



DEPARTMENT OF DESIGN AND DIGITAL INNOVATION

SNX1201 (Business Etiquette and Personal/CEO Branding)

COURSE SYLLABUS 2/2023

Course Information	
Course Title: SRX1201 Business Etiquette and Personal/CEO Branding	
Instructor Information	
Instructor (1):	A. Parichat (Joy) Hwangdee
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Instructor (2):	Dr. Kriengkrai Pengchuer
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Instructor (3):	Two Guest Speakers (to be confirmed later)
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Course Description

This course will make students learn the development of individual strategy to build the image to portray professional; and major etiquette interactions in various contexts including networking, restaurants and social events, cellphone, voicemail / email and social media, how to dress, job interview presentation and even international travel.

Course Objectives and Learning Goals (LG)*:

This course will enable students:

- 1 To understand what is business etiquette and learn the principles of professional behavior.
- 2 To understand the interview etiquettes and attend business meetings.
- 3 To understand electronic etiquettes for communication.
- 4 To understand how to develop awareness of diversity and multicultural etiquettes.
- 5 To understand the need to make personal branding and initiate growing your business by using personal branding.
- 6 To learn personal grooming and how business use personal branding.

Recommended Learning Materials

- PPT teaching slides / VDO
- Case studies / Workshop
- The Bass Handbook of Leadership
- M. Kay duPont. Business Etiquette & Professionalism (2011)
- Meier, Myka. Business Etiquette Made Easy (2020)
- <https://etischool.co.za>

Class Hours

Lecture + Discussion Hours	Project Coaching Hours	Workshops
18 hours	3 hours	9 hours



Teaching Plan – SRX1201

Week	Topic	Hours	LG*
1	Introduction (7-Dec-23) <ul style="list-style-type: none"> - Introduction in terms of course structure, schedule, contents & activities, preparation for the following sessions - Brief introduction of topics to be taught - Group forming and topic selection & Ice-breaking activity 	3	1,4,5
2	What is Business Etiquette? (14-Dec-23) Principles of Professional Behavior <ul style="list-style-type: none"> - Always be Your Best - Meeting and Greeting - Sending Social Invitations to Business Associates - Group discussion & Workshop # 1 	3	1,2,3,5
3	Interview Etiquette (21-Dec-23) <ul style="list-style-type: none"> - Interviewing - Before the Interview - In the Waiting Room - During the Interview - After Interview - Job Fair Interviews - Group discussion & Workshop # 2 	3	1,2,3,4,5
4	Guest speaker # 1 (11-Jan-24)	3	1,2,3,4,5
5	Planning and Attending Business Meetings (18-Jan-24) <ul style="list-style-type: none"> - Office Meetings - Meal meeting - Group discussion & Workshop # 3 	3	1,2,3,4,5
6	Electronic Etiquette (25-Jan-24) <ul style="list-style-type: none"> - Voicemail - Cell phone - Email - Social media - Group discussion & Workshop # 4 	3	1,2,3,4,5
7	Guest speaker #2 (1-Feb-24)	3	1,2,3,4,5
8	Multicultural Etiquette (8-Feb-24) <ul style="list-style-type: none"> - Defining the Challenge - Five Steps to dealing with Diversity - Guidelines for Managing Diverse Relationships - Group discussion & Workshop # 5 	3	1,2,3,4,5
9	Multicultural Etiquette in the Digital Age (15-Feb-24) <ul style="list-style-type: none"> - Case / project study (shared knowledge and experience) - Group discussion & Workshop # 6 	3	1,2,3,4,5
10	Group presentation (22-Feb-24) <ul style="list-style-type: none"> - Applications of theories and concepts presented in class - Presentations related to Personal /CEO Branding in the Digital Age - Feedback/Critique by peers 	3	1,2,3,4,5



Evaluation Plan

Methods/Activities	Description	Week	Percentage
Attendance Check & Individual Assessment	Individual assessment	1-10	10%
Workshops & Discussion	Weekly workshops and discussion related to the topic discussed in class	2, 3 5, 6 8, 9	60%
Participation - Guest speaker's session	Shared knowledge and experience	4, 7	10%
Group Presentation	Applications of theories and concepts presented in class	10	20%

Course Assessment

A	90 - 100
A-	85 - 89
B+	81 - 84
B	78 - 80
B-	75 - 77

C+	71 - 74
C	66 - 70
C-	61 - 65
D	51 - 60
F	0 - 50



Appendix: Rubrics to be used for evaluation

Discussion Exercise Rubrics

Criteria	Unsatisfactory (Score 0 - 50)	Satisfactory (Score 51 – 70)	Good (Score 71 - 80)	Excellent (Score 81 – 100)
Demonstration of knowledge and understanding	Not evident that the session's contents were understood and/or not incorporated into discussion	Questions/ ideas raised have questionable relationship to the session's contents	The session's contents were understood and incorporated into questions/ ideas raised	Very clear that the session's contents were understood and incorporated well into questions/ ideas raised
Development of ideas	Poorly developed ideas, which do not add additional values to the discussion; or do not enter the discussion	Developing ideas, but do not stimulate discussion	Developing ideas; sometimes stimulates discussion	Well-developed ideas; introduces new ideas, and stimulates discussion
Innovative Thinking	Reformulate a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Contribution to the discussion	No feedback provided to fellow students	Minimum effort is made to participate in the session	Attempt to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topics



Workshop Rubrics

Criteria	Unsatisfactory (Score 0 – 50)	Satisfactory (Score 51 – 70)	Good (Score 71 – 80)	Excellent (Score 81 – 100)
Innovative Thinking	Reformulate a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Connecting, Synthesizing, Transforming	Unable to independently recognize existing connections among business ideas or solutions.	Connect and synthesize business ideas in novel ways by adding details to the original ideas.	Connect and synthesize business ideas into a coherent whole by adding details and making partial changes to the original ideas to identify new meaning.	Connect and synthesize business ideas into a coherent whole by adding details and making thorough changes, and transform ideas into entirely new forms.
Flexibility and Adaptability	Develop a business idea from a single view point and show no adaptability.	Develop multiple business ideas from different stakeholders' perspectives but the adaptability is limited. No supporting evidence is provided.	Develop multiple business ideas from different stakeholders' perspectives and show appropriate adaptation in some circumstances with sufficient evidence.	Develop multiple business ideas from different stakeholders' perspectives and demonstrate the ability to shuffle multiple business ideas to match with changing business environments with comprehensive evidence.
Teamwork	The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.	The team work together but fail to collaborate and unable to communicate well. Members were sometimes respectful of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.
Contribution to the workshops	No participation/ contribution to the workshops	Minimum effort is made to participate in the workshop	Attempt to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Attempts to motivate the group discussion; presents creative work performance to topics



Presentation Rubrics

Criteria	Check List	Unsatisfactory (Score 0 - 50)	Satisfactory (Score 51 – 70)	Good (Score 71 – 80)	Excellent (Score 81 - 100)
Flow (Content is smoothly presented)	<ol style="list-style-type: none"> Ideas are presented in proper order There are proper transitions between each topics and ideas. There is a proper introduction and conclusion Contents are focused (not straying away from the main ideas) 	0-1 checked points	2-3 checked points OR presentation is not easy to follow in several places, e.g. with unclear main ideas and weak transitions.	4 checked points AND presentation is not easy to follow in a few places, e.g. with unclear main ideas and weak transitions.	4 checked points AND presentation is easy to follow throughout, i.e. well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions.
Visual Aids	<ol style="list-style-type: none"> Contents (texts, tables, graphs and pictures) are all visible. All contents (texts, tables, graphs and pictures) are relevant and related to the main topic/idea. Contents are effectively presented, aid in the audience to absorb information (e.g. using a graph or table instead of a text when it is more effective). Contents are formatted appropriately (e.g. consistent format, clean and clear layout and color) There are no grammatical errors throughout the texts. 	0-2 checked points	3-4 checked points	5 checked points AND visuals are adequate but do not inspire engagement with the material.	5 checked points AND visual aids are well done and are used to make presentation more interesting and meaningful.
Delivery	<ol style="list-style-type: none"> Voice is clearly audible. Pronunciation is clear and accurate Pace is consistent and neither too fast nor too slow. Choices of words and terms are appropriate, accurate and not distracting (e.g. not using "huh", "uh", "erm", "um", "well", "so", "like", and "hmm" in a recognizable pattern). Body language is proper and not distracting. Dress properly and professionally Allocation of Time is reasonable and well-managed. 	0-3 checked points	4-5 checked points	6 checked points	7 checked points
Engagement	<ol style="list-style-type: none"> Maintain appropriate eye contact with audiences or actively interact with the audience. Project good energy (e.g. having enthusiasm not appear monotone or rushing). Does not heavily rely on reading from any materials while presenting Give the audience enough time to absorb information or follow the flow of thoughts. 	0-1 checked points	2-3 checked points	4 checked points AND adequately engaging presentation	4 checked points AND highly engaging presentation



Criteria	Check List	Unsatisfactory (Score 0 - 50)	Satisfactory (Score 51 – 70)	Good (Score 71 – 80)	Excellent (Score 81 - 100)
Effectiveness	1. The presentation is convincing (make audience believe what it claims to be true or real) 2. The presentation is meaningful (have meaning and purpose that is worthwhile to listen) 3. The presentation is captivating (holding or catching attention throughout)	0 checked points	1 checked points	2 checked points	3 checked points
Content and creativity		The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated	The demonstration techniques used were somehow effective.	The demonstration techniques used were effective in conveying main ideas, but a bit unimaginative	The demonstration was imaginative and effective in conveying ideas to the audiences.
Teamwork		The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.	The team work together but fail to collaborate and unable to communicate well. Members were sometimes respectful of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.



Comprehensive Individual Assessment

Criteria	Check List	Unsatisfactory (Score 0 – 50)	Satisfactory (Score 51 – 70)	Good (Score 71 – 80)	Excellent (Score 81 – 100)
Knowledge and awareness related to Leadership concepts		Poor knowledge and no awareness related to project	Lacks sufficient knowledge and awareness	Fair knowledge and awareness related to the project	Extensive knowledge and awareness related to the project
Conclusion and discussion		<ul style="list-style-type: none"> - Results are not presented properly - Project work is not summarized and concluded - Future extensions in the projects are not specified 	<ul style="list-style-type: none"> - Results presented are not much satisfactory - Project work summary and conclusion are not very appropriate - Future extensions in the projects are not specified 	<ul style="list-style-type: none"> - Results are presented in good manner - Project work summary and conclusions are not very appropriate - Future extensions in the projects are specified 	<ul style="list-style-type: none"> - Results are presented in very appropriate manner - Project work is well summarized and concluded - Future extensions in the projects are well specified
Content and creativity		The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated	The demonstration techniques used were satisfactory in conveying main ideas.	The demonstration techniques used were effective in conveying main ideas, but a bit unimaginative	The demonstration was novel, imaginative and effective in conveying ideas to the audiences.
Delivery	<ol style="list-style-type: none"> 1. Voice is clearly audible. 2. Pronunciation is clear and accurate 3. Pace is consistent and neither too fast nor too slow. 4. Choices of words and terms are appropriate, accurate and not distracting (e.g. not using "huh", "uh", "erm", "um", "well", "so", "like", and "hmm" in a recognizable pattern). 5. Body language is proper and not distracting. 6. Dress properly and professionally 7. Allocation of Time is reasonable and well-managed. 	0-3 checked points	4-5 checked points	6 checked points	7 checked points