

Interpersonal Communication Summative Assessment: Outline & Rubric

Competency Name: Interpersonal Communication

Competency Statement: Understand the skills required to interact effectively with others

Summative Assessment Submission Title: Interpersonal Skills Handbook

Competency Objectives:

1. Understand the foundational elements of interpersonal communication.
2. Interpret the relationship between self and interpersonal communication skills.
3. Analyze verbal and nonverbal characteristics and behaviors in interpersonal communication.
4. Explain the relationship between culture, environment, and interpersonal communication.
5. Examine elements of conflict in interpersonal communication.
6. Apply strategies of effective interpersonal communication skills in virtual environments.

Program Learning Outcome(s): NA

Institutional Learning Outcome(s): NA

Purpose of this Assessment

The purpose of this assessment is to demonstrate your ability to understand the skills required to interact effectively with others by selecting an organization and creating an Interpersonal Skills Handbook designed for its staff and/or volunteers.

Item Required for Submission

The Interpersonal Skills Handbook is the single item required for submission. It includes eight sections detailed in the steps below:

1. Introduction (which describes the organization selected, the audience for the handbook, and why interpersonal skills are important for the target audience)
2. Overview of Interpersonal Skills
3. Initial Interactions with Colleagues, Customers, and Clients
4. Verbal and Nonverbal Communication
5. Intercultural Communication
6. Interpersonal Conflicts
7. Appendix A: Annotated Bibliography (minimum of 10 articles and five video clips that support the information in the handbook)
8. Appendix B: Personal Case Study (reflections of the relationship between interpersonal communication and your own self-concept, personality, schemas, stereotypes, strengths, and weaknesses)

Step ONE: Preparation

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- Consider that all organizations rely on effective interpersonal skills, or “soft” skills, that many managers prioritize as being as important, or even *more* important than “hard” skills which are more tangible and job related. It is more difficult to train individuals to demonstrate effective “soft” skills than “hard” skills. With that in mind, your summative assessment requires that you create an Interpersonal Skills Handbook that provides guidelines for employees and/or volunteers of a select organization.
- Determine the organization that you would like to use for your handbook. You are required to use a real organization that has a website. It may be an organization that is already familiar to you, or one that you select via the Internet or other research. Consider choosing an organization that represents a service or industry that interests you. It may be an organization where you can see yourself working or volunteering currently or in the future. It can be a for-profit company or a non-profit community-based organization, such as a health-related, educational, or social services organization. If you are undecided, begin your search by focusing on a company where you would like to work or that creates products or services you use. If you are interested in a non-profit organization, you may begin your search by focusing on an issue of interest to you such as pet rescue, homelessness, hunger, cancer prevention, or the environment. The possibilities are endless.
- Think about the audience who will use your handbook. It can be employees and/or volunteers. You will want to give some thought to why interpersonal skills are important for the roles your readers hold, and how they need to understand and apply interpersonal skills to be successful.
- Review the learning activities for this competency. They, along with your research, will support the information you write.
- Begin to research topics for each section of the handbook and familiarize yourself with Brandman University Library resources as needed. You will be asked to include an annotated bibliography that lists a minimum of 10 references (seven of which must be scholarly resources).
- Think about the types of video-based examples that support the sections of the handbook. You will be asked to provide at least five examples that you locate or create in order to make the content more “alive” and relevant to your readers.
- Think about the types of illustrations or photographs you can locate or create that support the sections of the handbook and make the content more “alive” and relevant to your readers.
- Seek assistance from the Brandman University Online Writing Center if you believe you need to brush up on your writing skills. You are expected to write clearly and use good organizational skills.
- Review APA style as needed so you will be prepared to format the handbook using this style.

Step Two: Completing the Section of the Handbook Titled, “Introduction”

Under the heading, “Introduction,” write a description of the organization you selected. Address the audience as “you” (i.e. use second person), keeping in mind that you are writing for your target audience and not your grader. To help guide what you write, imagine new employees and/or volunteers reading more about the organization they have just joined. Additionally, this section provides the context for the later sections of the handbook. Your description must be a minimum of 1,000 words, represent original writing (not taken directly from the organization’s website), and include the following:

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- Welcome statement to the readers-consider what you would like to see if you were a reader required to review the handbook
- Purpose of the organization you selected with a reference to its website
- Description of the services or products provided by the organization
- Description of the audience, including the variety of roles that they may perform and the individuals with whom they may interact (e.g. other employees and/or volunteers, clients, customers, individuals in crisis, parents, children, etc.).

Step THREE: Completing the Section of the Handbook Titled, “Overview of Interpersonal Skills”

Under the heading, “Overview of Interpersonal Skills,” explain the elements of interpersonal skills and why they are important to your selected organization.

- Address the reader as “you” (i.e. use second person).
- Explain the role of the audience (employees and/or volunteers) as the sender and the receiver.
- Select one model of interpersonal skills that you would like the audience to apply. Then, explain why this model is the best choice, and how they should apply it in their role. You may offer examples of several roles since organizations include individuals with many different roles and responsibilities.
- This section is required to be a minimum of 500 words using information noted in the competency’s readings.

Step FOUR: Completing the Section of the Handbook Titled “Initial Interactions with Colleagues, Customers, and Clients”

Under the heading, “Initial Interactions with Colleagues, Customers, and Clients,” make recommendations for establishing rapport, listening, and establishing a degree of self-disclosure. Keep in mind that your audience may interact with one or more of the following: colleagues, customers, clients, service recipients, supervisors, volunteers, etc.

- Address the reader as “you” (i.e. use second person).
- Write this section with the understanding that the reader may experience any or all of these interactions.
- At least one recommendation must pertain to initial interactions in virtual environments.
- For each recommendation, include clear rationale.
- Include at least one illustration, photograph, or other image that you locate or create to help make the section relevant and “come alive” for the reader.
- This section is required to be a minimum of 1,000 words.

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Step FIVE: Completing the Section of Handbook Titled, “Verbal and Nonverbal Communication”

Under the heading, “Verbal and Nonverbal Communication,” write at least three recommendations for effective verbal communication and at least three recommendations for effective nonverbal communication that pertain to employees and/or volunteers in this organization.

- Address the reader as “you” (i.e. use second person).
- At least one recommendation for effective verbal communication and one recommendation for effective nonverbal communication must address interpersonal skills in virtual environments.
- Each recommendation must include clear rationale.
- Include at least one illustration, photograph, or other image that you locate or create to help make the section relevant and “come alive” for the reader.
- This section is required to be a minimum of 1,000 words.

Step SIX: Completing the Section of Handbook Titled, “Intercultural Communication”

Under the heading, “Intercultural Communication,” explain three major considerations in interacting with individuals from different cultures and in diverse environments.

- Address the reader as “you” (i.e. use second person).
- Explain why each consideration is important for your audience. Include challenges of addressing all three of these in both face-to-face and virtual environments.
- Include at least one illustration, photograph, or other image that you locate or create to help make the section relevant and “come alive” for the reader.
- This section is required to be a minimum of 1,000 words.

Step SEVEN: Completing the Section of Handbook Titled, “Interpersonal Conflicts”

Under the heading, “Interpersonal Conflicts,” write about three scenarios that might cause conflict in the organization you selected.

- Address the reader as “you” (i.e. use second person).
- At least one scenario must be applicable to a virtual environment.
- Explain why these scenarios may cause conflict and provide at least one recommendation to deal with the conflict in each scenario. In one recommendation, consider communication styles.
- Provide rationale for all of your recommendations.

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- Include at least one illustration, photograph, or other image that you locate or create to help make the section relevant and “come alive” for the reader.
- This section is required to be a minimum of 1,000 words.

Step EIGHT: Completing the Section of the Handbook Titled “Appendix A: Annotated Bibliography”

Under the heading, “Appendix A: Annotated Bibliography,” write an annotated bibliography following these directions:

- Use the subheading “Articles” to reference and summarize 10 articles that you researched and read that relate directly to interpersonal skills and the content of the handbook. Seven of those articles must be scholarly, and all must be from credible sources. List all references in alphabetical order and use APA style. Under each reference, write a minimum of 250 words that summarizes the article and points out any new and/or unique information that you believe is particularly valuable and relevant to the readers of the handbook.
- Use the subheading, “Video Clips” to reference and summarize five video clips that show examples of five different interpersonal skills addressed in this competency. You may include video clips found online and/or create one or more yourself. Feel free to be creative and search for news stories, excerpts of movies, or television shows (could include reality shows and talk shows). The video clips must be accessible to the grader via a URL link. The video clips may show examples of effective or ineffective interpersonal skills. Under each reference, write a minimum of 150 words that summarizes the video clip, and explain how it demonstrates effective and/or ineffective interpersonal skills.
- The formatting should look like this:

Appendix A: Annotated Bibliography

Articles

Sample, J. (2014). Interpreting nonverbal behavior. *International Journal of Communications*, 15, 223–244.

Video Clips

Talentia, E.L. (Producer). (2012, January 5). *Families reunite*, retrieved from <http://www.talkshows.com>.

Step NINE: Completing the Section of the Handbook Titled “Appendix B: Personal Case Study”

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Under the heading, "Appendix B: Personal Case Study," reflect upon your own interpersonal skills strengths and weaknesses following these directions:

- Use first person (I).
- Reflect on your own self-concept, personality, schema, and stereotypes, as well as how they influence your interpersonal communications skills.
- Identify one or more major interpersonal skills strengths you believe you possess and provide rationale for why you selected this strength.
- Identify one or more areas in which you can improve your interpersonal skills and provide rationale for your selection along with a recommendation for how to improve.
- This section is required to be a minimum of 500 words and should be an example of how you, the author of the handbook, thoughtfully apply the information you are sharing with readers.

Step TEN: Review the Checklist for Submission

Before you submit the required items, check to see if you believe you have met the criteria noted below.


Did you....

- ✓ Follow all of the guidelines in Step 1 in order to prepare for the summative assessment?
- ✓ Apply the handbook to the intended audience and organization?
- ✓ Use all required headings and subheadings?
- ✓ Clearly describe the organization selected and the audience for the handbook, as well as why interpersonal skills are important for the targeted audience?
- ✓ Carefully read the learning activities and the research articles you selected and apply the information you learned to the handbook?
- ✓ Read the directions for each handbook section and double check that you followed each instruction?
- ✓ Select or create video clips that are accessible to the grader and effectively demonstrate good and/or poor interpersonal communication skills?
- ✓ Check your work to assure accurate use of APA style?
- ✓ Proofread your work and request assistance with proofreading, as needed, to assure logical organization and writing style?
- ✓ Check that you met requirements for length?
- ✓ Review the exemplary column of the rubric to see if you are meeting high expectations for all criteria?

Step ELEVEN: Submit Your Work (Items 1-8)

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- Your completed final assessment documents should be submitted through the Final Assessment page of your competency.
- Please note, for files smaller than 10MB (i.e., most Word documents), use the corresponding “+UPLOAD STUDENT FILE” button to upload your final assessment assignments. For larger files of any type (i.e., voice-over PowerPoint files, videos, or image-heavy documents), please use the optional TEXT EDITOR to provide a URL where your grader can download your file.

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Dashboard

Competencies









Learning Journal

+ SRM FA Doc1.docx

+ Upload additional files to this assignment. This is optional

Assignment 5
5. A 10- to 15-slide PowerPoint presentation with supporting voice-over

Use File Uploader

B **I** |   |   |   |  

Download URL for Assignment 5: <https://fwk.box.com/s/2nwjgkwooz6pa7wm8uzojjwerzb7sl2>

Comments (Optional)

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- How you create a download URL is up to you, but various free online providers, including Google Drive, Box.com, or Dropbox, offer this service. Please make sure that the URL you provide can be accessed by anyone with the link. For further instructions on how to create public links for uploaded files, consult the support pages for your chosen provider.

Summative Assessment Rubric: Interpersonal Skills Handbook

CRITERION	EMERGING (1)	DEVELOPING (2)	PROFICIENT (3)	EXEMPLARY (4)
Elements of Interpersonal Skills	There is little or no description of the elements of interpersonal skills and one model of interpersonal skills in the “Overview of Interpersonal Skills” section. Little or no rationale for use of the selected model is provided, and the model is not clearly applied to the organization described in the introduction.	The elements of interpersonal skills and one model of interpersonal skills are partially described in the “Overview of Interpersonal Skills” section. The rationale for use of the selected model is partially supported, and the model is applied ambiguously to the organization described in the introduction.	The elements of interpersonal skills and one model of interpersonal skills are described in the “Overview of Interpersonal Skills” section. The rationale for use of the selected model is generally supported, and the model is applied reasonably to the organization described in the introduction.	The elements of interpersonal skills and one model of interpersonal skills are clearly and accurately described in the “Overview of Interpersonal Skills” section. The rationale for use of the selected model is clearly supported, and the model is applied accurately and realistically to the organization described in the introduction.
Relationship Between Self and Interpersonal Skills	Recommendations for establishing rapport, listening, and establishing degree of self-disclosure are not explained in the “Initial Interactions with	Recommendations for establishing rapport, listening, and establishing degree of self-disclosure are partially explained in the “Initial Interactions with	Recommendations for establishing rapport, listening, and establishing degree of self-disclosure are reasonably explained in the “Initial Interactions with Colleagues, Customers, and	Recommendations for establishing rapport, listening, and establishing degree of self-disclosure are clearly and accurately explained in the “Initial Interactions with

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	<p>Colleagues, Customers, and Clients,” section. Recommendations include little to no rationale or considerations of the variety of interactions that may occur in the selected organization.</p> <p>In personal case study, little or no reflections on self-concept, personality, schema, stereotypes, personal strengths and weaknesses, and opportunities for improvement in interpersonal skills are present.</p>	<p>Colleagues, Customers, and Clients,” section. Recommendations include some acceptable rationale, and partially consider the variety of interactions that may occur in the selected organization.</p> <p>In personal case study, some reflections on self-concept, personality, schema, stereotypes, personal strengths and weaknesses, and opportunities for improvement in interpersonal skills are present, but lack rationale.</p>	<p>Clients,” section. Recommendations include acceptable rationale, and mostly consider the variety of interactions that may occur in the selected organization.</p> <p>In personal case study, reflections on self-concept, personality, schema, stereotypes, personal strengths and weaknesses, and opportunities for improvement in interpersonal skills are mostly thoughtful, applicable, and supported by satisfactory rationale.</p>	<p>Colleagues, Customers, and Clients,” section. Recommendations are relevant, include clear rationale, and consider the variety of interactions that may occur in the selected organization.</p> <p>In personal case study, reflections on self-concept, personality, schema, stereotypes, personal strengths and weaknesses, and opportunities for improvement in interpersonal skills are thoughtful, applicable, and supported by clear rationale.</p>
Verbal and Nonverbal Communication	<p>The section “Verbal and Nonverbal Communication” includes fewer than three recommendations for effective verbal communication and fewer than three recommendations for effective nonverbal communication. Little or no rationale is provided for the recommendations.</p>	<p>The section “Verbal and Nonverbal Communication” includes fewer than three applicable recommendations for effective verbal communication and/or fewer than three applicable recommendations for effective nonverbal communication. Recommendations include partial rationale.</p>	<p>The section “Verbal and Nonverbal Communication” includes three applicable recommendations for effective verbal communication and three applicable recommendations for effective nonverbal communication. Each recommendation includes satisfactory rationale.</p>	<p>The section “Verbal and Nonverbal Communication” includes at least three clearly applicable recommendations for effective verbal communication and at least three clearly applicable recommendations for effective nonverbal communication. Each recommendation includes well-defined rationale.</p>

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Relationship Between Culture, Environment, and Interpersonal Skills	Minimally identifies, explains, and provides rationale for three or fewer major considerations for interacting with individuals from different cultures and in diverse environments in the "Intercultural Communication" section. Includes little or no challenges for addressing one or more of these considerations for the selected organization.	Identifies, explains, and provides some rationale for two or three major considerations for interacting with individuals from different cultures and in diverse environments in the "Intercultural Communication" section. Partially includes challenges for addressing one or more of these considerations for the selected organization.	Identifies, explains, and provides satisfactory rationale for at least three major considerations for interacting with individuals from different cultures and in diverse environments in the "Intercultural Communication" section. Includes acceptable challenges for addressing all three of these considerations for the selected organization.	Clearly identifies, explains, and provides clear rationale for at least three major considerations for interacting with individuals from different cultures and in diverse environments in the "Intercultural Communication" section. Includes realistic challenges for addressing all three of these considerations for the selected organization.
Elements of Conflict	The section "Interpersonal Conflicts," includes three or fewer scenarios that are not all likely to cause conflict in the organization selected. There is little or no explanation of why these scenarios may cause conflict. No relevant recommendations to deal with the conflicts are provided. Communication styles are not addressed.	The section "Interpersonal Conflicts," includes three or fewer scenarios that are not all likely to cause conflict in the organization selected. Partially explains why these scenarios may cause conflict and provides minimal recommendations to deal with conflicts in the scenarios. Communication styles are somewhat addressed.	The section "Interpersonal Conflicts," includes three reasonable scenarios that might cause conflict in the organization selected. Explains why these scenarios may cause conflict and provides at least one relevant recommendation to deal with the conflict in most scenarios. At least one recommendation addresses communication styles.	The section "Interpersonal Conflicts," includes three specific and realistic scenarios that might cause conflict in the organization selected. Explains clearly why these scenarios may cause conflict and provides at least one relevant recommendation to deal with the conflict in each scenario. At least one recommendation addresses communication styles.
Application of Interpersonal Communication in Virtual Environments	Interpersonal communication in virtual environments is minimally or not addressed at all in handbook sections that include this requirement. Explanations and	Interpersonal communication in virtual environments is addressed in some handbook sections that include this requirement. Explanations and analyses of interpersonal	Interpersonal communication in virtual environments is addressed in all handbook sections that include this requirement. Most explanations and analyses of interpersonal skills in virtual environments	Interpersonal communication in virtual environments is addressed clearly in all handbook sections that include this requirement. All explanations and analyses of interpersonal

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	analyses of interpersonal skills in virtual environments are partially or completely lacking accuracy and relevance.	skills in virtual environments are partially accurate, relevant, and applicable to the selected organization.	are accurate, relevant, and applicable to the selected organization.	skills in virtual environments are accurate, relevant, and applicable to the selected organization.
Research Relevance and Accuracy	<p>Fewer than the required minimum number of articles and video clips are included in Appendix A, and/or the articles and video clips do not follow the guidelines for scholarly and credible sources. The articles summarized minimally relate to interpersonal skills and do not point out new and/or unique information that is valuable and relevant to the readers of the handbook.</p> <p>The video clips show weak examples of interpersonal skills, which are poorly summarized and identified as effective or ineffective.</p>	<p>Fewer than the required minimum number of articles and video clips are included in Appendix A, and/or the articles and video clips only partially follow the guidelines for scholarly and credible sources. The articles summarized partially relate to interpersonal skills and are remiss in pointing out new and/or unique information that is valuable and relevant to the readers of the handbook.</p> <p>The video clips show limited examples of interpersonal skills, which are minimally summarized and identified as effective or ineffective.</p>	<p>The required minimum number of articles and video clips are included in Appendix A, and they mostly follow the guidelines for scholarly and credible sources. The articles summarized relate to interpersonal skills, and point out new and/or unique information that is valuable and relevant to the readers of the handbook.</p> <p>The video clips show examples of interpersonal skills, which are satisfactorily summarized and identified as effective or ineffective.</p>	<p>The required minimum number of articles and video clips are included in Appendix A, and they exactly follow the guidelines for scholarly and credible sources. The articles summarized relate directly to interpersonal skills, and clearly point out new and/or unique information that is particularly valuable and relevant to the readers of the handbook.</p> <p>The video clips show strong examples of interpersonal skills, which are clearly summarized and identified as effective or ineffective.</p>
Writing Mechanics, Formatting, and Presentation	The handbook has poor logical flow and writing style. It may not include all required headings and subheadings and does not meet the length requirements. Spelling, grammar, and/or punctuation have many	The handbook is lacking in logical flow and good writing style. It may not include all required headings and subheadings and may not meet the length requirements. Spelling, grammar, and/or	The handbook is mostly logical and well-written. It includes required headings and subheadings, mostly uses first or second person when instructed, and meets the length requirements. Spelling, grammar, and punctuation have few errors.	The handbook is logical, and well-written. It includes required headings and subheadings, uses first or second person when instructed, and meets the length requirements. Spelling, grammar, and

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	errors. APA formatting standards are not followed. Illustrations, photographs, and other images are not present or do not support the content in the section.	punctuation have several errors. APA formatting standards have several errors. Illustrations, photographs, and other images do not clearly contribute to making the section relevant and “come alive” for the reader.	APA formatting standards are followed with few or no errors. Illustrations, photographs, and other images are present where required, and contribute to making the section relevant and “come alive” for the reader.	punctuation are accurate. APA formatting standards are followed with no errors. Illustrations, photographs, and other images are present where required and strongly contribute to making the sections relevant and “come alive” for the reader.
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