1. General Course Information

1.1 Course Details

Course Code:	**2008EHR**
Course Name:	**Business Communication**
Trimester:	**Trimester 2, 2021**
Program:	**Diploma of Commerce, Associate Degree Commerce & Business**
Credit Points:	**10**
Course Coordinator:	**Martin Soden**
Document modified:	**16 May, 2021**

Course Description

We all communicate. Communication plays a major role in all human activity. It is part of our culture. Within the business community, in both public and private sectors, communication is often associated with specific activities such as interacting, informing, instructing and persuading. People who possess demonstrable skills in these activities are employed, prized and promoted. If businesses are to survive in an increasingly competitive and information-oriented environment they will need trained communicators who can speak, write and interact with others efficiently, effectively and professionally. This course is intended to provide participants with advanced understanding of the concepts and principles of professional business communication and to support the development of their skills in interpersonal, spoken and business-related communications through practice and feedback. Course participants will be encouraged to participate actively in the course.

Assumed Knowledge

Students should ensure they have successfully completed Academic and Professional Skills and that they can apply these skills in this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	

Name	Email
Martin Soden	maso@portal.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Details can be found on the course website.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Effective communication is an essential skill for a successful business professional. Within public and private organisations, communication is associated with specific activities of interacting, informing, instructing and persuading. People who possess demonstrable skills in these activities are employed, prized and promoted.
A key focus of this course is to develop self-awareness in a business setting. To manage others effectively, you need to be able to manage yourself - especially in today's fast-paced technologically-driven business environment.

This course provides participants with advanced understanding of professional business communication and develops their skills in business related communications through practice. As such, this course gives participants highly sought after practical knowledge of developing their teamwork skills, oral presentation skills, reflective analytical writing skills and a deeper understanding of the theory behind effective communication processes. At the end of this course, participants will have gone through an extensive experiential learning process of working with others while becoming increasingly aware of their own perspectives, motivations and behaviours. These soft skills are developed through deep reflective work throughout the course.

2.2 Learning Outcomes
After successfully completing this course you should be able to:

1. Develop self-awareness and set and achieve effective personal goals.
2. Analyse business communication issues in a team setting using relevant theories, models and principles.
3. Reflect on interpersonal communication and teamwork processes as a member of a team.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](). Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✔	✔	✔
Communication and collaboration		✔	✔	✔
Self-directed and active learning		✔	✔	✔
Creative and future thinking			✔	
Social responsibility and ethical awareness		✔	✔	
Cultural competence and awareness in a culturally diverse environment		✔	✔	✔

 3. Learning Resources

3.1 Required Learning Resources

Course resources such as lecture notes, study guides, examination information, assessment overview, reading lists and other on-line learning resources will be available for downloading from the Griffith College portal. Textbook and Moodle books are necessary to be successful in achieving the Learning Outcomes of this course. Both will be used extensively in this course.

Interpersonal Skills in Organizations **6th Edition** 1260085325 · 9781260085327 By Suzanne de Janasz, Karen O. Dowd, Beth Schneider Published: April 5, 2018

E-text available from McGraw Hill Australia
https://www.mhducation.com.au/catalogsearch/result/index/?format=eBook&q=interpersonal+skills

3.2 Recommended Learning Resources

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Moodle book. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled

learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experiences

1. Develop self-awareness and set and achieve effective personal goals.
2. Analyse business communication issues in a team setting using relevant theories, models and principles.
3. Reflect on interpersonal communication and teamwork processes as a member of a team.

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
Module: Intrapersonal effectiveness					
1	Models of Communication and Self Awareness: Chapters 1 & 7 (pp. 156 – 171)	Introductions; Course Overview. Introduction to Reflective Journal Writing;	Introductory Activity; Reflective Diary Writing; Moodle Book		1
2	Goal Setting, Values and Self-Management: Chapters 3 & 4	Team Formation. How to Run Effective Meetings, Big 5 Test, Reflection and Analysis / Setting SMART Goals	Team Meetings; Reflective Diary Writing; Moodle Book	Project Log sheets	1, 3
3	Self-Disclosure and Trust: Chapter 2	Big 5 Team Share/Fishbowl Self-Disclosure Activity; Effective Presentation skills/How to write a session plan	Team Meetings; Reflective Diary Writing Moodle Book;	Project Log sheets Big 5 Reflection	1, 3
Module: Interpersonal effectiveness					
4	Persuasive Communication: Chapter 8	Persuasion in Action: Team Debates; Teamwork workshop	Team Meetings; Reflective Diary Writing; Moodle Book	Project Log sheets	2, 3
5	Listening and Assertion: Chapters 6 & 7 (pp. 171 - 174)	Active Listening Activity; Teamwork workshop; Feedback Simulation; Reflective Diary Workshop	Team Meetings; Reflective Diary Writing; Moodle Book	Project Log sheets	2, 3

	Module: Working in Teams				
6	Working in Teams for Success / Team Facilitation: Chapters 10 & 13	Team Meetings; Reflective Diary Writing: Moodle Book	Team Oral Presentation; Active Listening Activity, Team facilitation experience	Team Presentation / Feedback Activity; Reflective Diary	2, 3
7	Managing Conflict / Negotiation: Chapters 9 & 11	Team Meetings; Moodle Book	Team Oral Presentation; Reflective Essay Planning Workshop	Team Presentation / Feedback Activity	2, 3
8	Understanding and Working with Diverse People: Chapter 5	Team Meetings; Moodle Book	Team Oral Presentation; Conflict Styles Identification Activity; Reflective Essay Planning Workshop	Team Presentation / Feedback Activity	2, 3
9	Leadership, Power and Empowerment: Chapters 15 & 18	Team Meetings; Moodle Book	Team Oral Presentation; Sources of Power Identification Activity; /Reflective Essay Planning Workshop	Team Presentation / Feedback Activity /MCQ	2, 3
10	Networking and Mentoring: Chapter 16	Team Meetings; Moodle Book	Team Oral Presentation; Mentoring Giants; Networking Event; Final Reflective Essay Q and A Workshop	Team Presentation / Feedback Activity / Individual Reflective Essay	2, 3
11	Coaching and Providing Feedback: Chapter 17	Team Meetings; Moodle Book	Team Oral Presentation; Active Listening Activity; Feedback Roleplays		2, 3
12	Course Review	Big 5 Test/Reflective Journal Entry	Big 5 Test/Reflective Journal Entry	Big 5 Reflection / MCQ	1, 2, 3

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Teamwork	25%	2, 3	Weeks 2 - 5
2	Team Presentation	30%	2	Weeks 6 - 10
3	Reflective Diary and Essay	45%	1, 2, 3	Week 12

5.2 Evidence of Learning Task Detail

1. Teamwork (25%)
Teams will be officially formed in Week 2. Four to five students per team. An intensive team project will be undertaken between Weeks 2-5. Teams will have to submit evidence of milestones reached in the teamwork. This will include attending and recording all team meetings outside of class. It is expected that teams will hold between 6 – 8 team meetings during the first six weeks of the course, as well as one or two the week before their team presentation. Zoom recordings of team meetings will be submitted to the teacher on a weekly basis. Team Goals and Action planning sheets and Project Log Sheets are required to be uploaded to the Team Padlet Wall. The teamwork is the basis for the reflection assessments below – the Reflective Diary and the Individual Reflective Essay.

2. Team Presentation (30%)
Students will have to prepare and submit slides and a session plan for feedback, for a 30-minute oral presentation to be presented in the Learning Experience class in one of weeks 6 – 10. The PowerPoint slides and session plan must be submitted in Week 5 (10%). Teams will receive feedback from the teacher and then have an opportunity to improve their slides and session plan. The oral presentation (20%) will then be presented in one of weeks 6 – 10 and marked by the teacher, and students will receive feedback from their peers. This presentation must actively involve the audience and contain an interactive activity. The presentation must discuss and support an argument and follow the content of the textbook and the team task sheet. Further details will be provided in week 1 Learning Experience class.

3. Reflective Diary (10%) and Individual Reflective Essay (35%)
You will be required to keep a reflective diary from weeks 2 – 5, due in Week 6. This will be a guided diary (questions will be posed to you in the reflective diary guide available on the course website) and you will record your reflections on the interpersonal communication between you and your team members, and reflections on the teamwork processes. This will then be transferred into a word-processed diary and submitted in week 6. Students will then receive feedback, where they will find their allocated theories for their Individual Reflective Essay. This Reflective Diary is a hurdle requirement to the Individual Reflective Essay (i.e. must be completed and submitted). The Individual Reflective Essay cannot be submitted without the Stage 1 step completion of this Reflective Diary.

You will write a 1500-word Individual Reflective Essay in which you will reflect on your interpersonal communication and teamwork process experiences during the planning and preparation of your team slides and session plan in Business Communication this trimester. Your essay discussion must be guided by a clear argument or arguments related to your allocated theories from the course. You will be marked on the quality of your analysis and your demonstrated ability to apply your understanding of the theories and concepts from the course to your teamwork experience. An understanding of the link between theory and practice is therefore a key element.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an

honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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