are a normal part of your journey to success.
- **Practice** stress reduction and self-care strategies from the first day of term, long before exams and assignments add stress.
- **Reach out** when you need help. Talk to your instructor or other support services if you can't handle something by yourself. Don't let yourself get

completely overwhelmed.

**In this Chapter:**

1. [What is Active Learning?](#)
2. [Active Learning Skills](#)
  - [Activity 1: The Following Instructions quiz](#)
  - [Notetaking Methods](#)
  - [Review Skills: The Cue Card Method](#)
3. [Technical Skills You'll Need](#)
4. [Chapter 1 Learning Activity](#)

1. Your instructor's email address is on the course outline
2. Start the subject line with your course identifier (and section or class number, if applicable)
3. Use a professional salutation, for example: Dear Lucinda
4. State your question or request clearly, briefly and professionally, using short, active sentences and paragraphs
5. Finish with the call to action, if applicable: what you want the instructor to do. For example, "Please let me know if that's possible."
6. Close with "Thank you," "Sincerely," or "Best regards,"
7. Type your name underneath that
8. Under your name, add your:
  - Student id
  - Course identifier and section or class number

9. Check spelling, and fix any punctuation, capitalization or grammar errors
10. Add space between paragraphs to make the message easy to read and scan

*Example Email: Missing Class*

*Subject line:* PBP-003 Missing class today

Dear Lucinda,

I hope you're well. This is to let you know that I won't be in class today.

I'm sick and decided to stay home. I'll check the PBP textbook to prepare for our next class.

I look forward to seeing you in class on Thursday.

Regards,

Alice daGrate, 10012345

Professional Business Practices-003-1806

*Example Email: Requesting an Appointment*

*Subject line:* BUSM4805-003 Meeting request



Dear Dr Chan,

Thanks again for your feedback on my report. I have more questions and would like to meet with you, please.

Are you available any of these times?

- Monday, February 23, 8:30 am
- Tuesday February 24, 2:30 pm
- Friday, February 27, 11 am

Please let me know if any of those times work, or if you prefer another day and time.

Thank you,

Deep Singh

12345678

BUSM4805-003

## 1. Be professional

- Be ready 3+ minutes before class starts
- Notify the instructor if you will be late or absent
- Come prepared with necessary materials and supplies
- Be 100% responsible for your work
- Show respect for and sensitivity to everyone's gender, sexual orientation, ability, culture, language, political beliefs, and spiritual beliefs and practices

## 2. Follow Instructions

- Before starting, read the instructions carefully and completely
- Write a list of the instructions; note anything that's not clear
- Ask questions about instructions and check for understanding by paraphrasing

- As you work, refer back to the instructions

### Activity 1

Take the [Following Instructions](#) quiz

### 3. Take Notes

- Have the right tools (notebook, pen, paper, device, power cord, etc.)
- Use a binder for notes and handouts
- Use coloured pens or highlighters to help organize the information
- Write down the main points
- Make notes on information that's not on the slides (like explanations & instructions)

### 4. Prepare for Class

- Login to your class website: read announcements, check assignments
- Do the assigned prep for next class
- Prepare questions and insights about the topic
- Create a personal schedule so you'll be on time for class (this might mean leaving home earlier)

**5. Participate in Class:** Active learning depends heavily on participation. Participating lets you test what you're learning—what you understand and how well you remember it. Participating in class gives you the opportunity to share your

skills and experience, and to learn from your peers, which is good practice for the workplace.

- Come prepared (see above)
- Challenge yourself
- Create a goal for participating in class (ask 1 question today, raise my hand twice)
- Volunteer for activities
- Add to or question what someone else said
- Ask “How” and “Why” questions
- Use “I wonder...”, “I’m confused...”, “Can you explain...”
- Listen actively:
  - Listen with your body (sit up, take notes, nod, use facial expressions, answer)
  - Listen for the structure and focus on following along
  - Listen for main ideas & key terms
- Include others: ask their opinion, build on their comments, ask about their experience

## 6. Study Frequently

- Create a study schedule plan
- DON'T wait until the night before. It's ineffective, stressful and tiring. You'll probably do worse than if you had a good night's sleep<sup>1</sup>
- Review your notes within 24 hour of class. Research shows that 20 minutes per class hour of review within 24 hours dramatically improves recall<sup>2</sup>
- Study in a group
- Make a story, acronym or visuals to help you remember
- Focus on key words or phrases that are probably in the exam

1. Citation needed

2. Citation needed

questions

- Make cue cards to help you remember and practice (see the examples below)
- Practice answering quickly (because that's how you have to do it during exams)

## 7. Excel at Exams

- Breathe
- Reassure yourself: *I'm ok; I'll do well*
- Do a 'mind dump' right away if there's lots to remember. A mind dump is writing down a list of specifics—especially formulas, dates or names—that you need to remember for the exam.
- Before starting:
  - Carefully read and follow the directions
  - Note the number of questions and what each is worth. Decide how much time to spend on each question based on its value
  - Answer easy questions first, answer questions worth lots of marks next, answer the ones you know the least last
  - Write in bullet points (if allowed)

**A+**

**Amazing, astounding,  
memorable student.  
Rare.**

- Great leadership skills, professional attitude, ready to excel in the Canadian workplace
- Perfect grammar, communication, presentation and networking skills
- Understands importance of self-management and self-development
- Asks for and incorporates feedback
- Excels in all exercises and assignments, always submits before deadline
- Class leader, excellent participation, perfect attendance, never late to class

**A**

**Almost perfect  
student**

- A leader, a model student, ready for a leadership role the Canadian workplace
- Almost-perfect grammar, communication, presentation and networking skills
- Responds positively to and incorporates feedback
- Very strong in all exercises and assignments; meets all deadlines
- Polished, professional participation, class leader, excellent attendance

**A-**

**Very strong student**

- Good leadership skills, ready to succeed in the Canadian workplace
- Almost-perfect grammar. Strong communication, presentation and networking skills.
- Responds positively to feedback and works to incorporate it
- Strong grades on all exercises and assignments, meets all deadlines
- Mature and professional participation, excellent attendance

**B+**

**Strong student**

- Emerging leadership skills, ready for a junior level career job in the Canadian workplace
- Good grammar, communication, presentation and networking skills
- Responds well to feedback, tries to benefit from it
- Good grades on exercises and assignments, meets all deadlines
- Consistent participation, professional and mature in class & teamwork
- Missed or was late to 1-2 classes, notifies instructor if late or absent

**B**

**Good student**

- Some leadership skills, working on developing more. Ready for an entry level career job in the Canadian workplace
- Good grammar. Improving communication, presentation and networking skills
- Accepts feedback, some evidence that it's used for improvement
- Good grades on most exercises and assignments, meets all deadlines
- Some good participation, respectful and mature in class & teamwork, missed or was late to 1-2 classes, notifies instructor

**B-**

**Improving skills and attitude**

- Developing leadership skills, maturity and professionalism. Ready for an entry level job in the Canadian workplace
- Communication is mostly understandable, grammar is improving
- Participates in most exercises, most assignments are completed on time
- Regular participation, listens well, treats colleagues respectfully, regular attendance

**C+**

**Needs improvement, demonstrates willingness to try**

- Weak leadership skills, developing self-management skills and maturity. Ready for a minimum wage job in the Canadian workplace
- Grammar, communication, presentation and networking skills need improvement
- Participates passively in exercises, submits most assignments on time
- Regular attendance, good attitude in class

**C**

**Lack of learning skills, time management, and/or self-management**

- Assignments are often late and/or poorly done
- Participation is minimal or disruptive
- Often late, frequently absent, passive or disrespectful in class

**C-**

**Unprofessional**

- Missed assignments, many late assignments, poor grades on assignments
  - Seems unwilling to participate in class activities
  - Consistently late or absent without notice, disruptive in class or does not participate
-



<b>Participation &amp; Professionalism</b>	<b>10%</b>
Participation & professionalism-Month 1	2
Participation & professionalism-Month 2	3
Participation & professionalism-Month 3	2
Active Learning Reflection & Feedback Log-Month 1	1
Active Learning Reflection & Feedback Log-Month 2	1
Active Learning Reflection & Feedback Log-Month 3	1
<b>Assignments &amp; Worksheets</b>	<b>30%</b>
1. Clear Communication	8
2. Voicemail	3
3. Email	7
5. Strengths worksheet	4
6. LinkedIn worksheet	4
7. Informational Interview Request worksheet	4
<b>Professional Report</b>	<b>20%</b>
4a. Outline	1
4b. Draft	6
4c. Final	13
<b>Team Project</b>	<b>25%</b>
8a. Proposal	0.5
8b. Outline	2
8c. Workshop	17.5
8d. Debrief	5
<b>Individual Mini-Presentation</b>	<b>15%</b>
9a. Topic	0.5
9b. Outline	2
9c. Slides	2.5
9d. Presentation	10

n



# Contacting Your Instructor

Just like you would in the workplace, notify your instructor if you are going to miss class or arrive late.

## How to Email Your Instructor

*Click on each item to see the details*



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# Grades

Grades are non-negotiable and are the result of your performance. Instructors are contractually obligated to assign grades based on performance and production.

Instructors are contractually obligated to report all plagiarism. All work containing plagiarized content will be graded 0 and reported to the office of Student Conduct and Judicial Affairs.

Please do not place an instructor in a conflict of interest situation by asking them to ignore plagiarism or increase grades.

Grades are confidential. Some students may not want to discuss their grades. Please do not ask.

## Grade Allocation

A list of everything in this course that's graded, and its value as a percentage of the final grade.



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# Grading Guide

What grades mean in this course.



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here:

<https://pressbooks.bccampus.ca/businesspresentationskills202020/?p=58>

# Schedule

Class	Topic	Assignment	Due Date	Where to submit
1	Active Learning	Worksheet	<i>Worksheet is always due before next class</i>	Textbook
2	Clear Communication	Clear Communication	Class 4	Brightspace
		Worksheet		Textbook
3	Strengths & Teamwork	Team Project	Proposal-Class 10	Brightspace
			Plan-Class 14	Brightspace
			Presentation-Class 25, 26	In person
			Debrief-Class 26+5	Brightspace
		Worksheet	Textbook	
4	Professional Email	Email	Class 6	Email
		Worksheet		Textbook
5	Feedback	Worksheet		Textbook
6	Time Management	Worksheet		Textbook
7	Professional Portfolios	Portfolios	Class 21, 22	In person
		Worksheet		Textbook
8	Networking	Worksheet		Textbook
9	Your Professional Brand	Worksheet		Textbook
10	Interview skills	Worksheet		Textbook
11	Teamwork Tune-up	Worksheet		Textbook

12	Evaluating Resources	Worksheet		Textbook
13	Research Skills	Worksheet		Textbook
14	Professional Writing	Professional Report	Outline-Class 16	Brightspace
			Draft-Class 20	Brightspace
			Final-Class 26+5	Brightspace
		Worksheet	Textbook	
15	Presenting Data	Worksheet		Textbook & in person
16	Visuals	Worksheet		Textbook
17	Professional Phone	Voicemail	Class 18-19	Voicemail
18	(Individual meetings)			
19	(Individual meetings)			



20	Portfolio practice			
21	Portfolio Presentations			
22	Portfolio Presentations			
23	(Team meetings)			
24	(Team meetings)			
25	Team Projects Presentations			
26	Team Projects Presentations			

# Style Guide for Documents

These are default guidelines. Always check with your instructor; they may have different requirements.

Here is an [example assignment](#) using this style guide.

## Paper

- Format the document for US Letter size paper (8.5 x 11 inches / 21.5 x 27.9 cm)
- Use Portrait orientation

## Margins

- Use Normal setting
- Page margins are 2.54 cm top, bottom, left and right
- Header and footer are 1.25 cm from top/bottom

## Fonts

Use common, easy-to-read fonts such as Times New Roman, Arial or Helvetica.

## Title Page

Unless instructed otherwise, a title page is not necessary.

## Header Material

- Top left of page
- 9-12 point, same font as body text
- No space between lines
- Include:
  - Author name
  - Student id
  - Course and section number
  - Due date

## Footer Material

- Pages should be numbered, bottom right
- Numbering should be Page X of Y

## Citations, Footnotes & Bibliography

- All content must be correctly cited using Chicago style footnotes and Bibliography
- Use the Insert Footnote tool
- Bibliography is on a separate page at end of document

## Printing & Stapling

(For printed documents)

- Print on both sides of the paper
- Multiple-page documents should be stapled, top left of page

## Document Title

- 10-14 point, bold, centered on page
- Add space after document title (6-12 points)
- Font can be different from body text
- Unless instructed otherwise, use the name of the assignment as your document title

## Headings

- 10-12 point, bold, left-aligned
- Space after heading can be 0-10 points
- Same font as body text
- No following punctuation (no colon or dash)
- Do not underline or italicize
- Use upper and lower case; not ALL CAPS

## Body Text

- 10-12 point, left-aligned
- Use 1.15 line spacing
- Do not underline text

- Do not use ALL CAPS
- Use italics or bold rarely

## Paragraphs

- Left-aligned, do not indent first line
- Keep paragraphs short (typically fewer than six sentences)
- Add space after each paragraph (6-12 points)

## Lists

- Use the List tool; do not make lists manually
- Include an introductory sentence or paragraph, followed by a colon
- Add space after lists (6-12 points)

## Starting a New Page

Use the Insert Page Break tool; **do not press “Enter” to make a new page.** (See [Insert or Remove a Page Break](#) for more information)

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# Feedback

I welcome and appreciate clear, useful feedback. If you have feedback about this text, [please share it here](#).