



# BUSN20017 *Effective Business Communications*

## Term 1 - 2018

Profile information current as at 03/05/2024 06:18 pm

All details in this unit profile for BUSN20017 have been officially approved by CQU University 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 1 - 2018

- 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



### 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

**Cait White** Unit Coordinator

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## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Textbook:**  
**Dwyer, J. (2016).**  
**Communication Foundations.**  
**In J. Dwyer Communication**  
**for business and the**  
**professions: Strategies &**  
**skills. (6th ed.). Sydney:**  
**Pearson.**

**Excepted Textbook Chapter:**  
**Hartley, P., & Chatterton, P.**  
**(2015). Developing your**  
**communication: Deciding**  
**where to start in P. Hartley &**  
**P. Chatterton (2015). In**  
**Business Communication:**  
**Rethinking your professional**  
**practice for the post-digital**  
**age. (pp. 13-35). (2nd ed.).**  
**London: Routledge.**

**Articles:**  
**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), 205-221.***

**Cooren, F., Kuhn, T. R.,**  
**Cornelissen, J. P., & Clark, T.**  
**(2011). Communication,**  
**organizing, and organization:**  
**An introduction to the**  
**special issue. *Organization***  
***Studies, 32, 1149-1170.***

**Iosub, I., & Platon, E. O.**  
**(2016). Theoretical features**  
**regarding the evolution over**  
**time of the main**  
**communication models used**  
**for the study of mass**  
**communication. *Challenges***  
***of the Knowledge Society, 6,***  
***751-758.***

**Keyton, J., Caputo, J., Ford,**  
**E., Fu, R., Leibowitz, S., Liu,**  
**T., . . . Wu, C. (2013).**  
**Investigating verbal**  
**workplace communication**  
**behaviors. *Journal of***  
***Business Communication,***  
***50(2), 152-169.***

**Week Two: Non-verbal**  
**Communication, Listening**  
**and Communication**  
**Competence**

**Week 2 - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Non-verbal Communication, Listening and Communication Competence	<p><b>Textbook:</b> <b>Dwyer, J. (2016).</b> <b>Interpersonal communication in J. Dwyer <i>Communication for business and the professions: Strategies &amp; skills.</i> (pp. 50-65). (6th ed.). Sydney: Pearson</b></p> <p><b>Articles:</b> <b>Gkorezis, P., Bellou, V., &amp; Skemperis, N. (2015).</b> <b>Nonverbal communication and relational identification with the supervisor. <i>Management Decision</i>, 53(5), 1005 - 1022</b></p> <p><b>Johnston, M., Reed, K., &amp; Lawrence, K. (2011).</b> Team listening environment (TLE) scale: Development and validation. <i>The Journal of Business Communication</i>, 48(1), 3-26.</p> <p><b>Lloyd, K., Boer, D., Keller, J., &amp; Voelpel, S. (2015).</b> Is my boss really listening to me? The impact of perceived supervisor listening on emotional exhaustion, turnover intention, and organizational citizenship behavior. <i>Journal of Business Ethics</i>, 13(3), 509-524.</p> <p><b>Roebuck, D. B., Bell, R. L., Raina, R., &amp; Lee, C. (2015).</b> The effects of home country, gender and position on listening behaviors. <i>Journal of Organizational Culture, Communications &amp; Conflict</i>, 19(2), 93-120.</p>	

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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- Textbook:**  
Dwyer, J. (2016). Chapters 19-22 in *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.
- Excerpted Textbook**  
**Chapter:**  
Cenere, P., Gill, R., Lawson, C., & Lewis, M.  
**Correspondence: Letters, memos, emails.** In P. Cenere, R. Gill, C. Lawson, & M. Lewis *Communication skills for business professionals*. (pp. 277-306). Port Melbourne, VIC: Cambridge University Press.
- Articles:**  
Foz-Gil, C. (2009). Helping Spanish SMEs staff to develop their competence in writing business letters. *International Journal of English Studies*, 9(1), 43-63.
- Lentz, P. (2013). MBA Students' Workplace Writing. Implications for business writing pedagogy and workplace practice, 76(4), 474-490.
- Waung, M., McAuslan, P., DiMambro, J., & Mięgoć, M. (2017). Impression management use in resumes and cover letters. *Journal of Business and Psychology*, 32(6), 727-746.
- 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.

Genres of Academic Written Communication-cont.

**Textbook:**  
Dwyer, J. (2016). *Academic Writing*. In J. Dwyer *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.

**Articles:**  
Brown, G.T. L., & Marshall, J. C. (2012). The impact of training students how to write introductions for academic essays: An exploratory, longitudinal study. *Assessment & Evaluation in Higher Education*, 37(6), 653-670.

Callahan, J. (2014). Writing literature reviews. *Human Resource Development Review*, 13(3), 271-275.

Logan, A. (2012). Improving personal voice in academic writing: An action inquiry using self-reflective practice. *Reflective Practice*, 13(6), 775-788.

Week 5 - 02 Apr 2018

Module/Topic

Chapter

Events and Submissions/Topic

Genres of Written Academic Communication-cont.

**Textbook:**  
Dwyer, J. (2016). Writing reflective journals. In J. Dwyer *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.

**Articles:**  
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.

Nathan, P. (2013). Academic writing in the business school: The genre of the business case report. *Journal of English for Academic Purposes*, 12(1), 57-68.

Zorn, T., & Campbell, N. (2006). Improving the writing of literature reviews through a literature integration exercise. *Business Communication Quarterly*, 69(2), 172-183.

**Assessment One: Written Memo Due**  
Monday, April 2nd at 5.00 AEST

**Practical Assessment: Professional written communication** Due: Week 5  
Monday (2 Apr 2018) 5:00 pm AEST

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Professional Business Presentations**

**Textbook:**  
 Dwyer, J. (2016). *Communicating through visuals*. In J. Dwyer *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.

Dwyer, J. (2016). *Oral presentations and public speaking*. In J. Dwyer *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.

**Articles:**  
 Bergman, E. (2012). *Setting your presentations apart. (EXPERT ADVICE) (preparing your business presentations)*. *Canadian Manager*, 37(3), 25.

Bodie, G. (2010). *A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety*. *Communication Education*, 59(1), 70-105.

Evans, S. (2013). "Just wanna give you guys a bit of an update": *Insider perspectives on business presentations in Hong Kong*. *English for Specific Purposes*, 32(4), 195.  
 Schoeneborn, D. (2013). *The pervasive power of PowerPoint: How a genre of professional communication permeates organizational communication*. *Organization Studies*, 34(12), 1777-1801.t

**Assessment One: Written Memo marked and returned with feedback Friday, April 16th 5.00pm AEST.**

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Intercultural Organisational Communication**

**Textbook:**  
 Dwyer, J. (2016). *Intercultural Communication*. In J. Dwyer *Communication for business and the professions: Strategies & Skills*. (6th ed.). Sydney: Pearson.

**Excerpted Textbook Chapter:**

Tuleja, E. A. (2017). *Culture and context in communication*. In *Intercultural Communication for Global Business: How Leaders Communicate for Success* (pp. 156-187). London: Routledge.

**Articles:**  
**Abdulai, Ibrahim, & Mohammed. (2017). Communicating across cultures in multinational Ibis West Africa**. *International Journal of Intercultural Relations*, 58, 42-53.

Crossman, J., & Noma, H. (2013). *Sunao as character: Its implications for trust and intercultural communication within subsidiaries of Japanese multinationals in Australia*. *Journal of Business Ethics*, 13(3), 543-555.

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.

Xu, K. (2013). *Theorizing Difference in Intercultural Communication: A Critical Dialogic Perspective*. *Communication Monographs*, 80(3), 379-397.

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Internal Organisational Communication

### Articles:

Kankanhalli, A., Raman, K., Bok, H., & Sambamurthy, V. (2012). Revisiting media choice: A behavioral decision-making perspective. *International Journal of E-Collaboration (IJeC)*, 8(3), 19-35.

Kim, S., Magnusen, M., & Andrew, D. (2016). Divided we fall: Examining the relationship between horizontal communication and team commitment via team cohesion. *International Journal of Sports Science & Coaching*, 11(5), 625-636.

Men, L. (2014). Strategic Internal Communication. *Management Communication Quarterly*, 28(2), 264-284.  
<https://doi.org/10.1177/0893318914524536>

Stephens, K. K., Barrett, A. K., & Mahometa, M. J. (2013). Organizational communication in emergencies: Using multiple channels and sources to combat noise and capture attention. *Human Communication Research*, 39(2), 230-251.

Zwijze-Koning, K., & De Jong, M. (2015). Network analysis as a communication audit instrument. *Journal of Business and Technical Communication*, 29(1), 36-60.

## Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Communicating within Organisational Teams and Groups	<p><b>Textbook:</b></p> <p>Dwyer, J. (2016). Team and group communication. In J. Dwyer <i>Communication for business and the professions: Strategies &amp; skills</i>. (6th ed.). Sydney: Pearson.</p> <p>Dwyer, J. (2016). Effective meetings: Face-to-face and virtual. In J. Dwyer. <i>Communication for business and the professions: Strategies &amp; skills</i>. (6th ed.). Sydney: Pearson.</p> <p><b>Articles</b></p> <p>Allen, J. A., Lehmann-Willenbrock, N., &amp; Landowski, N. (2014). Linking pre-meeting communication to meeting effectiveness. <i>Journal of Managerial Psychology</i>, 29(8), 1064-1081.</p> <p>Kauffeld, S., &amp; Lehmann-Willenbrock, N. (2012). Meetings matter: Effects of team meetings on team and organizational success. <i>Small Group Research</i>, 43(2), 130-158.</p> <p>Kohler, T., Durnell Cramton, C., &amp; Hind, P. J. (2012). The meeting genre across cultures: Insights from three German-American collaborations. <i>Small Group Research</i>, 43(2), 159-185.</p> <p>Rogelberg, S., Roades, G., Shnock, L., &amp; Scott, C. W. (2012). Wasted time and money in meetings: Increasing return on investment. <i>Small Group Research</i>, 43(2), 236-245.</p>	<p><b>Assessment Two: Group Report and Presentation due Monday, May 7th at 5.00 pm AEST.</b></p> <p><b>Assessment Two: Group Presentations during tutorials-- Schedule will be distributed</b></p> <p><b>Group Work: Written Report and Oral Presentation Due: Week 9 Monday (7 May 2018) 5:00 pm AEST</b></p>

## Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Persuasive and Influential Communication within the Workplace**

**Textbook:**

Dwyer, J. (2016). Critical thinking, argument, logic and persuasion. In J. Dwyer *Communication for business and the professions: Strategies & skills*. (6th ed.). Sydney: Pearson.

**Articles:**

Gruber, V. B., Kaliauer, M., & Schlegelmilch, B. (2017). Improving the effectiveness and credibility of corporate social responsibility messaging: An Austrian model identifies influential CSR content and communication channels. *Journal of Advertising Research*, 57(4), 397-409.

Hardeman, G., Font, X., & Nawijn, J. (2017). The power of persuasive communication to influence sustainable holiday choices: Appealing to self-benefits and norms. *Tourism Management*, 59, 484-493.

Steizel, S., & Rimbau-Gilabert, E. (2012). Upward influence tactics through technology-mediated communication tools. *Computers in Human Behavior*, 29(2), 462-473.

**Assessment Two: Group Presentations during tutorials-- Schedule will be distributed**

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Interpersonal Communication	<p><b>Textbook:</b></p> <p>Dwyer, J. (2016). Interpersonal communication. In J. Dwyer <i>Communication for Business and the Professions: Strategies &amp; Skills</i>. (pp. 69-74). (6th ed.). Sydney: Pearson.</p> <p>Excerpted Textbook Chapter: Dunn, D. M., &amp; Goodnight, L. J. (2014) Creating a positive communication climate. In D.M. Dunn &amp; L. J Goodnight (2014). <i>Communication embracing difference</i>. (pp. 123-142). (4th ed.). London: Routledge.</p> <p><b>Articles:</b></p> <p>Hynes, G. E. (2012). Improving employees' interpersonal communication competencies. <i>Business Communication Quarterly</i>, 75(4), 446-475.</p> <p>Madlock, P.E., &amp; Dillow, M. R. (2012). The consequences of verbal aggression in the workplace: An application of the investment model. <i>Communication Studies</i>, 63(5), 593-607.</p>	<p><b>Assessment Two: Group Report marked and returned with feedback Friday, May 21st at 5.00 pm AEST.</b></p> <p><b>Assessment Two: Group Presentations during tutorials-- Schedule will be distributed</b></p>

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Two Group Presentations	No assigned reading	<p><b>Assessment Three: Self-Reflection Essay due Monday, May 28th at 5.00 pm AEST.</b></p> <p><b>Assessment Two: Group Presentations during tutorials and Week 12 Lecture--Schedule will be distributed</b></p> <p><b>Reflective Practice Assignment: Developing your Communication Competency Due: Week 12 Monday (28 May 2018) 5:00 pm AEST</b></p>

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Practical Assessment: Professional written communication

#### Assessment Type

Practical Assessment

#### Task Description

##### General Information:

- This assessment accounts for 20% of your grade. The assessment is due in Week 5 Monday, April 2nd at 5.00 pm AEST
- 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 late deduction of one 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 and/or tutor.
- You will not need to include references for this assignment. This does not mean that you do not need to do research. You will need to do some background reading to enable you to understand the problems to provide logical and effective solutions to these problems.

##### 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 an 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 assessments are found to be similar, penalties may apply in accord with University policy.

##### Case study:

Data Solutions is a medium sized company that sells data management software. The company is based in Brisbane and has offices in both Melbourne and Sydney. After conducting an organization-wide communication audit it has become apparent that external communication processes, such as marketing and promotions of the products, are effective and cost-effective. However, the audit has highlighted that there are problems with the internal communication processes. Specifically, the problems are as follows:

1. Employees are not always choosing the appropriate means of communication (traditional or digital) for the context and the audience.
2. The internal organizational communication network is limited and partial, with some groups being left out.
3. Inter-organisational meetings are ineffective.

You are the director of the organisation and you are sending out a memo to your employees.

##### The memo should reflect the following structure:

#### 1. Opening

a. To:

b. From:

c. Date:

d. Subject:

#### 2. Objectives and background

a. Describe the communication audit process

b. Specific purpose

c. General purpose

#### 3. Problems

a. Problem one—quantitative and qualitative significance

b. Problem two—quantitative and qualitative significance

c. Problem three—quantitative and qualitative significance

#### 4. Action steps to solve the problems

a. Problem one

b. Problem two

c. Problem three

#### 5. Closing

a. Briefly outline a synopsis of the memo

b. Explain the benefit of compliance to the employee and/or organisation.

**c. Offer assistance and provide contact details**

**Assessment Due Date**

Week 5 Monday (2 Apr 2018) 5:00 pm AEST

Word document be submitted to Moodle--PDF files will not be accepted.

**Return Date to Students**

Week 6 Monday (16 Apr 2018)

Feedback is provided through Grade Mark on Moodle

**Weighting**

20%

**Assessment Criteria**

**Heading**

**HD: Excellent heading section. The heading segment follows the general format; is specific; no errors exist.**

**D: Good heading statement. All heading segment follow the general format; is specific; minor errors exist.**

**C: Fair heading statement. The heading statement follows the general format; is general in nature; no errors exist**

**P: Poor heading statement. The heading segment follows the general format; is general in nature; errors exist.**

**F: Very poor or non-existent heading statement. The heading segment does not follow the general format**

**Objectives and Background**

**HD: Excellent opening statement; contains all three components of the opening statement. All statements are specifically stated.**

**D: Good opening statement; contains all three components of an opening statement; One or two of the components could have been more specifically stated**

**C: Fair opening statement; contains all three components of an opening statement. More specificity required for all three components.**

**P: Poor opening statement; does not contain all three components of an opening statement.**

**F: Very poor or non-existent opening statement.**

**Problems**

**HD: Excellent articulation of problems**

**D: Good articulation of the problem. One or more could have been more specifically described.**

**C: A fair articulation of the problem; general in nature.**

**P: Poor articulation of context; some of the problems are not described**

**F: Very poor or non-existent articulation of the problems.**

**Action Plan**

**HD: The assessment drawings a clear and well-thought-out recommendations**

**D: The assessment draws fairly clear and well thought-out recommendations; one or more lacks specificity**

**C: The assessment provides some evidence of recommendations**

**P: The assessment provides limited recommendations; vague needs to be more developed**

**F: The assessment fails to provide any clear evidence of the ideas presented; drawing no clear recommendations.**

**Closing**

**HD: Excellent articulation of task; All three elements are present; clear attention is paid to the professional relationship**

**D: Good articulation of task; all three elements are present; more attention to the professional relationship required.**

**C: A fair articulation of task; All three elements are present; more detail required.**

**P: Poor articulation of three elements of a closing statement**

**F: Very poor or non-existent articulation of the three elements of a closing statement.**

#### **Presentation and Quality of Writing**

**HD: Quality of writing is of a very high standard. Sections are coherently connected to each other. Correct grammar, spelling, and punctuation.**

**D: Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.**

**C: 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. P: Use of inappropriate language.**

**F: Quality of writing is of a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proofreading.**

#### **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**

##### **General Description:**

- This assessment accounts for 40% of your final grade. The assessment is due in Week 9 on Monday, May 7<sup>th</sup> at 5.00 pm
- The reports must be 3500 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 1.5 for each day after the date of submission of the written report and 0.5 point deduction per day after the due date for the PowerPoint slides and speaking outline.
- The report must conform to the APA style guide. There is a minimum of 25 references.
- At the time of submission, you will submit both your report and your PowerPoint slides and speaking outline.
- You will receive the same score as your group members for the written report. The report is worth 30 points in total. The report will be marked and returned to you two weeks after the date of submission. • The presentation is marked based on your individual contribution. The presentation is based on 10 points in total. The presentation will be marked and returned to you once all of the groups have presented.

**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. Each member of your group will focus upon and write on one of the issues. Do not simply cut and paste each persons' contribution. The group needs to make sure that all of the parts fit cohesively together and read as one document. The presentation must be 20 minutes in length. All group members must present during the presentation. You will present the information that you developed and wrote in the report. The flex students will present using Zoom.

**Case study:** A multi-national organisation operates in various countries including Australia, Vietnam, India, Oman, and Nigeria. The organisation manufactures and distributes agricultural equipment 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 several communication challenges. They include 1. Ineffective use of social media such as blogs, wikis, social networks to support teams in sharing ideas, building knowledge bases and task management. 2. Lack of quality feedback from clients on ways to improve product quality and service delivery 3. Misunderstandings and lack of trust based on intercultural communication issues in different contexts Your manager has asked you to develop strategies and plans to improve communication at all levels. To complete this task, you will need to review relevant academic literature and case studies to provide evidence and examples.

The report should have the following structure:

1. Cover page including a title, the names of the group members, the campus, assessment title and lecturer
2. Table of contents
3. Introduction
  - a. Describe the organisation
  - b. Identify the purpose of the report
  - c. Detail the scope/boundaries of the report—what is covered what is not
  - d. Describe the report outcome
  - e. Preview the structure of the report
4. Analysis of the current situation (literature review of the three presenting issues)
  - a. Issue one—social media
  - b. Issue two—feedback
  - c. Issue three—Intercultural communication
5. Conclusion—no new information should be presented here—just summarize what you have already discussed.
6. Recommendations—The recommendations should answer what should be done, who should do it, and how will the success or failure of the recommendations be measured?
  - a. Issue one—social media
  - b. Issue two—feedback
  - c. Issue three--Intercultural
7. References—Minimum of 25 (APA format)

The oral presentation should include the following structure:

1. Introduction (First speaker)
  - a. Attention-getting statement
  - b. Exigency of the topic
  - c. Preview of the structure
  - d. Thesis
  - e. Transition to the next section
2. Analysis:

**a. Issue one (First speaker)**

**i. Main point one**

**1. Example/evidence**

**ii. Main point two**

**1. Example/evidence**

**iii. Main point three**

**1. Example/evidence**

**iv. Transition to issue three**

**b. Issue two (Second speaker)**

**i. Main point two-one**

**1. Example/evidence**

**ii. Main point two-two**

**1. Example/evidence**

**iii. Main point two-three**

**1. Example/evidence**

**iv. Transition to issue three**

**c. Issue three (Third speaker)**

**i. Main point three-one**

**1. Example/evidence**

**ii. Main point three-two**

**1. Example/evidence**

**iii. Main point three-three**

**1. Example/evidence**

**iv. Transition to the conclusion**

**3. Conclusion (Third speaker)**

**a. Recap main points**

**b. Recap thesis**

**c. Transition to the recommendations**

**4. Recommendations**

**a. Issue one (First speaker)**

**i. What should be done,**

**ii. Who should do it, and**

**iii. How will the success or failure of the recommendations be measured?**

**b. Issue two (Second speaker)**

**i. What should be done,**

**ii. Who should do it, and**

iii. How will the success or failure of the recommendations be measured?

c. Issue three (Third speaker)

i. What should be done,

ii. Who should do it, and

iii. How will the success or failure of the recommendations be measured?

5. Ask the audience if they have any questions that you can answer (Second speaker)

### Assessment Due Date

Week 9 Monday (7 May 2018) 5:00 pm AEST

The report and the presentation slides submitted in Moodle--PDF files will not be accepted

### Return Date to Students

Week 11 Monday (21 May 2018)

Feedback is provided through Grade Mark on Moodle

### Weighting

40%

### Assessment Criteria

#### Written Report

##### Introduction

**HD:** Excellent introduction; clearly outlines the report topic, purpose, scope, outcome and structure.

**D:** Exceed expectations; clearly outlines the report topic, purpose, scope, outcome and structure; one or two of the components could have been more specifically stated.

**C:** Meets expectations; fair introduction; topic, purpose, scope, outcome and structure general in nature.

**P:** Poor introduction; does not clearly outline the report topic, purpose, scope, outcome and structure.

**F:** Very poor or non-existent introduction.

##### Analysis of the current situation

**HD:** 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.

**D:** 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.

**C:** 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.

**P:** Demonstrates limited knowledge of core concepts by providing a limited level of analysis. Utilises few current, appropriate and credible sources.

**F:** Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, analysis. Utilises little, if any, current, appropriate and credible sources.

##### Conclusion

**HD:** The assessment presents a detailed and focused summary of the ideas presented.

**D:** The assessment presents a fairly detailed and focused summary of the ideas presented.

**C:** The assessment presents a somewhat detailed and focused summary of the ideas presented.

**P:** The assessment provides limited detail with no clear summary of the ideas presented

**F:** The assessment fails to provide any clear evidence of the ideas presented

## Recommendations

**HD: Exceeds expectations: All three challenges are addressed at a high level of detail based upon communication theories and models and evidence of successes in other organisations.**

**D: Exceeds expectations; All three 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.**

**C: Meets expectations; most of the three 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.**

**P: 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.**

**F: None of the three challenges are addressed.**

## Written Communication

**HD: Quality of writing is of a very high standard. Sections are coherently connected to each other. Correct grammar, spelling, and punctuation.**

**D: Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.**

**C: 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. P: Use of inappropriate language.**

**F: Quality of writing is of a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proofreading.**

## References

**HD: All correctly use the APA format 25 pieces of literature used.**

**D: All correctly use the APA format 20 pieces of literature used.**

**C: Did not correctly use the APA format 25 pieces of literature used.**

**P: Did not correctly use the APA format 20 pieces of literature used.**

**F: Did not correctly use the APA format. Less than 10 pieces of literature used.**

## Oral Presentation of the Report

## Introduction

**HD:** Excellent introduction; clearly outlines the report topic and purpose, exigency.

**D:** Exceed expectations; clearly outlines the report topic and purpose; one or two of the components could have been more specifically stated.

**C:** Meets expectations; fair introduction; contains both an outline of the topic and the purpose; general in nature.

**P:** Poor introduction; does not clearly outline both the topic and the purpose.

**F:** Very poor or non-existent introduction.

## Analysis

**HD:** 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.

**D:** 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.

**C:** 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.

**P:** Demonstrates limited knowledge of core concepts by providing a limited level of analysis. Utilises few current, appropriate and credible sources.

**F:** Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, analysis. Utilises little, if any, current, appropriate and credible sources.

## Recommendations

**HD:** Exceeds expectations: Issues are addressed at a high level of detail based upon communication theories and models and evidence of successes in other organisations.

**D:** Exceeds expectations; Issues 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.

**C:** Meets expectations; Issues 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.

**P:** Meets expectations; Issues 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.

**F:** No relevant issues are addressed.

## Conclusion

**HD:** The assessment presents a detailed and focused summary of the ideas presented.

**D:** The assessment presents a fairly detailed and focused summary of the ideas presented.

**C:** The assessment presents a somewhat detailed and focused summary of the ideas presented.

**P:** The assessment provides limited detail with no clear summary of the ideas presented.

**F:** The assessment fails to provide any clear evidence of the ideas presented.

## Presentation Style

**HD:** Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The presenter has a clear voice, is expressive throughout the presentation.

**D:** Presents information and ideas in a logical sequence which the audience can follow. The presenter has a clear voice, is expressive at times during the presentation.

**C:** Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The presenter has a clear voice, but is not expressive and/or pronounces some words incorrectly.

**P:** Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The presenter's voice is: not clear at times; not expressive and/or the student pronounces a number of terms incorrectly.

**F:** Presents information in a poorly developed and illogical sequence which the audience cannot follow. The presenter mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members.

## Question and Answer

**HD:** Answers all of the questions clearly and logically.

**D:** Mostly answers all of the questions clearly and logically.

**C:** Does not really address the question--tangential information presented.

**P:** Answers are confusing and difficult to follow.

**F:** Is not able to answer the question.

## Referencing Style

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

## Submission

Online Group

## Submission Instructions

Assessment submitted through Moodle--Only ONE member of the group needs to submit the report and the presentation slides and outline

## 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

### General Description

- This assessment accounts for 40% of your final grade. The assessment is due in Week 12 on Monday, May 28th at 5.00 PM AEST
- The essay must be 3500 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 essay must conform to the APA style guide. There is a minimum of 25 references
- This assessment will be returned to you with feedback when the final marks for the unit are released.
- As this is an essay you must not use headings.

### 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, to identify two key areas of personal capability that can be addressed (improved) 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 behaviours. 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 submitted as a separate PDF file.
- b) You are to present the findings of the tools. The scores for each diagnostic must be included in your essay. 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 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 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 one. 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,

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

### **Assessment Due Date**

Week 12 Monday (28 May 2018) 5:00 pm AEST

### **Return Date to Students**

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

### **Weighting**

40%

### **Assessment 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)**

**HD: Superior articulation of the six elements of an introduction.**

**D: Above average articulation of the five elements of an introduction.**

**C: Clearly articulated less than four of the elements of an introduction.**

**P: Poor articulation of less than three of the elements of an introduction.**

**F: Introduction contained less than two of the elements of an introduction.**

### **Diagnosis and Reflection.**

**HD: All results discussed were relevant to the student and in-depth analysis occurred at a very high standard.**

**D: All results discussed were relevant to the student and analysis occurred at a high standard.**

**C: Most results discussed were relevant to the student and some in-depth analysis occurred at satisfactory standard.**

**P: Some results discussed were relevant to the student but in-depth analysis was missing.**

**F: The five signed diagnostic questionnaires were not attached to the essay.**

**Discussion of results of relevant diagnostic tools showing an understanding of the results and being able to apply each to their personal situation**

**HD: 2 recent professional interactions identified and analysed based on key areas requiring development which support the need for further personal communication development**

**D: 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.**

**C: 1 recent professional interaction was identified and analysed indepth based of key areas requiring development.**

**P: 1 recent professional interactions was identified but not analysed in-depth based of key areas requiring development.**

**F: No recent professional interactions were identified**

### **Literature Review**

**HD:** Both issues were defined, concepts and key models were clearly identified.

**D:** Both issues were defined, concepts and key models were identified.

**C:** Both issues were defined, however, concepts and key models were hard to identify. One issue was defined, concepts and key models were identified.

**P:** No issues were defined, concepts and key models were not identified Identification and issues arising from diagnosis and reflection

**F:** No literature review was undertaken

#### Identification and issues arising from diagnosis and reflection

**HD:** Theoretical and behavioural skills were clearly identified.

**D:** Theoretical and behavioural skills were identified but lacking depth.

**C:** Theoretical and behavioural skills were not clearly identified.

**P:** Theoretical and behavioural skills were identified.

**F:** Theoretical and behavioural skills were not identified.

#### Action plan for next six months

**HD:** Detailed six month action plan with timeline and success measure included.

**D:** Six month action plan lacking details with either timeline or some success measure included.

**C:** Six month action plan lacking details with either timeline or success measure not included.

**P:** Less than Six month action plan included but lacking a timeline and success measure.

**F:** No detailed Six month action plan with timeline and success measure included.

#### Written Communication

**HD:** Quality of writing is of a very high standard. Sections are coherently connected to each other. Correct grammar, spelling, and punctuation.

**D:** Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.

**C:** 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. **P:** Use of inappropriate language.

**F:** Quality of writing is of a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proofreading.

#### References

**HD:** All correctly use the APA format 25 pieces of literature used.

**D:** All correctly use the APA format 20 pieces of literature used.

**C:** Did not correctly use the APA format 25 pieces of literature used.

**P:** Did not correctly use the APA format 20 pieces of literature used.

**F:** 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
- 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