

BUSI 3388

Lessons Learned: A Reflective Seminar

The BUSI 3388 work term project will involve a series of seminars presented to first- or second-year business students who are in the business program. This reflective seminar is for co-op students who have completed their third work term. The seminars will take place during the third or fourth week of classes in the semester following your work term. You will work in groups of 2-4 fellow co-op students, selected by the Co-op Office, and will provide the audience with a reflective presentation of your various co-op experiences.

You will need to reflect on your personal growth as both a student and a business administration professional, using concrete examples to explain and support your thinking. This seminar will encourage you to look at your co-operative education experience as a whole and to consider what that experience has meant to you.

Format

Working in groups of 2-4, you will communicate with each other via email no later than the third month of your final work term to develop an outline for your presentation. Each session should be approximately one hour in length where the presentation itself is approximately 40 minutes, with the remainder of the time being used for discussion and questions.

Note: You may need to develop and ask probing questions in order to generate questions and discussion from the audience.

We suggest you provide a brief overview of co-op, its benefits and your work terms. You should also address the following questions:

- Why choose the business co-op option?
- Did you have a strategy for choosing co-op positions? What was it?
- How much mentoring/training did your co-op employers provide?
- How did your co-operative education experience influence your development as an emerging business professional? How did it influence your development as a person?
- Did your experience contribute to a new understanding of the role of being a business student? What were the expectations placed on you as a developing business professional?
- What advice would you offer a first-time co-op student, or someone considering co-op? What would you do differently?
- How has your co-op experience enhanced your classroom experiences?
- What does your future hold? How has co-op assisted with your future career direction?

Each presentation should include a short commentary about individual work place environments, the role that business administration played in each of the work places, and anecdotal examples to illustrate your points. You should consider incorporating into your presentation how you coped with,

and overcame, any uncertainties you may have felt during your work terms. Each group should keep in mind that these students are about to begin their first co-op experience and will have anxieties surrounding the entire process. Perhaps mentoring relationships will develop.

Technology

Students are encouraged to utilize technology (Microsoft PowerPoint, creating an informative and entertaining video, etc.) to deliver a professional presentation, while offering handouts or other take-away material as required. The Co-op Office would be pleased to prepare copies provided they are supplied at least three days in advance. The Co-op Office will also look at having a video camera available to tape the sessions.

Evaluation

A faculty co-op advisor will attend each of the sessions and will evaluate the presentation based on the following criteria:

- A strong reflective component, not just a commentary of job duties
- An informed analysis of business administration as it is practiced in work place environments, and the adaptation required to adjust to different organizations
- An error-free, well organized and rehearsed presentation, and the question and answer portion be well facilitated. *Tip: your group should think of questions that you would have asked co-op students before your first co-op work term, so that you can prepare informed, thorough answers to student questions.*

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Planning and Evaluation Guide

Planning

- Await confirmation from the Co-op Office regarding who your group members will be.
- Work in collaboration with your group and Faculty Advisor to determine a date and time to present your reflective seminar.
- Review the Work Term Project Guidelines before you begin planning your seminar with your group to make sure you meet the requirements. Review the attached evaluation guide to see how the seminars will be assessed (see next page).
- Keep in mind that the seminar is not intended to be an informal panel chat about your individual co-op experiences. It should be a professional presentation that addresses how a new co-op student can get the best educational experience possible out of the co-operative education program from those who have reflected on the positives and negatives of their own journeys. Plan your reflective seminar in the same way as if you were a consultant making a pitch to a potential client, and consider a more thematic approach to the topics.
- Email an advance copy of your slides to your co-op faculty advisor at least three days prior to presentation. This is to ensure presentations are error-free before their delivery to students.
- Suggest preparing name cards or name tags for your group so that audience members can direct their questions easily to the right person.
- Bring handouts to share with students. You may contact the Co-op Office for assistance with photocopying.
- Your presentation may be videotaped for evaluation purposes.

Evaluation

Criteria	No Evidence	Needs Improvement	Well done
Content		<ul style="list-style-type: none"> Covers a narrow range of topics from individual student learning to the practice of business administration Few specific examples 	<ul style="list-style-type: none"> Covers a wide range of relevant topics from life-long learning to the relationship between classroom and workplace learning Good examples and anecdotes
	Comments:		
Structure of Presentation		<ul style="list-style-type: none"> Repetitive content No logical development Topics offered in haphazard way Weak distribution of presentation areas between group members Disorganized discussion period 	<ul style="list-style-type: none"> Clear and logical pattern of organization Effective transitions Good use of all group members Pro-active efforts to foster exchange and discussion with audience members
	Comments:		
Reflection		<ul style="list-style-type: none"> Basically a summary of benefits/drawbacks of co-op, or personal experiences 	<ul style="list-style-type: none"> Using individual experiences to demonstrate topics, illustrated how thinking changed over three years
	Comments:		
Creativity		<ul style="list-style-type: none"> Presentation lacks energy and discourages audience engagement 	<ul style="list-style-type: none"> Presentation goes beyond what is expected, is highly engaging and commands audience attention, e.g. using a brief skit to demonstrate a particular learning experience
	Comments:		

Criteria	No Evidence	Needs Improvement	Well done
Attention to Audience		<ul style="list-style-type: none"> • No relationship established between pre-co-op concerns and co-op learning • Little or no effort to involve audience in discussion period • Incomplete answers 	<ul style="list-style-type: none"> • Strong connection built between presenters and audience, e.g. through bios, introductions, etc. • Strategies to motivate audience • Without being patronizing, clear linking of pre-co-op concerns with actual co-op experience of presenters • Questions from the audience moderated respectfully with thoughtful responses
	Comments:		
Delivery		<ul style="list-style-type: none"> • Difficult to hear • Read content off slides • Poor posture • Lack of eye contact • Distracting mannerisms 	<ul style="list-style-type: none"> • Presenters well spoken • Good projection and vocal variety • Relaxed but alert posture • Good use of facial expression and natural gestures to maintain interest
	Comments:		
Audiovisual Aids		<ul style="list-style-type: none"> • Legibility issues with slides, or typographical or grammatical errors • Overdependence on slides • Poor quality handouts 	<ul style="list-style-type: none"> • Used PowerPoint effectively • Creativity in presentation aids that went beyond PowerPoint • Handouts accurately and attractively presented with useful content
	Comments:		
Time Management		<ul style="list-style-type: none"> • Under time allocation • Rushed through content to meet time frame • Poor balance between presentation and discussion 	<ul style="list-style-type: none"> • Good adaptation of content to time available • Good blend of presentation and discussion with audience
	Comments:		

Overall feedback: