MEETING TIMES

Wednesdays, 2-4 pm

CONTACT INFORMATION

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Office Hours:

Wednesday, 12:00 PM to 2:00 PM, Moran 1053

Research School of Management: STUDENT OFFICE

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Website: https://www.rsm.anu.edu.au/ (https://www.rsm.anu.edu.au/)
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College of Business and Economics: STUDENT OFFICE

Email: info.cbe@anu.edu.au (mailto:info.cbe@anu.edu.au)
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Phone:
DESCRIPTION

Essential Business Skills primary aim is to provide students with the skills and knowledge of communication in the business environment. There is a strong focus on the understanding the theory of communication in the business context and its application to effective business writing at a high level, persuasive and appropriate verbal and non-verbal communication, and interpersonal skills across teams and cultures. To achieve this students undertake the role of a new graduate employee in the workplace and develop responses to a range of current and emerging business issues that they will encounter in the private and public sector.

Students will use the workplace case study to develop knowledge and high level skills in business writing, and will assemble a portfolio of key written business documents to demonstrate capability to prospective employees. This will include short reports, memorandums, business letters, action plans and formal long reports.

Effective interpersonal communication skills are basic tools for those employed in professional fields. The workshop format of the tutorials explores business communication theory, and develops the student's communication skills and knowledge in a supportive peer group environment through ideas exchange and argument, and team approaches to workshop activities and team leadership. There is a strong focus on self development.

LEARNING OUTCOMES

Upon completion of the course, students are expected to be able to demonstrate a good understanding of:

- effective business writing
- effective business communications
- research approaches and information collection
- developing and delivering effective presentations
- effective interpersonal communications
- skills that maximise team effectiveness
- good time management
- effective problem solving

SCHEDULE

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Summary of Activities</th>
<th>Required Reading</th>
<th>Assessment Due</th>
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</thead>
<tbody>
<tr>
<td>1: 17 Feb</td>
<td>Overview of Course and First Impressions</td>
<td>C21 Ch. 1</td>
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<tr>
<td>2: 24 Feb</td>
<td>Business Writing</td>
<td>C21 Ch. 2, 4</td>
<td>Reflection 1</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Book Chapter(s)</td>
<td>Activities</td>
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<tr>
<td>2 March</td>
<td>Oral Communication</td>
<td>C21 Ch. 11</td>
<td>Reflection 2</td>
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<tr>
<td>9 March</td>
<td>Memos, Letters and Reports; Providing Feedback</td>
<td>C21 Ch. 3, 5</td>
<td>Reflection 3; Memo</td>
</tr>
<tr>
<td>16 March</td>
<td>Teamwork Skills and Group Decision Making</td>
<td>C21 Ch. 9</td>
<td>Reflection 4; Memo Evaluation</td>
</tr>
<tr>
<td>23 March</td>
<td>Verbal Persuasion</td>
<td>C21 Ch. 12;</td>
<td>Reflection 5; Endorsement</td>
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<td></td>
<td>* Project Teams Assigned</td>
<td>Power of Talk</td>
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<tr>
<td>30 March</td>
<td>Team Facilitation and Meetings</td>
<td>C21 Ch. 18, 19</td>
<td>Reflection 6; Persuasive Presentation; Endorsement Evaluation</td>
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<td></td>
<td>* Project Teams Assigned</td>
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<td></td>
<td>Term Break</td>
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<tr>
<td>20 April</td>
<td>Crucial Conversations and Delivering Bad News</td>
<td></td>
<td>Reflection 7</td>
</tr>
<tr>
<td>27 April</td>
<td>Nonverbal Communication and Effective Listening</td>
<td>C21 Ch. 8, 10;</td>
<td>Reflection 8; Bad News Letter</td>
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<tr>
<td>4 May</td>
<td>Negotiation and Conflict</td>
<td>C21 Ch. 13, 14</td>
<td>Reflection 9; Bad News Letter Evaluation</td>
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<tr>
<td>11 May</td>
<td>Organizational and Public Communication</td>
<td>C21 Ch. 16, 17</td>
<td>Reflection 10; Team Research Report (4 pm Tuesday)</td>
</tr>
<tr>
<td>18 May</td>
<td>Final Presentations</td>
<td></td>
<td>Team Presentation; Team Peer Evaluation</td>
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<tr>
<td>25 May</td>
<td>Final Presentations</td>
<td></td>
<td>Team Presentation; Team Peer Evaluation</td>
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</tbody>
</table>

**Research-Led Teaching**

Research-led teaching will be demonstrated by building upon the broad and multi-disciplinary base of the recommended text. Teaching will include providing access to supplementary research from relevant academic articles chosen against the weekly themes. Lectures and tutorials will present
vocational problems that will be explored using a variety of theoretical approaches to foster critical thinking and applied learning.

The assessment tasks require both a sound understanding of theories and concepts, analysis of the key themes and subsequent synthesis of material. Submission of all assessment tasks is required to demonstrate both conceptual and vocational competence.

Continuous Improvement

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- More opportunities to practice new skills with specific writing prompts.
- Two days of team presentations to allow for longer presentations and more interaction with the audience.
- Professionals working in the communications sector will be invited to attend the final presentations to ensure communication is applicable to business, government, and industry.

MATERIALS


You have 3 options for purchasing this text:

3. A printed text from the campus bookshop (either 3rd or 4th edition is acceptable)

ASSESSMENT OVERVIEW

Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Reflection</td>
<td>20%</td>
<td>LO1, LO5-LO8</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop</td>
<td>30%</td>
<td>LO1-LO3, LO5-LO8</td>
<td></td>
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<tr>
<td>Team Project</td>
<td>30%</td>
<td>LO2, LO5-LO7</td>
<td></td>
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<tr>
<td>Individual Presentations</td>
<td>20%</td>
<td>LO2, LO4-LO7</td>
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Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

ASSESSMENT ITEMS

Engagement and Reflection

1. **Complete all assigned readings and engage in developmental activities.** A critical part of the skill building in this seminar will happen in class, in small group discussions, and in practice outside of class. To encourage you to experiment freely with the skills and techniques we will be learning, you will not be graded on the outcomes of these activities. Your grade will reflect your engagement and active participation in them.

2. **Reflect on application, relevance, and development of each topic.** These reflections should not simply give a factual account of what you experienced in class, or even out of class, but more importantly an account of your thoughts and reactions to your experiences as informed by the readings, class discussions, and your own experience, as well as thoughtful analysis and consideration of the application of the principles, tools, and techniques we will be discussing. Toward that end, you will find it helpful to actually use these tools and techniques in your personal and professional activities as we progress through the course. At the end, your reflections will constitute a record of your own learning in the course. Each weekly reflection should use the following structure:

   **Reflections on learning from Week # ___ Topic _____________**
What did this week's material teach you about effective business communication that is meaningful and important to you personally? What application (if any) have you found outside of class for what you have learned? How have you practiced or applied it?

1. Reflections should be submitted via Wattle by 4 pm each Friday covering the topic from that week's lecture beginning in Week 2 and ending in Week 11 (i.e., 10 reflections). Each reflection should be between 150 and 300 words (double spaced and not to exceed one page). Remember, you are writing to integrate your own learning as much as to satisfy my need for evidence of your learning and application.

Business Writing and Feedback

There will be three writing assignments essential to business communications in which you will gain experience with writing, critiquing, and providing feedback.

1. **Writing (20%)**: Each assignment must be in the appropriate format, with 1 inch margins and 12-point Times New Roman font. Details of each assignment will be available on Wattle.

   - Memo (1 page, single-spaced) – 4%; **Due March 11 by 4 pm**
   - Endorsement Letter (1 page, single-spaced) – 6%; **Due 25 March by 4 pm**
   - Bad News Letter (1 page, single-spaced) – 10%; **Due 29 April by 4 pm**

1. **Feedback (10%)**: Part of this assessment includes providing feedback to three randomly assigned students' business writing because the more you read and critique others' writing, the better yours becomes.

   - Feedback on 3 Memos (2%) – **Due March 18 by 4 pm**
   - Feedback on 3 Endorsement Letters (4%) – **Due 1 April by 4 pm**
   - Feedback on 3 Bad News Letters (4%) – **Due 6 May by 4 pm**

Team Project

The topic of the project will be assigned in Week 7. There are three team-level grades associated with this project:

1. **Research Report (20%)** – maximum of 2000 words, in appropriate report format. **Due 11 May by 2 pm**
2. **Peer Evaluation of Team Member Contribution and Engagement (5%)**
3. **Team Effectiveness (5%)** – based on evidence of team-level preparation, coordination, supportiveness, and cohesiveness in the final presentation

Individual Presentations

There will be two graded presentations over the course of the semester.
1. **Persuasive Presentation (8%)** – presented in tutorial during Week 7; an individual presentation where you are asked to persuade the audience to invest in a product or service or otherwise support an organization that you are passionate about. Visual aids and handouts are optional.

2. **Individually-rated Performance in Team Presentation (12%)** – a team presentation, reporting on the research report you wrote, during Weeks 12 and 13. Each team will present for a total of 15 minutes (including 2 minutes for Q&A). Presenters will be assessed individually, so team members should present for an equal amount of time. However, please note that there is also a team-level effectiveness grade associated with this presentation within the team project score. You are required to use appropriate visual and/or audio aids and audience handouts in your presentation. Each group must supply a copy of any visual aids and/or handouts to the tutor at the time of the presentation (you do not need to submit softcopies). The title page of your presentation deck must specify the names of your project team and individual team member names.

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**COURSE EXPECTATIONS**

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

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**Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Concourse | Business Communication

You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0cccd0cac7c6d1c2d7caccde3c2cdd68dc6c7d68dc2d6). You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.
Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics

Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of
raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.
All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)
Library

- Information about the library can be found at http://anulib.anu.edu.au
  (http://anulib.anu.edu.au/)
- Opening hours can be accessed at http://anulib.anu.edu.au/using-the-library/opening-hours/
  (http://anulib.anu.edu.au/using-the-library/opening-hours/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn
  (http://anulib.anu.edu.au/research-learn/)