BUSN20017 *Effective Business Communications*
Term 3 - 2017

Profile information current as at 14/12/2025 12:45 pm

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 3 - 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.

Previous Student Feedback

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 (2015)
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

Jan Lewis Unit Coordinator
m.lewis@cqu.edu.au

Schedule

Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic

Communication: Understanding the Process	**Required Reading:** Chapter 1 Communication Foundations in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** 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. 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. Keyton, J. et al. (2013). Investigating verbal workplace communication behaviors. *Journal of Business Communication, 50* (2), 152-169.

Week 2 - 13 Nov 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**

| Academic Writing: Demonstrating your Knowledge | **Required Reading:**Chapter 24 Academic Writing in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney.
Chapter 23 Writing Reflective Journals iin Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney.
Suggested Readings: 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 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Business Writing: Genres of Written Business Communication	**Required Reading:** Chapters 19-22 in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** Randazzo, C. (2012). Positioning Résumés and Cover Letters as Reflective-Reflexive Process. *Business Communication Quarterly, 75*(4), 377-391. 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.	**Assessment 1 Part A due** **Tuesday 21st November, 2017 at noon AEST**

Week 4 - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Presentations: Communicating to an Audience:	**Required Reading:** Chapter 24 Academic Writing in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. Chapter 23 Writing Reflective Journals in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** 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.	**Assessment 1 Part B due** **Tuesday 28th November, 2017 at noon AEST**

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cross Cultural Communication: Transcending Boundaries	**Required Reading:** Chapter 6 Intercultural Communication in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** 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. 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.	**Assessment 1 Part C due Tuesday 12th December, 2017 at noon AEST**

Week 6 - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Communication: Communicating within the Organisational Structure	**Required Reading:** Chapter 7 Communication Across the Organisation in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. Lauring, J. (2011). Intercultural Organizational Communication the Social Organizing of Interaction in International Encounters, *Journal of Business Communication, 48*(3), 231-255. **Suggested Readings:** 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 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

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

Week 8 - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Researching and processing information	**Required Reading:** Chapter 14 Researching and processing information in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills*. (6th ed.). Pearson: Sydney. **Suggested Readings:** Jansen, R.J.G., Curseu, P.L., Vermeulen, P.A.M., Guerts, J.L.A. & Gibcus, P. (2011). Information processing and strategic decision-making in small and medium-sized enterprises: the role of human and social capital in attaining decision effectiveness, *International Small Business Journal: researching entrepreneurship*, 31 (2), 192-216.	**Assessment 2 due Tuesday 9th January, 2018 at noon AEST.** Presentations begin Monday 8/1/2018. **Group Work: Written Report and Oral Presentation** Due: Week 8 Tuesday (9 Jan 2018) 12:00 pm AEST

Week 9 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Communicating in Teams and Groups: Process Communication | **Required Reading:** Chapter 9 Team and Group Communication in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. Chapter 10 Effective Meetings: Face-to-face and Virtual iin Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** Allen, J. A., Lehmann-Willenbrock, N., & Landowski, N. (2014). Linking pre-meeting communication to meeting effectiveness. *Journal of Managerial Psychology, 29*(8), 1064-1081. Kauffeld, S., & Lehmann-Willenbrock, N. (2012). Meetings matter: Effects of team meetings on team and organizational success. *Small Group Research, 43*(2), 130-158. 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. | |

Week 10 - 22 Jan 2018

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

Week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal Communication: Working Together	**Required Reading:** Chapter 3 Interpersonal Communication in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. **Suggested Readings:** 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.	**Assessment 3 due Tuesday 30th January, 2018 at noon AEST.** **Reflective Practice Assignment: Developing your Communication Competency** Due: Week 11 Tuesday (30 Jan 2018) 12:00 pm AEST

Week 12 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

| | Required Reading: Chapter 4 Emotional intelligence: managing self and relationships in Dwyer, J. (2016). *Communication for Business and the Professions: Strategies & Skills.* (6th ed.). Pearson: Sydney. | |
| Emotional intelligence: managing self and relationships | **Suggested Readings:** Ramchunder, Y. & Martins, N. (2014). The role of self-efficacy, emotional intelligence and leadership style as attributes of leadership effectiveness, *SA Journal of Industrial Psychology,* 40, (1), 1-11. Seigling, A.B., Neilsen, C. & Petrides, K.V. (2014). Trait emotional intelligence and leadership in a European multinational company, *Personality and Individual Differences*, 65, 65-68. | |

Review/Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical Assessment: Professional written communication

Assessment Type
Practical Assessment

Task Description
Throughout this unit you need to practice your professional communication skills.
Assessment 1 covers some practical areas of writing professionally.
Assessment 1 Part A. Email address: Due Tuesday 21/11/2017 at noon AEST
Assessment 1 Part B. Editing and rewriting a document: Due Tuesday 26/11/2017 at noon AEST
Assessment 1 Part C. Research: an important part of communication: Due Tuesday 12/12/2017 at noon AEST
Full details are available on the unit Moodle website.
As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines.
Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals
and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.
Students should insure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research.
Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Assessment Due Date

Return Date to Students

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%
Email address	Email contains all 10 elements requested with no errors.	Email contains between 8 and 10 elements requested with minor errors.	Email contains between 6 and 8 elements requested with errors.	Email contains 5 elements requested with minor errors.	Email contains less than 5 correct elements.
Editing and writing a document	All errors corrected and completed to a very high standard.	Most errors corrected to a good standard.	Some errors corrected.	Less than half the errors have been corrected.	Errors not corrected or many errors made in the corrections.
Research Q1	Answer indicates that wide research has been conducted using at least 3 journal articles	Answer indicates that good quality research has been conducted using at least 2 journal articles	Answer indicates that some research has been conducted using at least 1 journal article	Answer indicates that no research has been conducted using journal articles	Answer is difficult to understand and does not answer the question asked.
Research Q2	Answer indicates that wide research has been conducted using at least 3 journal articles	Answer indicates that good quality research has been conducted using at least 2 journal articles	Answer indicates that some research has been conducted using at least 1 journal article	Answer indicates that no research has been conducted using journal articles	Answer is difficult to understand and does not answer the question asked.
Presentation and Quality of Writing	Quality of writing at a very high standard. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. 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.	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 Part A. Group Business Report (30%)

Word limit 3,000 words with 15 references

You are working for the a Sport/Health Department at either state of federal level and your manager asks a **group of four** of you to choose **two** sports/activities/hobbies, conduct research to answers the questions below and to then present this report to a management panel.
Pick two sports/activities/hobbies in which you have participated, or would like to participate in, and conduct research to determine the following:

1. Provide an overview of each sport/activity/hobby and what it entails for the participant. You can look at costs such as time, money and opportunity costs as well as health benefits such as exercise, fresh air and holistic health. There are many other costs and benefits so think broadly about this.
2. Is each a growth sport/activity/hobby in Australia or worldwide and what have been the participation trends for each sport/activity/hobby in the past?
3. What can you predict might be the future trends in each sport/activity/hobby and why?
4. What would you recommend in terms of future funding needed for each chosen sport/activity/hobby?

Take the time to research the sport/activity/hobby before starting this assessment to ensure you can find the secondary research needed on each sport/activity/hobby.
Please refer to the Unit Moodle website for full details.

Assessment 2 Part B. Group Presentation (10%)

Maximum 10 slides plus last slide contains your reference list

Time limit: 10 minutes

Your presentations will take place in your tutorial time if you are an on-campus student or during the distance tutorial time if you are an off-campus student. Presentations start in Week 8 and will continue until all groups have presented. Come to class prepared to present in Week 8 as your Lecturer will randomly decide on the groups presenting each week. If you are ill and cannot attend, you will need to supply a medical certificate if your group was asked to present in the week you were ill. Otherwise, if all the members of your group are not present when asked to present, all group members will score zero marks for the presentation part of the assessment.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals
and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.
Students should insure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Assessment Due Date
Week 8 Tuesday (9 Jan 2018) 12:00 pm AEST

Return Date to Students

Feedback is provided through Grade Mark on Moodle

Weighting
40%

Assessment Criteria
> **All sections of rubric are addressed - full rubric is under Assessment Information in Moodle**
A range of key terms and concepts are defined
> Relevant communication models and theories outlined.
Use of relevant communication models and theories as diagnostic frameworks to analyse and or identify communication problems and issues
> Written and oral presentations prepared and submitted according to professional standards commensurate with business expectations
Deliver the presentation within the prescribed time.
Ability to utilise appropriate audio-visual and other media to enhance communication.
Ability to prepare and deliver a formal business presentation that involves all members of the group and conveys the critical information required.
Use of the APA referencing to correctly cite all sources used

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines.
Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research

principles and methods applicable to a field of work and/or learning".

Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals

and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.

Students should insure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research.

Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

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
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. 1500 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 as Appendices.

b) You are to present the findings of the tools. In doing so you will show your understanding 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 1500 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 conceptual (theoretical) and behavioural (interpersonal) skills that you need to acquire to demonstrate competence in your chosen 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 based on actual courses that are available,
· 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 which must be specified,
· maintaining of personal journals reflecting on communication interactions,
· Identification of a mentor for which 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 11 Tuesday (30 Jan 2018) 12:00 pm AEST

Return Date to Students

Feedback is provided through Grade Mark on Moodle after Certification of Grades

Weighting
40%

Assessment Criteria
Demonstration of understanding of relevant communication models and concepts as the basis for analyzing personal communication and organisational contexts that impact in effective communication.
The use of a minimum of 5 diagnostic tools and discussion of the results.
Identify short courses at AIM or other institutions, or specific electives and how these will address the developmental need identified in the earlier section.
Demonstrate a breadth and quality of research by using a minimum of 15 academic sources from recommended texts and Journal articles.
Ability to prepare a professional presentation in the nominated format.
Use of the APA in text referencing system to correctly cite academic sources.

As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each unit in the MBA has a number of required weekly readings in terms of academic texts, journals and business publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications, and as Masters students, indicate a willingness to research beyond this minimum standard through additional texts, journals and studies that demonstrate an ability to engage in independent research.
Students should insure that they understand the specific research that is required for each assessment piece and recognise that if they meet this minimum requirement, you will receive the minimum grade for demonstrated research. Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

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