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Turning Vision into Action

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Turning Vision into Action

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[73x717]Turning Vision into Action
[73x668]SUBJECT TEACHER GRADE DATE
[73x649]Professional  Keturah Mazo University level--
Communication for  undergraduate March 26, 2015
Executives

OVERVIEW
The following assignment incorporates the students' initiative with their knowledge to demonstrate both visually and orally what plans they are in the process of carrying out toward their future career goal. It also causes them to reflect on their support system, in an effort to maintain the work to life balance we study further on in the term. In this practical approach, I have the student create and present an action plan to my class. By following my five step process based on the ideas presented by Dr. Neil Farber in Psychology Today, students begin to formulate what plans are meaningful to their future. Then, the students must articulate the plan with a visual and oral presentation complete with transitional quotes and a timeline within a speech outline.

TEACHER GUIDE

OBJECTIVES
Vision requires action. The course I teach, Professional Communication for Executives, has a variety of objectives:

- To develop a working knowledge of both theory and skills for effective and ethical public and persuasive communication.
- To develop individual presentation skills.
- To demonstrate awareness and practice of effective leadership skills and professional behavior.
- To create appropriate visual aids to enhance communication.

INFORMATION
These action boards are based upon Dr. Neil Farber's Throw Away Your Vision Board Parts 1 and 2 published on Psychology Today’s site on May 22, 2012, and June 15, 2013. It also incorporates his DIVINE theory from The Key to Achieve in Psychology Today published Sept. 2, 2013, and includes the importance of time in the plan as described by various articles and texts on goal setting theory.

ASSESSMENT REQUIREMENTS
The students are graded on a two part rubric. One portion of the rubric looks for elements such as attention getters, structure, transitions, and visual development throughout the oral presentation. The second portion of the rubric, incorporates nonverbal communication during the presentations such as appropriate dress, body language, eye contact, vocal rate and tone, number of interrupters, and comfort level in front of the group.
### TEACHER GUIDE

#### ACTIVITY
The students have one class lecture spent on discovering dreams and aspirations. They are asked to answer the following questions for themselves:

- What did you want to be before time or money mattered?
- Who and/or what motivates you to succeed?
- What would you do for free?
- What immediate career goal are you working to complete?
- Where do you see yourself in your career in five years?

The students are then required to use PowerPoint or another form of visual media to create an action board. They must also complete a full sentence outline with transitions to hand in when they present their action board visual to the class. The students must show what steps they have taken and will be taking in order of time to complete their desired outcomes.

#### SUMMARY
The students are asked to review who they feel are the top ten presenters in each class. They must look for elements such as professional dress, vocal clarity, clarification of ideas, and enthusiasm. The purpose of the peer evaluation is so that they may incorporate positive elements such as the ones they observed into future presentations. Overall, this assignment has been highly rated by my students as a way to help them visualize how to achieve their current goals.

#### REQUIREMENTS
- Full sentence outline
- Visual such as PowerPoint or Prezi
- Oral presentation

#### SPECIAL THANKS
*Samples provided by Devon McMahon, Manny Abad, and Aneus Sangster 2014

#### REFERENCES


