

**BUS ADM 330 – Organizations – Spring 2016 (F2F)  
Digital Media Project Three (DMP3) Guidelines  
“Let Your Brilliance Shine”**

**Overview and Rationale.** The primary purpose of *Digital Media Project Three (DMP3)* is to help us get to know each other in a fun and creative way, by sharing examples of the skills and abilities we possess that can help improve our job performance. A secondary purpose is to give you an opportunity to use technology to demonstrate some of your skills/abilities and further develop your ability to provide effective feedback on someone else's project using the RISE Model for Meaningful Feedback.

If you have not already uploaded a photo of yourself to your Profile in D2L, please do so before you begin working on DMP3. After your picture is posted to your D2L Profile, we would like you to **select a skill or ability that you possess that could add value for a current or future employer and demonstrate or document that ability/skill in a digital format.** In other words, we want you to pick something that you are good at, that could create value for a business or other organization, and show us what you can do in a digital format. Please make sure that the skill/ability you choose, **fits within one of the categories of cognitive, emotional or physical abilities** that are discussed in chapter 10 of Colquitt, LePine and Wesson's Organizational Behavior text (see Appendix One for a summary of the abilities that are described in the chapter).

For example, if you are good at photography or really enjoy taking pictures, you might want to create a digital photo album or slideshow that showcases some of your favorite photos and tells us a story about the experiences represented in the images (See Dr. Jude's Example 1). If you enjoy and/or are good at playing basketball or hockey, you could shoot some video footage or include photos of you playing that sport and tell us a story about your experience as an athlete. If you like to draw or do some kind of craft, you could use photos and tell us a story to show us the process that you use when completing your creation (See Dr. Jude's Example 2). If you enjoy and/or are good at cooking or baking, you could take some photos while you are preparing a meal and tell us a story about the process of cooking/baking and why it matters to you. **For any of these examples, you must also write a reflection in which you explain how your area of brilliance used one or more of the abilities described in chapter 10. You must also tell us how your skill/ability could add value to an organization or employer, either now or in the future. Your artifact must also show you using the skills/abilities, as well as a description of what is happening in the artifact.**

It doesn't really matter what area of brilliance you choose, you just have to be able to capture it in digital form (i.e., as a digital artifact) so you can upload your example to the D2L discussion forum. (If you submit a video as your digital artifact, please make sure it is no longer than 2 minutes.) The only other restrictions are that the skill or ability you choose to document and reflect upon **must be appropriate for an academic environment** and must have the **potential to add value** for an employer - so please make sure that it is legal, does not involve drugs or alcohol, and does not include nudity or anything that might be deemed sexually provocative. If you are wondering if your content is appropriate for this assignment please ask your TA or Dr. Jude BEFORE you submit DMP3.

Your digital artifact must provide clear evidence of the skill/ability and include enough details for us to understand what the skill/ability entails and how it could add value for an employer. We would like you to write a 250-300 word reflection (typed directly into the discussion forum) that includes these elements: **1)** Explain or describe your area of brilliance and why the skill/ability is important to you. **2)** Describe in as much detail as possible, which ability(ies) from the table in Appendix One were documented in your artifact. **3)** Discuss how you feel about yourself when you are engaging in this activity or using the skill set it requires. **4)** Describe at least **two ways** that you can use these skills or abilities to add value to a current or future employer or volunteer organization.

You do not need to worry about whether anyone else thinks you are brilliant in the activity you select to share with us. As long as you **make a good faith effort** to “let your brilliance shine” and provide a thoughtful reflection that addresses the questions posted above, you will get full credit for your submission. This assignment is worth 100 points (90 for your artifact and reflection, plus 10 for the peer review) and represents 10% of your final grade in the course. **No late submissions will be accepted for credit.**

**Summary of DMP3 Deliverables.** In order to get full credit for DMP3 you must satisfactorily complete all three components of the project. 1) You must **upload your digital file/artifact** to the D2L discussion

forum called “Digital Media Project Three – Let Your Brilliance Shine” (45 points) and 2) **Type your 250-300 word reflection** (45 points) directly into the text box. Please do not submit your reflection as an attachment – you will not get credit unless your reflection appears as typed text within the discussion forum. (Feel free to type your reflection in a MSWord or Pages file and then copy and paste it into the discussion forum – but do not submit the reflection as an attachment). 3) The final component of this project is to **post a peer review** (10 points) of someone else’s DMP3 using the RISE Model for Meaningful Feedback (posted in the Content Area of D2L).

No matter what type of digital file you create, please use the following naming convention when you create and save your file **Lastname\_Firstname\_DMP3**. You will lose 10 points if the file you upload to D2L does not use this file naming convention. You should also use this same file name (**Lastname\_Firstname\_DMP3**) as the **subject line** of your discussion post to make it easy for us to find your submission and give you the credit you deserve.

**Project Deadline.** In order to encourage you to plan ahead and get your project submitted ahead of time, we are offering a **ten point bonus** to everyone who correctly submits DMP3 to the “DMP3 – Let Your Brilliance Shine” discussion forum in D2L by **11:59pm CDT on Sunday April 17, 2016**. If you are unable to meet this early submission deadline, you can still earn full credit (100 points) for DMP3 if it is submitted to the appropriate discussion forum in D2L by **11:59pm CDT on Tuesday April 19, 2016**. Your **peer review** of another student’s project (using the RISE Model for Meaningful Feedback - available in the Content Area of D2L) must be submitted by **11:59pm CDT on Tuesday April 26, 2016**. As indicated in the syllabus **NO LATE PROJECTS (OR PEER REVIEWS) WILL BE ACCEPTED FOR CREDIT**.

**DMP3 Evaluation Criteria.** We will use this rubric to evaluate and assign a grade for DMP3:

<b>Criterion</b>	<b>Met Standard (Full credit)</b>	<b>Did Not Meet Standard (Lose points)</b>
Proper Filename	You used the proper filename for your digital artifact and subject line of your discussion post.	You did not use the proper filename for your digital artifact or the subject line of your discussion post. (-10)
Quality of Digital Artifact	The digital artifact you submitted demonstrated a good faith effort to let your brilliance shine in an academically appropriate way and clearly fit into one of the categories of cognitive, emotional or physical abilities described in chapter 10 of the Organizational Behavior textbook.	The digital artifact you submitted <b>did not</b> demonstrate a good faith effort to let your brilliance shine in an academically appropriate way and/or <b>did not</b> clearly fit into one of the categories of cognitive, emotional or physical abilities described in chapter 10 of the Organizational Behavior textbook. (up to 45 point deduction)
Quality of Reflection	Your reflection was typed within the text box, provided a thoughtful response to the assigned questions and was within the 250-300 word requirement.	Your reflection was not typed within the text box, did not provide a thoughtful response to the assigned questions and/or was not within the 250-300 word requirement. (up to 45 point deduction)
Overall Quality of DMP3	Your submission was free of grammatical and other errors.	Your submission contained too many grammatical or other errors. (-15)
Met Early Submission Deadline	You correctly submitted DMP3 by 11:59pm CDT on Sunday April 17, 2016 (10 point bonus).	You did not correctly submit DMP3 by 11:59pm CDT on Sunday April 17, 2016 (no bonus).
Met Submission Deadline	You correctly submitted DMP3 by 11:59pm CDT on Tuesday April 19, 2016.	You did not correctly submit DMP3 by 11:59pm CDT on Tuesday April 19, 2016. (90 point deduction)
Quality of Peer Review Using RISE Model for Meaningful Feedback	You effectively used the RISE Model for Meaningful Feedback to provide a peer review of another student’s project. Your peer review included a sufficient number of specific details about the project.	You did not effectively use the RISE Model for Meaningful Feedback to provide a peer review of another student’s project. Your peer review did not include a sufficient number of specific details about the project. (Up to 10 point deduction)

## APPENDIX ONE - TYPES OF ABILITY

We would like you to carefully select the skill or ability you want to showcase in this project, so that it fits into one of the categories of abilities discussed in chapter 10 of our OB textbook. We have summarized those abilities in the following table - in order to get credit for your work, please make sure your project relates to one or more of these abilities. If you have questions - please check with your TA or consult with Dr. Jude.

<b>Type of Cognitive Ability</b>	<b>Specific Facets</b>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• <i>Oral and Written Comprehension</i> - Understanding written and spoken words and sentences</li> <li>• <i>Oral and Written Expression</i> - Communicating ideas by speaking or writing so that others can understand</li> </ul>
<b>Quantitative</b>	<ul style="list-style-type: none"> <li>• <i>Number Facility</i> - Performing basic math operations quickly and correctly</li> <li>• <i>Mathematical Reasoning</i> - Selecting the right method or formula to solve a problem</li> </ul>
<b>Reasoning</b>	<ul style="list-style-type: none"> <li>• <i>Problem Sensitivity</i> - Understanding when there is a problem or when something may go wrong</li> <li>• <i>Deductive Reasoning</i> - Applying general rules to specific problems</li> <li>• <i>Inductive Reasoning</i> - Combining specific information to form general conclusions</li> <li>• <i>Originality</i> - Developing new ideas</li> </ul>
<b>Spatial</b>	<ul style="list-style-type: none"> <li>• <i>Spatial Orientation</i> - Knowing where one is relative to objects in the environment</li> <li>• <i>Visualization</i> - Imagining how something will look after it has been rearranged</li> </ul>
<b>Perceptual</b>	<ul style="list-style-type: none"> <li>• <i>Speed and Flexibility of Closure</i> - Making sense of information and finding patterns</li> <li>• <i>Perceptual Speed</i> - Comparing information or objects with remembered information or objects</li> </ul>
<b>Type of Emotional Ability</b>	<b>Specific Facets</b>
<b>Self Awareness</b>	<ul style="list-style-type: none"> <li>• Ability of an individual to understand the types of emotions he/she is experiencing, the willingness to acknowledge them and the capability to express them in a natural way</li> </ul>
<b>Other Awareness</b>	<ul style="list-style-type: none"> <li>• An individual's ability to recognize and understand the emotions that other people are feeling</li> </ul>
<b>Emotion Regulation</b>	<ul style="list-style-type: none"> <li>• An individual's ability to recover quickly from emotional experiences</li> </ul>
<b>Use of Emotions</b>	<ul style="list-style-type: none"> <li>• The degree to which a person can harness emotions and employ them to improve their chances of being successful in whatever they are seeking to do</li> </ul>

Type of Physical Ability	Specific Facets
<b>Strength</b>	<ul style="list-style-type: none"> <li>• <i>Static</i> - Lifting, pushing, pulling heavy objects</li> <li>• <i>Explosive</i> - Exerting a short burst of muscular force to move oneself or objects</li> <li>• <i>Dynamic</i> - Exerting muscular force repeatedly or continuously</li> </ul>
<b>Stamina</b>	<ul style="list-style-type: none"> <li>• Exerting oneself over a period of time without circulatory system giving out</li> </ul>
<b>Flexibility and Coordination</b>	<ul style="list-style-type: none"> <li>• <i>Extent Flexibility</i> - Degree of bending, stretching, twisting of body, arms, legs</li> <li>• <i>Dynamic Flexibility</i> - Speed bending, stretching, twisting of body, arms, legs</li> <li>• <i>Gross Body Coordination</i> - Coordinating movement of body, arms and legs in activities that involve all three together</li> <li>• <i>Gross Body Equilibrium</i> - Ability to regain balance in contexts where balance is upset</li> </ul>
<b>Psychomotor</b>	<ul style="list-style-type: none"> <li>• <i>Fine Manipulative Abilities</i> - Keeping hand and arm steady while grasping, manipulating and assembling small objects</li> <li>• <i>Control Movement Abilities</i> - Making quick, precise adjustments to a machine while operating it</li> <li>• <i>Response Orientation</i> - Quickly choosing among appropriate alternative movements</li> <li>• <i>Response Time</i> - Quickly responding to signals with body movements</li> </ul>
<b>Sensory</b>	<ul style="list-style-type: none"> <li>• <i>Near and Far Vision</i> - Seeing details of an object up close or at a distance</li> <li>• <i>Night Vision</i> - Seeing well in low light</li> <li>• <i>Visual Color Discrimination</i> - Detecting differences in colors and shades</li> <li>• <i>Depth Perception</i> - Judging relative distances</li> <li>• <i>Hearing Sensitivity</i> - Hearing differences in sounds that vary in terms of pitch and loudness</li> <li>• <i>Auditory Attention</i> - Focusing on a source in the presence of other sources</li> <li>• <i>Speech Recognition</i> - Identifying and understanding the speech of others</li> </ul>