BUSN20017 *Effective Business Communications*
Term 2 - 2017

All details in this unit profile for BUSN20017 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The unit aims to develop the skills and abilities of students to communicate effectively in business environments. The unit recognises employer and graduate needs to improve communication in different contexts. You will be introduced to different communication concepts including, but not limited to, models, competence, culture, media choice, channels and climate. The unit will also introduce you to the elements of effective communication for participation in business meetings, presentations, interpersonal and group interaction.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2017

- Brisbane
- Distance
- Melbourne
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**
Weighting: 20%
2. **Group Work**
Weighting: 40%
3. **Reflective Practice Assignment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say

Feedback

Student comment: I have had some issues with Library searches and finding relevant peer reviewed journals. Seems to be a lot relating to nursing but very little relating to communication or business.

Recommendation

The library may need to consider purchasing journals that reflect professional business communication in non-nursing situations.

Feedback from Have Your Say

Feedback

Student 1 comment: "One of the best units I took this semester! Great content with real world application of the acquired knowledge and noticeable skill development." Student 2 comment: "I feel that the assessments are best aspects of this unit because i have stage fear from the presentation i learned the way to present my ideas before a group of audience with confidence."

Recommendation

Group oral presentations enable students to grow in confidence especially when English is not their first language. It is suggested that oral presentations remain as a core component of this unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
2. Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
3. Deliver effective presentations to transmit knowledge, skills and ideas to both specialist and non-specialist audiences and achieve business objectives
4. Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them
5. Demonstrate the skill to autonomously reflect about good practices in workplace communication in different organisational contexts
6. Engage and collaborate with team members to demonstrate oral, written, and interpersonal communication.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ○ Introductory Level ● Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical Assessment - 20%	●	●			●	
2 - Group Work - 40%	●	●	●	●	●	●

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Reflective Practice Assignment - 40%	●				●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	
2 - Communication	○	○	○	○	○	○
3 - Cognitive, technical and creative skills						
4 - Research						
5 - Self-management	○				○	○
6 - Ethical and Professional Responsibility	○	○	○	○		○
7 - Leadership						○
8 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical Assessment - 20%	○	○				○		
2 - Group Work - 40%	○	○			○	○	○	
3 - Reflective Practice Assignment - 40%	○	○			○	○		

Textbooks and Resources

Textbooks
BUSN20017

Prescribed

Communication for Business and the Professions: Strategies and Skills
Edition: 6th edn (2016)
Authors: Dwyer, J
Pearson Australia
Sydney , NSW , Australia
ISBN: 9781486019533
Binding: Paperback

Additional Textbook Information
An electronic version of this textbook is available. However, if you prefer a paper text, they are still available at the CQUni Bookshop here: http://bookshop.cqu.edu.au

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Cait White Unit Coordinator
c.j.white@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Communication: Understanding the Process	Chapter 1 Communication Foundations in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Stevens, B. (2005). What communication skills do employers want? Silicon valley recruiters respond, *Journal of Employment Counselling, 42*(1), 2-9. Brink, K. E. & Costigan, R.R. (2015). Oral communication skills: Are the priorities of the workplace and AACSB-accredited business programs aligned? *Academy Of Management Learning & Education*, *14*(2), 205-22i. Roebuck, D. B., Bell, R. L., Raina, R., & Lee, C. (2015). The effects of home country, gender and position on listening behaviours. *Journal Of Organizational Culture, Communications & Conflict 19*(2), 93-120. Lloyd, K., Boer, D., Keller, J., & Voelpel, S. (2015). Is my boss really listening to me? The impact of perceived supervisor listening on emotional exhaustion, turnover intention, and organizational citizenship behavior. *Journal Of Business Ethics, 13*(3), 509-524. Keyton, J. et al. (2013). Investigating verbal workplace communication behaviors. *Journal of Business Communication, 50*(2), 152-169. Gkorezis, P., Bellou, V., & Skemperis, N. (2015). Nonverbal communication and relational identification with the supervisor, *Management Decision, 53(*5),1005 - 1022. Gabbot, M., & Hogg, G. (2001). The role of non-verbal communication in service encounters: A conceptual framework. *Journal of Marketing Management 17*(1/2), 5-26.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Academic Writing: Demonstrating your Knowledge | Chapter 24 Academic Writing in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Chapter 23 Writing Reflective Journals in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. McDougall, D', Orenelles, C., & Rao, K. (2015). A primer on the pathway to scholarly writing: Helping nascent writers to unlearn conditioned habits.. *College Student Journal, 49*(2), 262-270. Zorn, T., & Campbell, N. (2006). Improving the writing of literature reviews through a literature integration exercise. Business Communication Quarterly, 69(2), 172-183 | |

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Business Writing: Genres of Written Business Communication	Chapters 19-22 in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Zhu, Y., & White, C. (2009). Practitioners' views about the use of business email within organizational settings: Implications for developing student generic competence. *Business Communication Quarterly, 72*(3), 289-303. Randazzo, C. (2012). Positioning Résumés and Cover Letters as Reflective-Reflexive Process. *Business Communication Quarterly, 75*(4), 377-391.	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Presentations: Communicating to an Audience:	Chapter 24 Academic Writing in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Chapter 23 Writing Reflective Journals in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. McDougall, D', Orenelles, C., & Rao, K. (2015). A primer on the pathway to scholarly writing: Helping nascent writers to unlearn conditioned habits.. *College Student Journal, 49*(2), 262-270. Zorn, T., & Campbell, N. (2006). Improving the writing of literature reviews through a literature integration exercise. Business Communication Quarterly, 69(2), 172-183.	**Practical Assessment: Writing a Memo** Due: Week 4 Friday (4 Aug 2017) 5:00 pm AEST

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cross Cultural Communication: Transcending Boundaries	Chapter 6 Intercultural Communication in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Rasmussen, L. J., & Sieck, W. R. (2015). Intercultural competence,culture-general competence: Evidence from a cognitive field study of professionals who work in many cultures. *International Journal of Intercultural Relations. 48*, 75-90. Kohler, T., Durnell Cramton, C., & Hind, P. J. (2012). The meeting genre across cultures: Insights from three german-american collaborations. *Small Group Research, 43*(2), 159-185.	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Communication: Communicating within the Organisational Structure	Chapter 7 Communication Across the Organisation in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Lauring, J. (2011). Intercultural Organizational Communication the Social Organizing of Interaction in International Encounters, *Journal of Business Communication, 48*(3), 231-255. Ocasio, W., Loewenstein, J., & Nigam, A. (2015). How streams of communication reproduce and change institutional logics: The role of categories. *Academy Of Management Review, 40*(1), 28-48.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Communication Media and Networking: Choosing the Medium and Connecting with Others | Chapter 2 Social Media in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Sitkin, S. B., Sutcliffe, K. M. and Barrios-Choplin, J. R. (1992), A dual-capacity model of communication media choice in organizations. *Human Communication Research*, 18, 563–598. Byron, K. (2008). Carrying too heavy load? The communication and miscommunication of emotion by email. *Academy of Management Review, 33*(2), 309-327. Sievers, K., Wodzicki, K., Aberle, I., Keckeisen, M., & Cress, U. (2015). Self-presentation in professional networks: More than just window dressing. C*omputers In Human Behavior, 50,* 25-30. Xiaojun, Z., & Venkatesh, V. (2013). Explaining employee job performance: The role of online and offline workplace communication networks. *MIS Quarterly, 37*(3), 695-A3. Kim, S. (2013). Networking enablers, constraints and dynamics: A qualitative analysis. *Career Development International, 18*(2),120-138. | |

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Soliciting Information: Interviews and interviewing	Chapter 25 The Job Search, Resumes and Interviews in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Kleiman, L. S., & Benek-Rivera, J. (2010). A four-step model for teaching selection interviewing skills. *Business Communication Quarterly, 73*(3), 291-305. Decarie, C. (2010). Literacy and information interviews. *Business Communication Quarterly, 73*(3), 306-317	**Group Work: Written Report and Oral Presentation** Due: Week 8 Friday (8 Sept 2017) 5:00 pm AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

	Chapter 9 Team and Group Communication in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia.	
Communicating in Teams and Groups: Process Communication	Chapter 10 Effective Meetings: Face-to-face and Virtual in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia.	
	Allen, J. A., Lehmann-Willenbrock, N., & Landowski, N. (2014). Linking pre-meeting communication to meeting effectiveness. *Journal of Managerial Psychology, 29*(8), 1064-1081.	
	Rogelberg, S., Roades, G., Shnock, L., & Scott, C. W. (2012). Wasted time and money in meetings: Increasing return on investment. *Small Group Research, 43*(2), 236-245.	
	Kauffeld, S., & Lehmann-Willenbrock, N. (2012). Meetings matter: Effects of team meetings on team and organizational success. *Small Group Research, 43*(2), 130-158.	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Persuasive and Influential Communication within the Workplace	Chapter 16 Critical thinking, argument, logic and persuasion in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia.	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal Communication: Working Together	Chapter 3 Interpersonal Communication in Dwyer, J. (2016). Communication for Business and the Professions: Strategies & Skills. (6th ed.). Pearson: Australia. Hynes, G. E. (2012). Improving employees' interpersonal communication competencies. *Business Communication Quarterly, 75*(4), 446-475. Madlock, P.E. and Dillow, M. R. (2012). The consequences of verbal aggression in the workplace: An application of the investment model. *Communication Studies, 63*(5), 593-607.	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
The course in review.		**Reflective Practice Assignment: Developing your Communication Competency** Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

1 Practical Assessment: Writing a Memo

Assessment Type

Practical Assessment

Task Description

This assessment is worth 20 points and accounts for 20% of your grade.

The assessment is due in Week 4 on Friday 4th August 5.00 pm.

The essay must be between 700-1000 words in length. Two points will be deducted for those essays that are over or under by 200 words.

There is a deduction of 1 point per day after the due date.

The essay must include a cover page that contains your name, student number, resident campus, assessment title, and lecturer.

Task description: In this task you will write a memo in response to the case study provided below. The memo must be logically structured, free of grammatical errors, professionally styled; in addition, follow the writing conventions for memos as discussed in the lecture.

This assessment is aimed to assess your written communication skills. Students who do not perform well will be highly recommended to consider training with Academic Learning Centre (ALC). The assessment is aimed to ensure that you have advanced level of writing skills before you proceed into other units in the postgraduate course. The assessment will also assess the integrity of your work. Given all students will do the same assessment, plagiarism will be monitored to ensure that your submitted work is original and not purchased or copied from other students. Where assessment are found to be similar, penalty may apply in according with University policy.

Case study: A medium size company named Sigma Global provides various services to clients interested in undertaking university courses overseas. Some of the services include: marketing and promotions of courses, advice to students on courses and academic institutions, finding accommodation for students, transportation in first few weeks in Australia, and child care services to students. The company has agents and clients in more than 150 countries around the globe. It has come to the attention of the head office, based upon a large client survey, that there is a problem in the consistency of the information provided by the agents to the prospective clients. You are the director of the organisation and you are sending out a memo to each of your agents persuading them to comply with the following recommendations. For the purpose of this assessment you should address the memo to: Mrs. Rania Singh, Customer Services Agent.

Some of the policy changes include the following recommendations:

- The agent needs to get approval from Sigma Global for any marketing material prepared for local marketing and advertising. The agents need to ensure ethical marketing.

- The agents need to ensure that they are well informed about each institutions, the courses they deliver, their ranking status, and they represent all institution in equal and fair manner

- Accommodation advice needs to be accurate where promise must meet expectations and experience

- Transportation related advice must include estimated cost, concessions, and other benefits

- Childcare costs, duration of such service (e.g. opening hours, university breaks).

Assessment Due Date

Week 4 Friday (4 Aug 2017) 5:00 pm AEST

Return Date to Students

Week 6 Friday (25 Aug 2017)

Feedback is provided through Grade Mark on Moodle

Weighting

20%

Assessment Criteria

Key Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
Heading	Excellent heading section. The heading segment follows the general format; is specific; no errors exist.	Good heading statement. All heading segment follow the general format; is specific; very minor errors exist.	Fair heading statement. The heading statement follows the general format; is general in nature; no errors exist	Poor heading statement. The heading segment follows the general format; is general in nature; errors exist.	Very poor or non-existent heading statement. The heading segment does not follow the general format
Opening Statement	Excellent opening statement; contains all three components of the opening statement. All statements are specifically stated.	Good opening statement; contains all three components of an opening statement; One or two of the components could have been more specifically stated	Fair opening statement; contains all three components of an opening statement. More specificity required for all three components.	Poor opening statement; does not contain all three components of an opening statement.	Very poor or non-existent opening statement.
Context	Excellent articulation of context; both the background and the problem are described. Both statements are specifically stated.	Good articulation of context; background and the problem are described. One of the two could have been more specifically described.	Fair articulation of context; both the background and the problem are described; general in nature.	Poor articulation of context; either the backgrounds or the problem is not described.	Very poor or non-existent articulation of context.
Summary and discussion	The assessment presents a detailed and focused summary of the ideas presented; drawing clear and well thought-out recommendations	The assessment presents a fairly detailed and focused summary of the ideas presented; drawing fairly clear and well thought-out recommendations	The assessment presents a somewhat detailed and focused summary of the ideas presented; providing some evidence of recommendations	The assessment provides limited detail with no clear summary of the ideas presented; drawing limited recommendations	The assessment fails to provide any clear evidence of the ideas presented; drawing no clear recommendations.
Closing	Excellent articulation of task; All three elements are present; clear attention is paid to the professional relationship	Good articulation of task; all three elements are present; more attention to the professional relationship required.	Fair articulation of task; All three elements are present; more detail required.	Poor articulation of three elements of a closing statement	Very poor or non-existent articulation of the three elements of a closing statement.
Presentation and Quality of Writing	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.	Quality of writing is of a good standard. Few grammar, spelling and punctuation mistakes.	Some problems with sentence structure and presentation. Frequent grammar, punctuation and spelling mistakes. Use of inappropriate language.	Quality of writing is at a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proof reading.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Assessment submitted through Moodle

Learning Outcomes Assessed

- Demonstrate advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
- Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
- Demonstrate the skill to autonomously reflect about good practices in workplace communication in different organisational contexts

Graduate Attributes

- Knowledge
- Communication
- Ethical and Professional Responsibility

2 Group Work: Written Report and Oral Presentation

Assessment Type
Group Work

Task Description
Assessment 2: Group Work: Written Report and Oral Presentation

Graduate Attributes associated with the assessment item:
Knowledge
Communication
Self-management
Ethical and Professional Responsibility
Leadership

Learning outcomes for this assessment item:
1. Demonstrate advanced knowledge and skills required in written, oral and interpersonal communication to address complex business problems
2. Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
3. Deliver effective presentations to transmit knowledge, skills and ideas to both specialist and non-specialist audiences and achieve business objectives
5. Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them
6. Demonstrate the skill to autonomously reflect about good practices in workplace communication in different organisational contexts
Engage and collaborate with team members to demonstrate oral, written and interpersonal communication.

This assessment is worth 40 points and accounts for 40% of your final grade.

The assessment is due in Week 8 on Friday 8th September, 5.00 pm

The reports must be 2500 words in length. Two points will be deducted for those essays that are over or under by 200 words.

There is a late deduction of 2 points per day after the due date.

The report must include a cover page that contains your name, student number, resident campus, assessment title and lecturer.

The report must conform to the APA style guide.

At the time of submission you will submit both your report and your PowerPoint slides.

You will receive the same score as your group members for the written report. The presentation is marked based upon your individual contribution.

Task description: In this assessment you will both write a report based upon the following case study and then present an oral presentation either during the lecture or tutorial. You will be assigned into a group of three by the lecturer/tutor. The flex students will present using Zoom. The presentation must be 15 minutes in length. All group members must present one part of the presentation.

Case study

A multi-national organisation operates in various countries including Australia, Vietnam, India, Oman, and Nigeria. The organisation manufactures and distributes agricultural equipment's to local and international clients. In total the organisation has 8,000 employees in five countries and more than 1 million customers worldwide. The head office is based in Australia. In recent years the organisation is facing a number of communication challenges. They include:

- Timely communication to all staff and clients
- Communication breakdown from top management to staff in the front line and vice versa
- Feedback from clients on ways to improve product quality and service delivery
- Issues around local language
- Cross cultural issues in different contexts
- Limited development in digital literacy in some countries and use of social media in communication

Your manager has asked you to develop strategies to improve communication at all level. The manager has directed you to suggest strategies that has proven to work well in large multinational organisations. You are required to undertake the following:

- Prepare a written report
- Benchmark what other multinational organisations are doing to improve workplace communication. This could be done be reviewing literature of successful case studies available
- Identify the strategies the organisation could use to address each of the above five challenges

The report should have the following structure:

Structure	Brief explanations
Cover page	Include a title of the report Include your full name and student ID
Table of contents	Automate the table of content with page numbers
Introduction	Outline what the report is about? What are you trying to inform the reader?
Good practices	Outline the good practices used in other organisations. This will be based on literature review. The aim is to examine what other organisations have done to address similar challenges. At least 25 literature should be cited.
Future strategies	In this section you will address each of the six challenges. You will suggest how your organisations could improve communication. Here you can draw various theories and models you have learnt in the unit. Your suggested strategies should be based evidence of success in other organisation
Conclusion and implications	This section will provide your views and thoughts on the subject matters. It will also draw your experience on what you have learnt. You will also outline what could the implications if the organisation continues to face the dilemma around communications
Reference list	Minimum of 25 academic papers. References must be correctly cited using the APA reference style.

You must then present your report to your manager. For the presentation each group member must present for equal amounts of time. The presentation should have the following structure.

Cover slides	Include a title of the report Include the names and student numbers of the presenters and the campus
Introduction	An attention getting statement The exigency of the topic The relevance of the topic to the audience The group ethos Preview of the main points

Good practices	Outline the good practices used in other organisations. This will be based on literature review. Any references must be included on the slides. Each point must be clear with a topic statement and supporting evidence/materials.
Future strategies	In this section you will address each of the six challenges. You will suggest how your organisations could improve communication. Here you can draw various theories and models you have learnt in the unit. Your suggested strategies should be based evidence of success in other organisation. Each challenge should be presented with a clear topic statement and supporting evidence/materials.
implications	This section will provide your views and thoughts on the subject matters. It will also draw your experience on what you have learnt. You will also outline what could the implications if the organisation continues to face the dilemma around communications
Conclusion	A brief restatement of the main points of the presentation A memorable concluding statement
Reference list	Minimum of 25 academic papers

Assessment Due Date
Week 8 Friday (8 Sept 2017) 5:00 pm AEST

Return Date to Students
Week 10 Friday (22 Sept 2017)

Feedback is provided through Grade Mark on Moodle

Weighting
40%

Assessment Criteria

Key Criteria	Exceeds Expectations	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations	Meets Expectations	Below Expectations
	(High Distinction) 85-100%		(Credit) 65 - 74%	(Pass) 50 - 64%	(Fail) below 50%
Introduction	Excellent introduction; clearly outlines the report topic and purpose	Exceed expectations; clearly outlines the report topic and purpose; one or two of the components could have been more specifically stated	Meets expectations; fair introduction; contains both an outline of the topic and the purpose; general in nature	Poor introduction; does not clearly outline both the topic and the purpose.	Very poor or non-existent introduction
Good Practices	Demonstrates a balanced and very high level of detailed knowledge of core concepts by providing a very high level of analysis. Utilises current, appropriate and credible sources.	Demonstrates a balanced and high level of knowledge of core concepts by providing a high level of analysis. Utilises mostly current, appropriate and credible sources.	Demonstrates a good level of knowledge of some of the core concepts by providing some level of analysis. Utilises some current, appropriate and credible sources.	Demonstrates limited knowledge of core concepts by providing a limited level of analysis. Utilises few current, appropriate and credible sources.	Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, analysis. Utilises little, if any, current, appropriate and credible sources.
Future Strategies	Exceeds expectations: All six challenges are addressed at a high level of detail based upon communication theories and models and evidence of successes in other organisations.	Exceeds expectations; All six challenges are addressed at a good level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided	Meets expectations; most of the six challenges are addressed at a fair level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges.	Meets expectations; Less than half of the challenges are addressed at a poor level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges	None of the six challenges are addressed.
Conclusion	The assessment presents a detailed and focused summary of the ideas presented; drawing clear and well thought-out conclusions.	The assessment presents a fairly detailed and focused summary of the ideas presented; drawing fairly clear and well thought-out conclusions.	The assessment presents a somewhat detailed and focused summary of the ideas presented; providing some evidence of conclusions.	The assessment provides limited detail with no clear summary of the ideas presented; drawing limited conclusions.	The assessment fails to provide any clear evidence of the ideas presented; drawing no clear conclusions.
Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.
References	All correctly use the APA format 25 pieces of literature used	All correctly use the APA format 20 pieces of literature used	Did not correctly use the APA format 25 pieces of literature used	Did not correctly use the APA format 20 pieces of literature used	Did not correctly use the APA format. Less than 10 pieces of literature used.

Key Criteria	Exceeds Expectations	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations	Meets Expectations	Below Expectations
	(High Distinction) 85-100%		(Credit) 65 - 74%	(Pass) 50 - 64%	(Fail) below 50%
Introduction	Excellent introduction; clearly outlines the report topic and purpose, exigency.	Exceed expectations; clearly outlines the report topic and purpose; one or two of the components could have been more specifically stated	Meets expectations; fair introduction; contains both an outline of the topic and the purpose; general in nature	Poor introduction; does not clearly outline both the topic and the purpose.	Very poor or non-existent introduction
Good Practices	Demonstrates a balanced and very high level of detailed knowledge of core concepts by providing a very high level of analysis. Utilises current, appropriate and credible sources.	Demonstrates a balanced and high level of knowledge of core concepts by providing a high level of analysis. Utilises mostly current, appropriate and credible sources.	Demonstrates a good level of knowledge of some of the core concepts by providing some level of analysis. Utilises some current, appropriate and credible sources.	Demonstrates limited knowledge of core concepts by providing a limited level of analysis. Utilises few current, appropriate and credible sources.	Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, analysis. Utilises little, if any, current, appropriate and credible sources.

Future Strategies	Exceeds expectations: All six challenges are addressed at a high level of detail based upon communication theories and models and evidence of successes in other organisations.	Exceeds expectations; All six challenges are addressed at a good level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided	Meets expectations; most of the six challenges are addressed at a fair level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges.	Meets expectations; Less than half of the challenges are addressed at a poor level of detail based upon communication theories and models and evidence of successes in other organisations; more specific detail needed to be provided for the identified challenges	None of the six challenges are addressed.
Conclusion	The assessment presents a detailed and focused summary of the ideas presented; drawing clear and well thought-out conclusions.	The assessment presents a fairly detailed and focused summary of the ideas presented; drawing fairly clear and well thought-out conclusions.	The assessment presents a somewhat detailed and focused summary of the ideas presented; providing some evidence of conclusions.	The assessment provides limited detail with no clear summary of the ideas presented; drawing limited conclusions.	The assessment fails to provide any clear evidence of the ideas presented; drawing no clear conclusions.
Organisation of presentation	Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The student has a clear voice, is expressive throughout the presentation.	Presents information and ideas in a logical sequence which the audience can follow. The student has a clear voice, is expressive at times during the presentation.	Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The student has a clear voice, but is not expressive and/or pronounces some words incorrectly.	Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The student's voice is: not clear at times; not expressive and/or the student pronounces a number of terms incorrectly.	Presents information in a poorly developed and illogical sequence which the audience cannot follow. The student mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members.
References	All correctly use the APA format 25 pieces of literature used	All correctly use the APA format 20 pieces of literature used	Did not correctly use the APA format 25 pieces of literature used	Did not correctly use the APA format 20 pieces of literature used	Did not correctly use the APA format. Less than 10 pieces of literature used.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Assessment submitted through Moodle

Learning Outcomes Assessed

- Demonstrate advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
- Apply professional business writing and oral communication skills to effectively inform or persuade a target audience
- Deliver effective presentations to transmit knowledge, skills and ideas to both specialist and non-specialist audiences and achieve business objectives
- Critically analyse communication challenges faced by organisations by applying established theories to develop innovative strategies to address them
- Demonstrate the skill to autonomously reflect about good practices in workplace communication in different organisational contexts
- Engage and collaborate with team members to demonstrate oral, written, and interpersonal communication.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Reflective Practice Assignment: Developing your Communication Competency

Assessment Type
Reflective Practice Assignment

Task Description
Assessment 3: Reflective Practice Assessment; Developing your Communication Competency

General Overview:

This assessment is worth 40 points and accounts for 40% of your final grade.

The assessment is due in Week 12 on Friday 6th October 5.00 pm.

The essay must be 2500 words in length. Two points will be deducted for those essays that are over or under by 200 words.

The essay must include a minimum of 12 academic references, one of which may by the assigned textbook for this course. Students should note this is the minimum standard for demonstration of research. Students who only meet the minimum will only receive the minimum grade for this component.

There is a late deduction of 2 points per day after the due date.

The essay must include a cover page that contains your name, student number, resident campus, assessment title, and lecturer.

The essay must conform to the APA style guide.

This is a summative assessment so marks will not be released until after Certification of Grades.

Task Description: The purpose of this assessment is to provide students with the opportunity to engage in reflective practice, using a range of diagnostic tools and feedback, so as to identify two key areas of personal capability that can be addressed (improved) so an to increase their communication effectiveness.

This assessment is aimed to assess your ability to demonstrate advanced knowledge in written communication and your skill to autonomously reflect about good practices in workplace communication. Through the process of self-reflection you will be able to improve your communication competencies through your knowledge of and ability to perform contextually appropriate communicative behaviors.

This assignment has three specific components.

1. Diagnosis and Reflection. 1000 words

a) Using 5 diagnostic tools related to communication, you are to analyse your own communication style across various areas such as verbal communication, active listening, non- verbal, and assertiveness perception. You will be given the individual diagnostics during the tutorials. Your tutor/lecturer will check and sign-off that you have completed each individual diagnostic during the tutorials. This means that if you fail to attend some or any of tutorial you will not be able to receive and complete the diagnostics. The signed diagnostics must be attached to the end of the essay after the references.

b) You are to present the findings of the tools. In doing so you will show your understand of the results as they apply to your personal situation.

c) Based upon your analysis of the findings you are to identify two key communication issues that you have identified as requiring development.

d) Reflect on two recent professional interactions that you have had within the past 12 months. Analyse these interactions from the perspective of the two key communication issues that are identified as requiring development. To what extent are these evident and support the need for personal communication development?

2. Literature review 1000 words

You are to identify and explain the two issues from your diagnosis and reflection. You are to define the concepts, outline key models and or behaviours that need to be developed so as to demonstrate effective practice. This literature review needs to outline both the conceptually (theoretical) and behavioural (interpersonal) skills that you need to acquire to demonstrate competence in your chose area of communication.

3. Action Plan 500 words:

As a conclusion you are to develop an action plan of key events and activities that you can undertake over the next 6 months to acquire the knowledge, skills and behaviors identified as requiring development in component 1. This can include the following:

· undertaking specific short courses, to develop skills (must be actual courses),

· undertaking advanced post graduate communication courses at CQU or other institutions,

· a reading plan to acquire conceptual knowledge, that may include specific communication texts and self-help books (must be specified),

· maintaining of personal journals reflecting on communication interactions,

· Identification of a mentor (evidence must be provided).

This section must include actionable items with timelines (such as a Gantt chart) and an indication of how you will measure their successful completion.

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Assessment Due Date

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Return Date to Students

Feedback is provided through Grade Mark on Moodle after the final grades have been realesed

Weighting

40%

Assessment Criteria

Key Criteria	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%

Criteria					
Introduction (attention-getting statement, thesis, main points to be covered, diagnostic tools to be used and applied, transition to the body of the presentation)	Superior articulation of the six elements of an introduction.	Above average articulation of the five elements of an introduction.	Clearly articulated less than four of the elements of an introduction.	Poor articulation of less than three of the elements of an introduction.	Introduction contained less than two of the elements of an introduction.
Diagnosis and Reflection. Discussion of results of relevant diagnostic tools showing an understanding of the results and being able to apply each to their personal situation	All results discussed were relevant to the student and in-depth analysis occurred at a very high standard.	All results discussed were relevant to the student and analysis occurred at a high standard.	Most results discussed were relevant to the student and some in-depth analysis occurred at satisfactory standard.	Some results discussed were relevant to the student but in-depth analysis was missing.	The five signed diagnostic questionnaires were not attached to the essay.
2 recent professional interactions identified and analysed based on key areas requiring development which support the need for further personal communication development	2 recent professional interactions were identified and analysed in-depth based of key areas requiring development	2 recent professional interactions were identified but not analysed in-depth based of key areas requiring development	1 recent professional interaction was identified and analysed in-depth based of key areas requiring development	1 recent professional interactions was identified but not analysed in-depth based of key areas requiring development	No recent professional interactions were identified
Literature Review Identification and issues arising from diagnosis and reflection	Both issues were defined, concepts and key models were clearly identified.	Both issues were defined, concepts and key models were identified.	Both issues were defined, however, concepts and key models were hard to identify.	One issue was defined, concepts and key models were identified.	No issues were defined, concepts and key models were not identified
Identification and issues arising from diagnosis and reflection	Theoretical and behavioural skills were clearly identified.	Theoretical and behavioural skills were identified but lacking depth.	Theoretical and behavioural skills were not clearly identified.	Theoretical and behavioural skills were identified.	Theoretical and behavioural skills were not identified.
Action plan for next 6 months	Detailed 6 month action plan with timeline and success measure included.	6 month action plan lacking details with either timeline or some success measure included.	6 month action plan lacking details with either timeline or success measure not included.	Less than 6 month action plan included but lacking a timeline and success measure.	No detailed 6 month action plan with timeline and success measure included.
Breadth and quality of research reflected in number and reference style of cited source material	12 academic sources were used. Sources are all credible. The sources were correctly referenced using APA.	Between 5 and 12 academic sources. Sources are all credible. The sources were referenced using APA.	Between 5 and 12 academic sources were used. Sources are not all credible/used in a way that was relevant. The sources were mostly referenced using APA.	Less than five academic sources were used. The sources were not all credible. The sources were referenced sometimes using APA.	Less than four academic sources were used. The sources were not all credible. The sources were referenced but the style was not using APA.
Presentation and Quality of Writing	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.	Quality of writing is of a good standard. Few grammar, spelling and punctuation mistakes.	Some problems with sentence structure and presentation. Frequent grammar, punctuation and spelling mistakes. Use of inappropriate language.	Quality of writing is at a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proof reading.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Assessment submitted through Moodle

Learning Outcomes Assessed

- Demonstrate advanced knowledge and skills required in written, oral, and interpersonal communication to address complex business problems
- Demonstrate the skill to autonomously reflect about good practices in workplace communication in different organisational contexts

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem