

FIT1049: IT professional practice

Week 2: The basics of professional communications

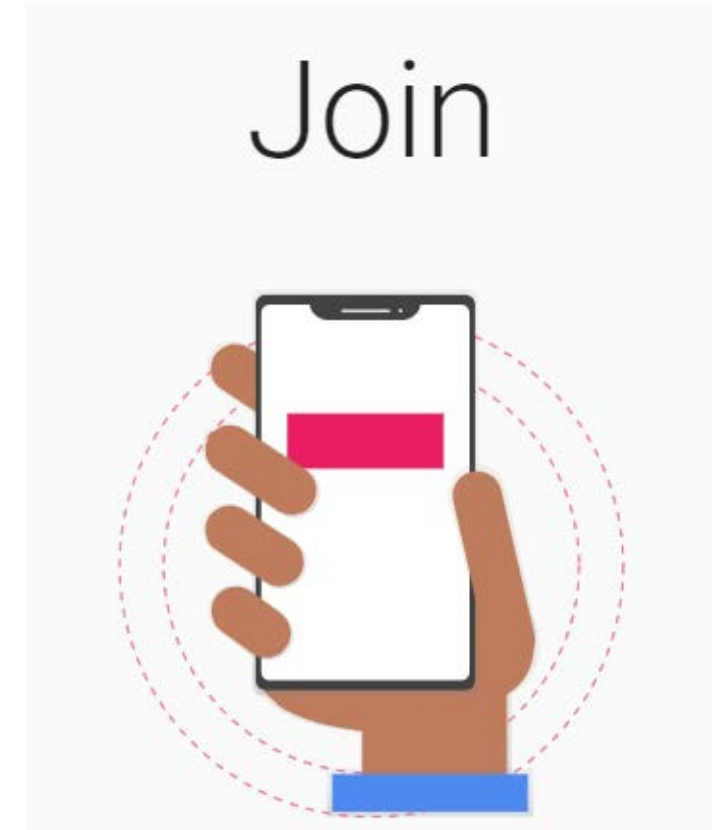


Week 2 ePub revision: Recall and apply...

Please head to **<https://flux.qa>** and sign in with your Monash account (you should then stay logged in for the semester).

Hit the plus button in the top right and type in code **8JQJ4J** to join the FIT1049 group. The code is case sensitive.

*Please note that this is a Monash system, and your responses to questions are not anonymous.



Question 1: Roles of the IT professionals

Which one of them would be a typical IT role in an organisation?

1. Presenting business intelligence data to the management in an effective and engaging manner;
2. Providing IT support to staff and others when technical issues arise; or
3. Identifying both existing and potential organisational and business issues and address them.

Question 2: Communication models

Which of the following would describe a potential limitation of the communication models discussed in the ePub?

1. They tend to focus on transmission of information, which is not the entirety of communications.
2. They tend to be too abstract to capture the complexity of communications that take place in practice.
3. They tend to reflect more the discipline in which each model was developed (e.g. Lasswell's in political science, Shannon-Weaver's in informatics), and they are not compatible with each other.

Question 3: The basics of communications

The communication models tend to assume the presence of the ‘audience’ as the receiver of the communication one initiates. Could a piece of communication be effective even if this ‘audience’ include multiple cohorts of people?

1. No – professional communications should be developed in a precisely targeted manner, and if there are multiple audiences for the given communication, it is a poorly designed one.
2. Yes – there are occasions where one initiates a communication that would be interpreted by different audiences, and this is part of the craft of professional communications.
3. Yes – the communication may well reach different audiences, but as long as it works effectively with the majority of them, the communication could be considered ‘effective’.

Question 4: Assertiveness and verbal skills

There are situations where a ‘threat’ as an assertive verbal technique to persuade the other is potentially effective. Which of the following would be an acceptable form of ‘threat’ in a professional context (as explained in the ePub)?

1. “The report was due last week, and we still have not received a copy from you. *If we do not receive it by the end of today, we’ll miss the timing and will have to discuss with the manager.*”
2. “The report was due last week, and we still have not received a copy from you. *If we do not receive it by the end of today, I think I’ll have to speak to the manager.*”
3. “The report was due last week, and we still have not received a copy from you. *If we do not receive it by the end of today, I don’t think I’ll include you in the next project.*”

Question 5: Questions

Let's continue with the last question's scenario. You, reluctantly yet nevertheless, agreed that you will wait for your colleague to produce the report by tomorrow. The colleague seems still a bit uncertain about this, and you wish to further probe to make sure that this will actually happen. What would be a potentially effective question to ask?

1. “Are you REALLY REALLY sure that you can do it? Hope so!”
2. “What do you think are the reasons for this delay so far? I really want to help you, but need to know what I can actually do to help.”
3. “Do you actually think if you could finish this by tomorrow? Things happen, but you really need to tell me if you cannot. We'll think of something if that's the case.”

Question 6: Feedback

Which of the following could be considered ‘feedback’ to your colleague’s presentation?

1. “That was TERRIBLE! Why did you even do that? I don’t want to upset you, but I tell you anyway because I should really be honest as a colleague.”
2. “That was VERY VERY good! Having said, though, I think you should have done the other way around for this. See? This part is not working properly.”
3. “Well, if you work on this part further, and that would make an overall improvement to the final deliverable, I reckon.”

Answers and comments for the quizzes

- 1) The correct answer is **3**. The answers 1 and 2 are tasks, rather than a role, and any IT professionals need to be aware of the distinction to better assume the organisational role while effectively conducting the tasks.
- 2) The correct answer is **1**. The answers 2 and 3 merely describes the nature of ‘models’ being models. Also note that the ‘models’ are descriptive in their nature, not prescriptive.
- 3) The correct answer is **2**. The answer 1 is a prescriptive application of a model, and hence unrealistic. The answer 3 merely describes a possible consequence of communications. The answer 2 is the best of all the options here to describe the process of crafting professional communications.
- 4) The correct answer is **1**. The answer 2 will create a sense of resentment, since you are trying to dob someone in, while the answer 3 is a form of bullying. Note the answer 1 frame the entire situation as a shared one, i.e. ‘it is our issue, not just yours’.
- 5) The correct answer is **3**, though **2** is also acceptable. The answer 1 imposes what you as the questioner wanted to hear, and it won’t cut it. The answer 2 may be a next step, with an open question. If you cannot pin down the answer, then move to the answer 3, which forces one to respond with a definite answer, with a closed question.
- 6) The correct answer is **3**. The answer 1 is an obvious no; this does not help much. The answer 2 is only an evaluative comment, and it is incomplete as feedback since it does not really tell what one can do next time. The answer 3 is feedback par excellence, since it addresses what one can actually do next time.

Things to cover today...

At the end of this lecture, you will broadly understand:

1. How professional communications differ from everyday communications you would have with your friends and family, for example,
2. How a systematic, analytical and strategic approach will improve the effectiveness and efficiency of your communications to achieve both your short-term and long-term goals, and
3. How the cultural background and perceptions held by the participants of communications could result in different communication processes and outcomes.

8 myths about professional communications...

Myth 1: Professional communications are...

...NOT just a practical means of transmitting information.

Rather, it is a very fabric of social relations.

Communications as ‘discourse’

What does one want to tell his/her audience?

Who; What; How; To whom.

[Communication as a means of information transmission]

What does one achieve by giving that information to the audience?

[Communication as discourse]

Job applications in Australia: An example...

1. The employers advertise a job with **the key selection criteria** (KSCs) against which the applicant has to prove their suitability.
2. You apply by sending **a cover letter** with **a CV** attached, and often a document containing your responses for each of the KSCs (i.e. a standard process for a specialist role).
3. The employers shortlist for **interviews** their preferred candidates amongst those meeting the KSCs.
4. The employers conduct interviews to select the successful candidate, to whom **an offer** will be made.

The functions of a cover letter and a CV

1. **A cover letter** is a **message** that is used to express your interest and intention to apply for the advertised role, making a case for your suitability against the KSCs.
2. **A CV (or also called a resume)** is a **document** that supplements the cover letter by providing a summative list of facts that highlights your skills and experiences relevant to the KSCs.

Importance of knowing the protocols...

“Results reveal that participants formed negative perceptions of the sender of an e-mail containing technical language violations. However, most of these negative perceptions were reduced when participants had situational information indicating that the e-mail sender was from a different culture. Conversely, negative attributions stemming from etiquette violations were not significantly mitigated by knowledge that the e-mail sender was from a foreign culture.” ([Vignovic, 2010](#))

Journal of Applied Psychology
2010, Vol. 95, No. 2, 265–276

© 2010 American Psychological Association
0021-9010/10/\$12.00 DOI: 10.1037/a0018628

Computer-Mediated Cross-Cultural Collaboration: Attributing Communication Errors to the Person Versus the Situation

Jane A. Vignovic and Lori Foster Thompson
North Carolina State University

Computer-mediated communication, such as e-mail, facilitates cross-cultural interactions by enabling convenient communication. During these exchanges, the absence of contextual or situational information may cause e-mail recipients to form dispositional explanations for behavior that might in fact be driven by unseen situational constraints. To gain insight into the manner in which e-mail recipients explain behavior, the authors conducted an experiment examining how technical language violations (i.e., spelling and grammatical errors) and deviations from etiquette norms (i.e., short messages lacking a conversational tone) affect a recipient's perceptions of an e-mail sender's conscientiousness, intelligence, agreeableness, extraversion, affective trustworthiness, and cognitive trustworthiness. This study also investigated whether the effects of technical and etiquette language violations depend on the availability of information indicating the e-mail sender is from a foreign culture. Results reveal that participants formed negative perceptions of the sender of an e-mail containing technical language violations. However, most of these negative perceptions were reduced when participants had situational information indicating that the e-mail sender was from a different culture. Conversely, negative attributions stemming from etiquette violations were not significantly mitigated by knowledge that the e-mail sender was from a foreign culture.

Myth 2: Professional communications are...

...NOT independent of cultural and social contexts.

Rather, it *is* part of both global and local cultures.

Professional communications in light of ‘glocalization’...



([Sopco, 2015](#))

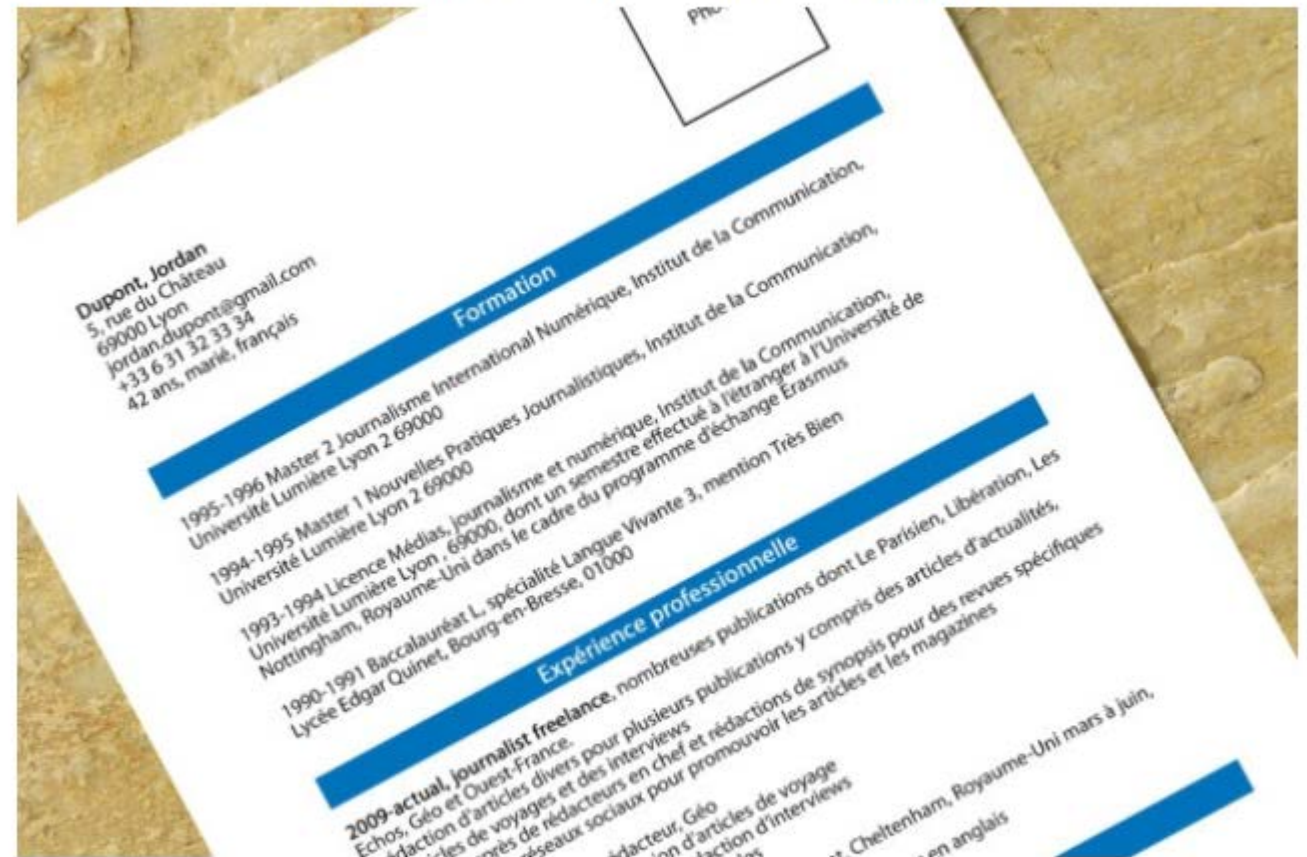
([Hopkins, 2017](#))



“Start your French CV with your personal details. These should include: name (remember that the French write their surname first), address, email address, telephone number, age, marital status and nationality (if you have a good level of French it might be useful to include it after your nationality). It is also common practice in France to include a passport-sized photo of yourself with your CV. Make sure this is a professional photo of you and not a holiday snap!” ([Rawle, 2018](#))

How to write a great French CV

🕒 PUBLISHED: 16:07 28 April 2018 | UPDATED: 15:24 08 May 2018 | Emma Rawle



How to write a great French CV © Archant

If you're applying for jobs in France then make sure you use this simple guide to write a great French CV in the correct format and make sure you stand out from the other candidates

履歴書

2014 年 2 月 6 日現在

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1989 年 11 月 7 日生 (満 24 歳)		
東京都千代田区ウイキペ町 1 丁目 2 番 34 号		電話 03 - 3123 - 4567
〒101 - 1234		携帯 090 - 1234 - 5678
（居住所在地に連絡を希望する場合は記入）		電話
月		

年	月	学歴・経歴（各別にまとめて書く）
学 歴		
2006	3	私立ウイキペ中学校 卒業
2006	4	私立ウイキペ高等学校 入学
2009	3	私立ウイキペ高等学校 卒業
2009	4	私立ウイキペ大学 情報工学部 入学
2013	3	私立ウイキペ大学 情報工学部 卒業
職 歴		
2013	4	ウイキペ株式会社 入社
		東京支社 技術部に配属
		以 上

年	月	免許・資格
2013	1	普通自動車第一種免許取得

自己PR

得意スキル

希望の職種、待遇、好きな学校など	通勤時間 約 1 時間 0 分
	就業希望地（配属先） 〇人
	配属先の就業状況 有 <input checked="" type="radio"/> 無 <input type="radio"/>

本人希望記入欄（特に給料・職種・勤務時間・勤務地、その他についての希望などがあれば記入）

GARRY GRADUATE

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EDUCATION

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Distinction average
Expected completion date: November 2011

2008

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Princeton Secondary High, Heyington
Enter Score: 89.4

AWARDS

- 2010 Staff member of the Month Award, Computers R Us
- 2009 Award for "Best Design" in website competition, Monash University

KEY STRENGTHS**Communication**

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- Translated technical reports to ensure clarity and brevity for a non-technical audience
- Quickly built strong customer links resulting in increased sales
- Fluent in spoken and written Japanese

Adaptability

- Ability to adapt to different working environments having been exposed to a range of businesses each with its unique culture and client base
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- Manage timelines and prioritise workload in order to meet study, work and extra curricular commitments
- Project management role on Monash Information Technology Club (MITC) , which involved organising and managing the annual university ball within a tight timeframe and a budget of \$40,000

Initiative and Creativity

- Highly developed creative skills, developed by designing and implementing a small business website for access by customers and investors (www.rosies_antiques.com)

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- Designed and implemented Multimedia Systems – New Gen Inc
- Negotiated and problem solved technical issues
- Researched and presented findings in an easy to understand format
- Result: High Distinction

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- Manage and maintain the company's website (www.rosies_antiques.com)
- Design and implement the website to cater for online customers and to provide general information for investors
- Resolve IT queries from staff within a 24 hour timeframe
- Roll out training sessions on new MS Office software
- Troubleshoot application problems

Key Achievements

- Redesigned the website to make it more user friendly
- Increased the number of visitors by 30%
- Provided an option for customers to buy online

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- IT phone support for domestic and global clients
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Myth 3: Professional communications are...

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Rather, it is about how to take advantage of the existing rules for your benefits.

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Ms Mandy Tempson

Manager

Computers R Us

Tel: 9876 6677

Email: mandytempson@gmail.com

Dr Kate Brilla

Head of Faculty of Information, Technology & Systems

Monash University, Berwick Campus

Tel: 9800 1334

Email: kate.brilla@monash.edu.au

2018/2019 Summer Internship Program

- Work with leaders in their field
- Build relationships and be part of a thriving summer intern community
- Be considered for early entry into our 2020 Graduate Program

About The Role

Role Location: Australia Wide

Role Type: Summer Internship (Nov – Jan)

No matter where your career takes you, our Summer Intern Program aims to provide you with the foundations you need to grow and succeed. Our paid eight-week program is a great way to explore a career with ANZ, and gain invaluable experience.

We believe the best way to learn is to throw you into new experiences. Each of our eight week Summer Intern Program streams has a different focus.

Join our Technology program and you might be helping out on the architecture or systems we need to deliver the best experience to our customers. In Australia Division, you could be focusing on banking, lending and investments to help businesses of all sizes grow and achieve their goals.



About You

We're interested in people from diverse backgrounds, who are excited to be part of an industry that's rapidly transforming for a digital and social world. People who want to make a difference for our customers, culture and community.

Upon completion of the program, you might even receive an early offer for our Graduate Program.

To be eligible you should be:

- a citizen of, or hold permanent residency in, Australia or New Zealand;
- in your penultimate or 2nd last year of study of your bachelor or post-graduate degree
- available for the program from 12 November 2018.

About ANZ

At ANZ, everything we do boils down to 'why' – our purpose – to shape a world where people and communities thrive. We're just as focused on seeing our people thrive as well as our customers. We'll give you every opportunity to develop your career.

We are responding faster to changing customer requirements, focusing on the things that matter the most, energising our people, eliminating waste and reducing bureaucracy.

A happy workplace is a thriving one. So in order to attract and keep the best talent, and say thanks for the hard work, we make sure all our employees are rewarded.

At ANZ we aim to create an inclusive environment where employee differences such as gender, age, culture, disability, sexual orientation, family and caring responsibilities and religion are valued. We work flexibly at ANZ. Talk to us and let us know how this role can be flexible for you.

Applications close: 6th August. Apply today.

Find out more.

([GradConnection, 2018](#))

“Who makes a good Technology Intern?”

We’re looking for people who understand the impact technology has on businesses today, and is likely to have on businesses in the future. We’re after big-picture interns who can use critical thinking and strong technical skills to solve problems in a team environment, or break away from the pack and work on their own. All successful interns have a passion for the way technology can shape our lives. If you have experience from part-time work or university projects, that’s an added bonus.

Suitable applicants

Students who are studying towards Computer Science, Information Systems, Engineering or Science (with some IT subjects) related degrees may be well suited to a role in Technology. However if you’re a student from another discipline and believe Technology is the right fit for you, we are happy to hear from you!”

(ANZ on their internship program in their Technology Team;
linked from [GradConnection, 2018](#))

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(ANZ on their internship program in their Technology Team;
linked from [GradConnection, 2018](#))

GARRY GRADUATE

35 Hill Crescent
Jobsville VIC 3400
Ph: 03 9771 6770 (H) / 0415 559 629 (M)
garry.graduate@email.com.au

EDUCATION

2009 - current

Bachelor of Information Technology and Systems Monash University, Clayton

Major in Multimedia
Distinction average
Expected completion date: November 2011

2008

Victorian Certificate of Education (VCE)

Princeton Secondary High, Heyington
Enter Score: 89.4

AWARDS

- 2010 Staff member of the Month Award, Computers R Us
- 2009 Award for "Best Design" in website competition, Monash University

KEY STRENGTHS

Communication

- University presentation received positive feedback regarding style and delivery
- Translated technical reports to ensure clarity and brevity for a non-technical audience
- Quickly built strong customer links resulting in increased sales
- Fluent in spoken and written Japanese

Adaptability

- Ability to adapt to different working environments having been exposed to a range of businesses each with its unique culture and client base
- Embrace cultural diversity having travelled extensively in SE Asia and Europe

Time Management

- Manage timelines and prioritise workload in order to meet study, work and extra curricular commitments
- Project management role on Monash Information Technology Club (MITC) , which involved organising and managing the annual university ball within a tight timeframe and a budget of \$40,000

Initiative and Creativity

- Highly developed creative skills, developed by designing and implementing a small business website for access by customers and investors (www.rosies_antiques.com)

KEY COURSE RELATED PROJECT

IT for the new generation (2nd year group project)

- Designed and implemented Multimedia Systems – New Gen Inc
- Negotiated and problem solved technical issues
- Researched and presented findings in an easy to understand format
- Result: High Distinction

INDUSTRY RELATED EXPERIENCE

2009 - current

Website Developer

Rosie's Antique Shop, Canterbury

- Manage and maintain the company's website (www.rosies_antiques.com)
- Design and implement the website to cater for online customers and to provide general information for investors
- Resolve IT queries from staff within a 24 hour timeframe
- Roll out training sessions on new MS Office software
- Troubleshoot application problems

Key Achievements

- Redesigned the website to make it more user friendly
- Increased the number of visitors by 30%
- Provided an option for customers to buy online

2008

Applications Support

Helptech Australia

- IT phone support for domestic and global clients
- Troubleshooting and circuit board testing
- Dealing with basic customer problems and enquiries

2006 - current

Customer Service Assistant

Computers R Us

- Engage in sales to provide appropriate products to meet customer requirements
- Handle cash transactions and operate registers
- Participate in quarterly stock takes
- Provide post sales technical support to customers

Key Achievement

- Staff Member of the Month Award – March 2010

VOLUNTARY WORK

- 2010 Participate in Mothers Days Run to raise funds for cancer research
- 2009 Red Cross Door Knock Appeal
- 2009 Open Day Ambassador for Faculty of Information Technology, Monash University

MEMBERSHIPS

- 2010 Student Member of the Design Institute of Australia
- 2010 Student Member of the Australian Institute of Technology
- 2009 Committee Member of Monash University Student Representative Council

INTERESTS

- Reading: crime novels, technology magazines
- Keeping abreast of computer game developments
- Sport: indoor cricket, black belt karate, skiing
- Travel: SE Asia, Europe

REFEREES

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Myth 4: Professional communications are...

...NOT something that can be 'generic' to suit every purpose and format.

Diversity in the available means of communications is increasing and will not slow down, and well-harnessed creativity is essential to craft a focused communication.

NATHALIE BYSTRÖM

DIGITAL MARKETING PROFESSIONAL



INTRODUCTION

Hi! I'm Nathalie, and I am passionate about helping businesses get discovered and gain recognition through the latest viral, profile and digital marketing tactics. As an organized and highly creative individual, I love to champion brilliant marketing ideas that deliver first class results and the challenges of working within a dynamic and fast paced working environment.

EXPERIENCE

DIGITAL MARKETING MANAGER | GOOGLE

December 2012 - Present

Working closely with internal design and development teams, I was responsible for brainstorming, managing and implementing SEO and PPC campaigns within the R&D / Inspiration team. Working at the forefront of the marketing team I have been instrumental in driving recognition for breakthrough projects. Through insight and analysis of Google Analytics I have increased ROI by 12% and CTRs by 18%.

DIGITAL MARKETING ASSISTANT | AMAZON

January 2008 - November 2012

Supporting an established Digital Marketing team of 20 my responsibilities included the setup and management of digital marketing campaigns, generating reports and insight for the wider marketing team, brainstorming new marketing concepts and mentoring junior members of the team. My key focus was centered on SEO, PPC, Google Analytics and the UI Design of Landing Zones.

EMAIL CAMPAIGN ASSISTANT | AOL

August 2006 - December 2008

After graduating from university I joined AOL as part of a graduate programme within their Digital Marketing department. Specialising in email management and distribution I held responsibility for the design, development and distribution of 120m B2C emails per year. I gained insights, retention and subscription management programmes I had to create and manage engaging email campaigns as part of a team.

SKILLS

MARKETING

8/10

PHOTOSHOP

8/10

GOOGLE ANALYTICS

10/10

HTML / CSS

7/10

WORDPRESS CMS

5/10

PPC / SEO

9/10

EDUCATION

MARKETING - 2.1 BA (HONS)

University of Bristol

2002 - 2006

A-LEVELS - MARKETING (A) |

BUSINESS (B) | LAW (C)

Gloucester College

2000 - 2002

REFERENCES

GOOGLE

LARISA REEB - HR Manager

AMAZON

MORRIS MINOR - Marketing Director

Contact info available upon request.

123 The Street, Crouch End, London, N1 | 01234 567890 | email@email.com | twitter:carvingstwitteraccount



CURRICULUM VITAE

HELLO MY NAME IS RICCARDO SABATINI.

A SHORT PRESENTATION.

I am an Italian graphic-designer, with a first class bachelor of arts degree at Accademia Italiana - University of Wales. Besides my specialization, I have an extreme passion to work with everything is visual, from photography to digital art to many other fields. My main goals are to receive the best feedback for what I do, and to do it in the best way. Plus to improve always my style and to do something different each time.

ROUTINE IS NOT HEALTHY FOR DESIGNERS.

MY SKILLS SET, HOW I WORK!

I like to work in different ways and with different styles, so I used to combine a lot these softwares together, interaction is a great weapon of choice.

MY WEAPONRY.

Ps ADOBE PHOTOSHOP level expert

AI ADOBE ILLUSTRATOR level advanced

Id ADOBE INDESIGN level advanced

Ca PHOTOGRAPHY level advanced

Tablet level intermediate

3D SOFTWARES level beginner

Video Editing level beginner

I AM ON THE INTERNET, OF COURSE!

I have uploaded my material online from the beginning to confront myself in a worldwide range, also to keep in touch with other creatives of every culture and country, to be inspired and to inspire, and so to professionally grow.

MY VIRTUAL EXTENSIONS.

E-MAIL superrough@live.it

BEHANCE behance.net/richardasabatini

DEVIANART richardthrough.deviantart.com

Flickr flickr.com/photos/richardthrough

LINKED-IN linkedin.com/in/richardasabatini

FACEBOOK facebook.com/richardasabatini

MY SPECIALTIES, WHAT I DO!

I like to work on different fields, and to use different techniques, besides graphic-design.

Logo-Logotypes

Typography

Type-Treatment

Photography

Photo-Retouch

Photo-Manipulation

Branding

Advertising

Editorial-Design

Packaging

Pattern-Design

3D Rendering

Digital Art

Vector Art

Illustration

MY EXPERIENCES, WHAT I'VE DONE!

I work since the beginning, for personal projects, online competitions, freelancing and employed.

PERSONAL PROJECTS (since 2006) experiments of different typography and media, from abstract art to poster design and much more, all visible on my online portfolios.

ONLINE COMPETITIONS (since 2006) constant participation to contests of graphic-design, photography and digital art.

FREELANCE COMMISSIONS (since 2008) design and production of miscellaneous typology, from the flyers/posters for events to ed packages for bands and artists, logos etc.

ACADEMIC PROJECTS (since 2009) big projects done during university as personal/collaborations with famous brands such as Swatch and other important local realities.

ACCADÉMIA ITALIANA (year 2010 - early 2011) art direction, development and production of the communication for the international design academy Accademia Italiana, the same university where I have been graduated.

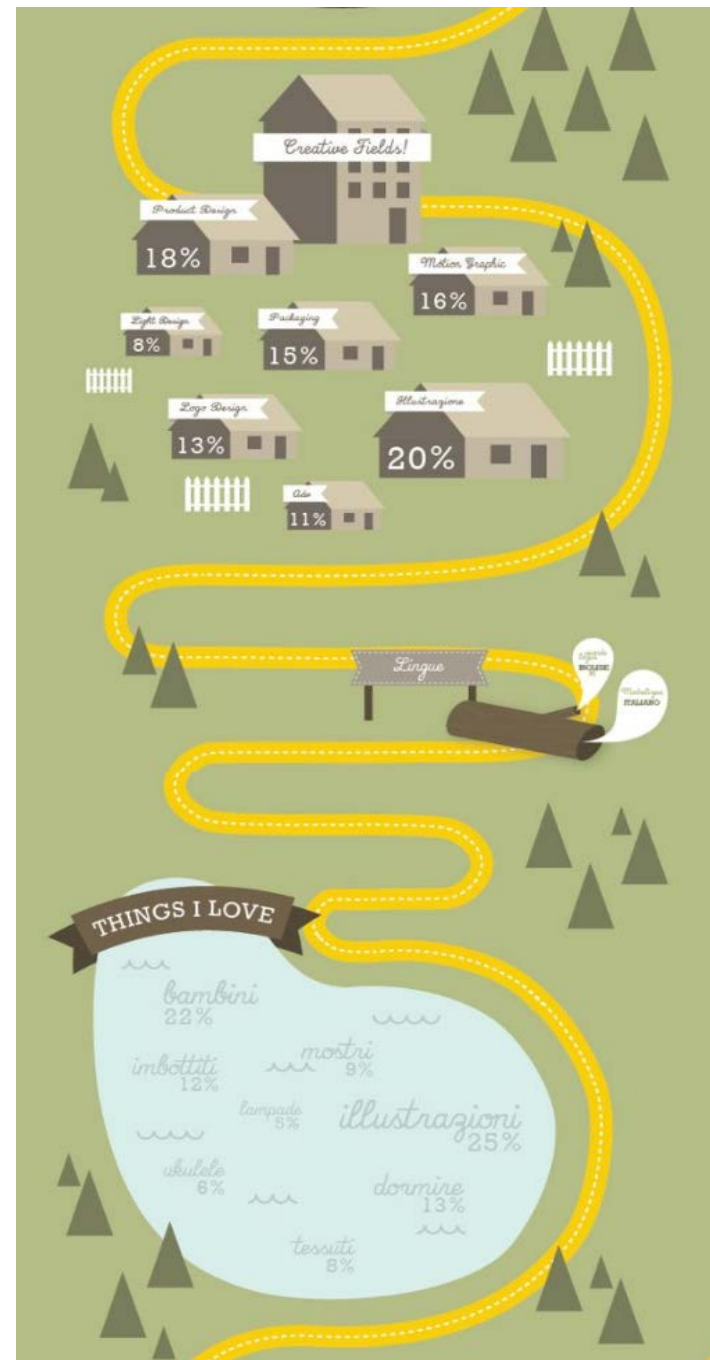
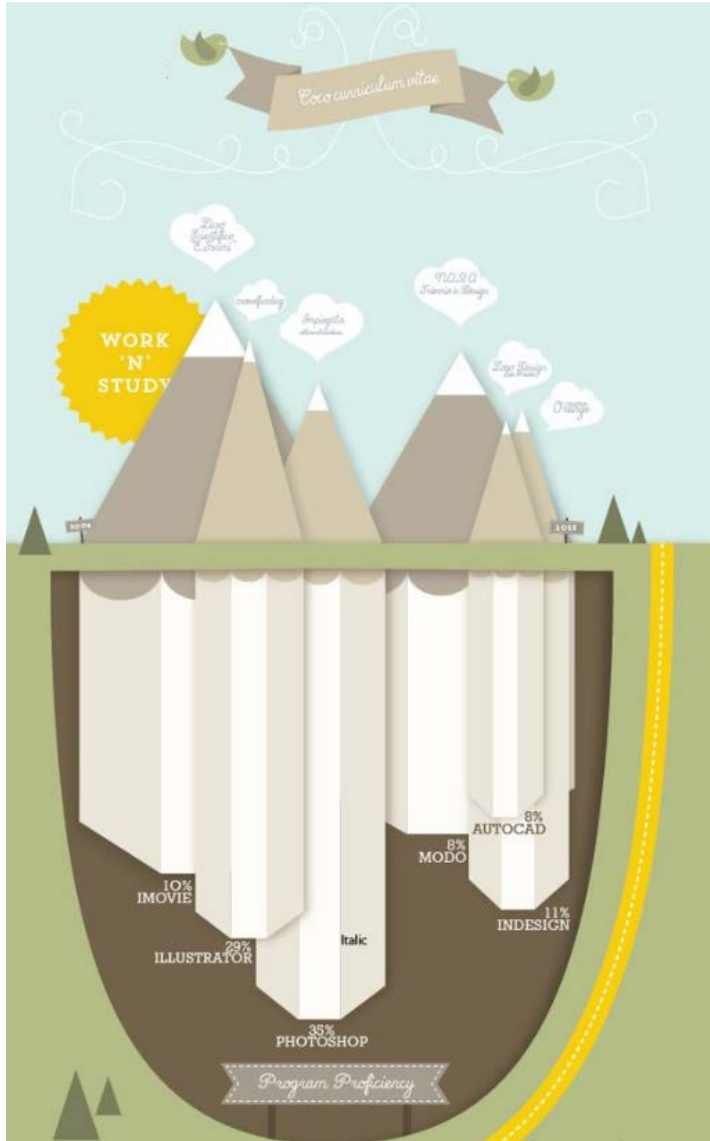
ADD YOURS? (since 2011...) currently searching.

THE RESPONSE CORNER, MAKE YOUR CHOICE!

EXPECTED TIME TO READ: 87 SECONDS



Yours Faithfully, Riccardo Sabatini



(Richard, 2014)

2019 Trainee Program - Sydney - Technology Risk

Creating a meaningful career is important, but so is creating yourself. To do both, you need the right opportunities – to grow equally as a professional and an individual, and to make an impact in a community where creating positive difference matters.

The skills, experience and connections you will gain with PwC provide that opportunity. The rest is yours to create!

About the opportunity

If you are in your first year of a three-year degree, second year of a four-year degree, or third year of a five-year degree, kick start your career by joining our Trainee Program. The Trainee program enables you to gain practical experience within our Risk Assurance business area while still completing your degree. It's the ultimate way to put what you're learning at uni into practice.

Once you've completed the Trainee Program and your degree, you may be offered a full-time graduate position with the firm.

About the team: Technology Risk

Technology Risk provides clients with independent reviews and confidence in the technology decisions, applications and the platforms they operate. The team help to manage emerging risks tied to systems, security, data, reporting and programs to enable clients to create a more digitally integrated environment and better harness new technologies.

The work you'll do here involves providing assurance in relation to client activities spanning Technology Strategy and Transformation, IT Operations, Digital Integration and Emerging Technology as well as specialist Technology support for internal and external audit services.

Our Technology Risk team is part of our Risk Assurance practice. Learn more [here](#).

Next Steps

For more information on the business areas at PwC and benefits of the Trainee Program, please visit our [website](#).

Applications open on Monday 23rd July and close on Sunday 19th August at 5PM.

Our recruitment process will follow the timeline below. Please take note of the dates and complete testing and video interviews as soon as possible to ensure you have enough time to do your best!

- Online Testing deadline - Wednesday 22 August
- Video Interview deadline - Sunday 26 August
- Video Interview outcomes by Wednesday 5th September
- Assessment Centres commencing 10th September

Please note that to be eligible for the Trainee Program, you must be an Australian or New Zealand Citizen or an Australian Permanent Resident.

Trainee Insider Evening - Tuesday 7 August

Join us for our Trainee Insider Event! You will have the opportunity to meet employees who started their careers through the Trainee program, learn about our new ways of working, and network with recent Trainees and members of the recruitment team to gain valuable insights into how to stand out through the recruitment process.

You'll come away with an understanding of the program, how you can kick start your career and create meaningful change.

Register [here](#).



Myth 5: Professional communications are...

...NOT about being formal, serious, formulaic, superficial or impersonal.

And that explains the importance and relevance of interpersonal communications in a range of highly respected and most 'professionalised' or well-established professions.



The mechanics of conversations...

What kept the conversations going?

They would include, at least, the following:

A shared context,
An agreed purpose, and
A common means of communications.

An effective professional establishes these with anyone so efficiently in a professional context. *Intrapersonal communication skills* are paramount in doing so.

Myth 6: Professional communications are...

...NOT only a set of techniques.

The techniques are only means of communications, and are relational to the communicator, the audience, the objectives and the context. The selection, applications and execution of them are very *clinical*.

How would you feel if _____ told you that...

“Well, I see you planned a fair bit, and am glad that it went all well. Having said, though, you probably like to think about other ways of doing it next time...”

Your parent?

Your close friend?

Your not-so-close colleague?

Your direct manager at work?

Or even the manager of your direct manager?

Now, imagine that it is you as a manager who has to tell your staff...

“Well, I see you planned a fair bit, and am glad that it went all well. Having said, though, you probably like to think about other ways of doing it next time...”

What would you need to consider
before you have this conversation with your staff?

Myth 7: Professional communications are...

...NOT just for those involved in the communications.

People will be watching (and scrutinising) your communications as performance.
And this is more so with the elaborate communication technologies...

Cf. Preistley's paradox from the ePub.

Wake Up Call: Zuckerberg's Legal Team Has His Back at Senate



Mark Zuckerberg, chief executive officer and founder of Facebook Inc., testifies before a joint hearing of the Senate Judiciary and Commerce Committees in Washington, D.C., U.S., on Tuesday, April 10, 2018. Senators pressed Zuckerberg at the start of two days of congressional testimony over his company's failure to protect the privacy of millions of its users, warning that they wanted more than just apologies and promises to do better. Photographer: Al Drago/Bloomberg

By Rick Mitchell - *Big Law Business*



April 11, 2018

([Mitchell, 2018](#))

([Baynes, 2018](#))

News > World > Americas > US politics

Christopher Wylie hearing: Cambridge Analytica whistleblower to give evidence to US Congress over Facebook data breach

Former employee of data analytics firm likely to face questions over work for Trump campaign

Chris Baynes | Monday 23 April 2018 14:59 | 2 comments



Cambridge Analytica whistleblower Christopher Wylie gives evidence to the House of Commons Digital, Culture, Media and Sport Committee's inquiry into fake news (PA)

"They turned a rather ordinary recall into a brand-threatening crisis," said Jeff Kingston, a professor of Asian studies at Temple University's Japan campus in Tokyo. ... Indeed, a key reason why Toyota is in the hot seat is because the company leadership responded in a very Japanese fashion, Japan watchers say."
([Voigt, 2010a](#))

"I'm sure [Mr Toyota] is desperately getting a crash course in how to field all the tough questions," said Ryoichi Shinozaki, a crisis management expert at Kyodo Public Relations Co. in Tokyo. ... His advice: Stay in control, remember you're always being watched, and, whatever you do, don't get teary-eyed, as some Japanese company presidents under siege have done in the past to win sympathy in Japan."
([CBS, 2010](#))

Toyota in Washington: A clash of cultures?

By **Kevin Voigt**, CNN

February 25, 2010 — Updated 0042 GMT (0842 HKT)



New world awaits Toyota

([Voigt, 2010a](#))

“The topic was Toyota's safety woes but the hearing at the US Congress could also have been a study in cross-cultural communication as Japanese formality met American bluntness. ... Waving papers, pointing fingers and occasionally raising their voices, US House members spent three hours grilling Toyota executives over auto defects blamed for more than 30 deaths in the US. ... In scenes barely imaginable in Japan, Republican representative John Mica thundered that Toyota had been "absolutely appalling" while Democrat Dennis Kucinich accused the executives of not giving him the "courtesy of a response". During the three-hour-long grilling that ensued, some lawmakers grew irritated with Toyoda's answers.” ([SBS, 2013](#))

“Pressed by time limits set by the committee, lawmakers sought short and simple answers from Toyoda. But he referred back to notes in Japanese, often describing general principles, making for exchanges that were sometimes at cross-purposes. At one point, Rep. Dan Burton, a Republican from Indiana, had a simple question and a visual aid: an accelerator pedal made for Toyota in Japan and one made in the United States. He wondered why they were different. Speaking through his translator, Toyoda stepped way back to the big picture. ... Using a translator also sometimes worked against Toyoda as he struggled to keep up with questions fed back to him through an earpiece in Japanese.” ([Kubo, 2010](#))

Analysis: How did Toyoda do?

By Kevin Voigt, CNN

February 25, 2010 — Updated 1652 GMT (0052 HKT)



([CNN, 2010](#))

“Under the circumstances, he did very well indeed,” said Dave Bartlett, the Washington-based senior vice president of Levick Strategic Communications. “He did suffer from the language barrier, which made it tougher for him to express the emotion that would have probably amplified his message in a way he would have liked.” ... “My impression was that he did better than expected and that the politicians, for the most part, were surprisingly gentle,” added Michael Alan Hamlin, president of Team Asia, which provides communications advice to multinational companies.

Toyoda was more circumspect about his performance. [He admitted to CNN's Larry King](#) that the day had been difficult, “and I am not confident to what degree our sincerity was conveyed.” ... Wall Street applauded Toyoda's performance -- Toyota stock ended the day in New York trading up 4 percent.” ([CNN, 2010](#))

Myth 8: Professional communications are...

...NOT just about an immediate success and outcomes.

Each communication is merely a battle; you will have to win the war.

So, how will this week's topics be assessed in the exam?

Sample question 1 (based on this week's ePub): Assume that you are speaking to an audience of 10 or so colleagues from your own work area. List three kinds of non-verbal communication that could be used to gauge the engagement of the audience so far.

Hints and comments: Here you are speaking to a group of people whom you know reasonably well (i.e. colleagues from your work area), and the number of the audience still allows you to observe their individual reactions as you speak (i.e. an audience of 10 or so). So as far as the non-verbal communications are concerned, what you will be looking for are signs of *active listening*. See the ePub on this topic for a list.

Sample question 2 (based on this week's ePub): Assume that your manager asked you at a very short notice to deliver a set of data that is rather time-consuming to generate. Due to other tasks you are undertaking at the same manager's instruction, you can only do the suggested task by tomorrow, but your manager wants it today. How would you seek a workable compromise in this instance?

Hints and comments: Whatever and however you communicate to your manager, being clear about what you can realistically commit to is the priority. On this basis, you may, for example, propose this work to be done by tomorrow, or suggest you do this work instead of the other work you were asked to do by the same manager. Either way you are demanding your manager to make a compromise, and it is important for you to be assertive not only on the ground of your workload, but also on the ground of your and your manager's shared interest, such as the quality of work produced as a result, for example.

Sample question 3 (based on this week's lecture): What is 'glocalisation'? And what kind of skills does it demand IT professionals to acquire?

Hints and comments: Globalisation tends to result in what *seems* to be the uniformity in the global culture, as seen in the prevalence of, for example, McDonald's and Starbucks. Such *seemingly* global cultures however often manifest in such a localized form, and it is important for IT professionals (or any professionals working internationally) to be able to understand and manage such balance between what can be assumed as the quasi-universal norms and otherwise, through effective intercultural communications. See under 'intercultural communications' in the ePub for detailed descriptions of the skills involved in this process.

Sample question 4 (based on this week's lecture): Assume that Alex, your junior colleague, has been untypically late for work for three out of the last 10 days. He also missed a meeting without notice, and this resulted in Alex getting the requirements of his task wrong, wasting 2 days of coding time.

Alex has been at the company for 3 years, and is considered a brilliant programmer by his colleagues. He is usually on time for everything, though he does not socialize much with his colleagues, e.g., eating lunch with the other people in the company.

How would you approach this situation? List two of the actions you might consider taking to make the situation better for all involved in this scenario.

[See the next slide for hints and comments.]

Hints and comments 1:

Take into consideration at least the following:

- 1) Who would you be approaching as a start? Would you speak to Alex as a colleague? Or would you discuss this with his/your manager?
- 2) If you are to speak to Alex, how would you approach him? Remember that you are a senior colleague; there is already a power relation there. Would it be appropriate to speak to him informally by inviting him to lunch (which he does not usually have with a colleague)? Or would you schedule a meeting by properly explaining its purpose? Or would that make him even more anxious?
- 3) What are you going to do when you meet with Alex to discuss the issue? Alex may not be even aware that his behaviours had changed, or may not like to tell you the full story of what's causing his recent behaviours, which you have to respect. How would you frame this conversation to make it a positive and constructive experience for Alex?

Hints and comments 2 (out of scope for this week; to be covered in detail in Weeks 11 and 12):

- 4) Note that the reasons for Alex's recent behavior may well be triggered by issues at workplace (such as bullying, harassment, office dynamics) and/or something beyond work (such as personal issues). You need to understand if Alex does not wish to discuss any of these with you, but you can still provide him with information on who else he could obtain more support from.
- 5) Some of the issues, such as bullying, harassment and family violence, will have to be dealt with immediately in a professional manner. As stated above, we will cover all these in Weeks 11 and 12.

Things to do this week...

1. Attend your Tutorial session this week; Mindfulness training starts this week for some of you.
2. Set up your 'eFolio' and share with your Tutor, if you have not done yet.
3. You will also see in the Week 3 tab on the Moodle Site a summary of what to come in Week 3.
4. Read the ePub for Week 3 before the lecture next week.



FIT1049 ePub Chapter 3: Research skills in professional contexts



FIT1049 ePub Chapter 3: 5 minutes version 94.2KB PDF document

