



## BUS709 COMMUNICATION IN BUSINESS T125

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated.

### 1. General Information

#### 1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Grad. Certificate in Business Graduate Diploma of Business Master of Accounting Master of Professional Accounting Graduate Certificate of Information Technology Graduate Diploma of Information Technology Master of Information Technology	1 trimester	Postgraduate	Dr Sunaina Gowan <a href="mailto:sunaina.gowan@koi.edu.au">sunaina.gowan@koi.edu.au</a> P: +61 (2) 9283 3583 L: Level 1, 545 Kent St. Consultation: via Moodle or by appointment

#### 1.2 Core / Elective

This is a core subject for the above courses.

#### 1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	GCBus 16; GDBus 32; MAcc 48; MPA 64 GCIT16; GDIT 32; MIT 64

#### 1.4 Student Workload

Indicated below is the expected student workload per week for this subject.

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload hours/week***
3 hours/week (1 hour Lecture + 2 hour Tutorial)	7 hours/week	10 hours/week

\* Total time spent per week at lectures and tutorials

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* Combination of timetable hours and personal study.

**1.5 Mode of Delivery** Classes will be face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

**1.6 Pre-requisites** Nil

#### 1.7 General Study and Resource Requirements

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.



- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*Resource requirements specific to this subject:* There are no specific resources required for this subject.

### **1.8 Academic Advising**

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

## **2. Academic Details**









### **2.1 Overview of the Subject**

This subject is designed to equip students with highly developed skills in communication, analysis, teamwork, and negotiation, which are essential for success in academic study and a career in business. The subject offers a strong foundation in effective communication skills and provides opportunities to practice a range of writing and presentation styles for diverse audiences. Through engagement with case studies and role plays, discussions on cultural issues and leadership challenges, and analysis of complex and ambiguous information, students will develop their negotiation, research, and critical thinking skills, while also gaining an appreciation of ethical practice. The subject introduces various communication options available in a business context, enabling students to make appropriate choices in the workplace. It covers all key communication concepts and effective strategies necessary for students to communicate effectively as professionals, providing real-world scenarios of communication in practice. The subject also fosters the development of academic literacy, enabling students to become independent learners, while also gaining an appreciation of ethical and cultural considerations that are essential for effective communication in a diverse and dynamic workplace.

### **2.2 Graduate Attributes for Postgraduate Courses**

Graduates of Postgraduate courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for master's level degree are summarised below:




	KOI Master's Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship and present ideas to a variety of audiences.
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations faced in professional practice.
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles. Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement decision-making and accountability required to begin professional practice.

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation** – Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts.
- **Level 2 Intermediate** – Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course

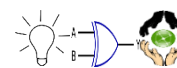
## 2.3 Subject Learning Outcomes

Listed below, are *key* knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Structure and present information orally and in writing in academic and business contexts using packages such as Word and PowerPoint	
b) Select and appropriately use different modes of communication and develop strategies to overcome communication barriers and develop an appreciation of intercultural and interpersonal communication	
c) Work effectively as an individual and in a team, plan and manage a program of work, express opinions and negotiate outcomes	



- d) Demonstrate the ability to effectively communicate in different situations and apply gained knowledge to modern day work environments.



## 2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

### Weekly Planner:

Week (beginning)	Lecture Topics	Readings	Expected Work
1 03 Mar	Communication Today. Theories of Communication  Library search, databases & types of evidence	Dwyer and Hopwood Ch1  Bazzette, D 2023, 'communicating effectively', <i>Supervision</i> , vol. 84, no. 12, pp. 3–6, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=173839516&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=173839516&amp;site=ehost-live</a>	Tutorial Topic 1 Library Search, Databases & Types of Evidence
2 10 Mar	Intercultural Communication	Dwyer and Hopwood Ch1 & Eunson Ch 15  Pop, A-M & Sim, M-A 2022, 'Cross-Cultural Communication in Multinational Companies', <i>Annals of the University of Oradea, Economic Science Series</i> , vol. 31, no. 1, pp. 324–332, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=158718744&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=158718744&amp;site=ehost-live</a>	Tutorial Topic 2 Class Discussion on concepts & small group discussions
3 17 Mar	Interpersonal Skills 1: Listening, questioning, Feedback and Nonverbal Communication  Interpersonal Skills 2: Self-Talk, Assertiveness and Emotional Intelligence	Dwyer and Hopwood Ch 2  Asalioğlu, EN & Göksun, T 2023, 'The role of hand gestures in emotion communication: Do type and size of gestures matter?', <i>Psychological Research</i> , vol. 87, no. 6, pp. 1880–1898, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=166104161&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=166104161&amp;site=ehost-live</a>	Tutorial Topic 3 Online plagiarism module. Use of Turnitin and Harvard Anglia referencing guide.
4 24 Mar	Implement and monitor environmentally sustainable work practices	Dwyer and Hopwood Mind Tap Ch  'Widening the circle: Circular economy models creating expansive futures' 2024, <i>Corporate Citizen Magazine</i> , vol. 46, no. 2, pp. 12–20, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=176159585&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=176159585&amp;site=ehost-live</a>	Tutorial Topic 4 Class Discussion on concepts & small group discussions Ecological Footprint Quiz  <b>Formative Assignment (in-class)</b>



5 31 Mar	Group/Team Communication	Dwyer and Hopwood Ch 21  Ahlrichs, K 2024, 'How to lead teams while surfing the waves of change', <i>Leadership Briefings</i> , vol. 39, no. 1, pp. 8–10, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=175372175&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=175372175&amp;site=ehost-live</a>	Tutorial Topic 6 Class Discussion on concepts & small group discussions  <b>Assignment 1 Due Sunday 11:59 pm</b>
6 7 Apr	Effective Business Writing	Arina, G 2019, 'An Overview of Business Writing: Challenges and Solutions', <i>Studies in Business &amp; Economics</i> , vol. 14, no. 1, pp. 60–71, viewed 15 December 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=136528677&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=136528677&amp;site=ehost-live</a>	Tutorial Topic 5 Class Discussion on concepts & small group discussions
7 14 Apr	Oral Communication and Presentation Skills	Dwyer and Hopwood Ch 7  Berardino, L, Gregory, D & Gregory, J 2023, 'Building the Speaking Skills Required in Today's Workplace', <i>Business Education Innovation Journal</i> , vol. 15, no. 1, pp. 69–74, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=170961395&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=170961395&amp;site=ehost-live</a>	Tutorial Topic 7 Class Discussion on concepts & small group discussions
8 22 Apr (Tue)	Lead and Develop Teams and Individuals	Dwyer and Hopwood Ch 22  Gransberry, CK 2022, 'How Emotional Intelligence Promotes Leadership and Management Practices', <i>Public Organization Review</i> , vol. 22, no. 4, pp. 935–948 <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=160426245&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=160426245&amp;site=ehost-live</a>	Tutorial Topic 8 Class Discussion on concepts & small group discussions
9 28 April	Negotiation Skills	Dwyer and Hopwood Ch 8  Berardino, L, Gregory, D & Gregory, J 2023, 'Building the Speaking Skills Required in Today's Workplace', <i>Business Education Innovation Journal</i> , vol. 15, no. 1, pp. 69–74, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=170961395&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=170961395&amp;site=ehost-live</a>	Tutorial Topic 9 Class Discussion on concepts & small group discussions  <b>Assignment 2 due Sunday 11:59 pm</b>
10 5 May	Conflict Management	Dwyer and Hopwood CH 8  'Communication in Times of Conflict' 2023, <i>Nonprofit World</i> , vol. 41, no. 3, pp. 26–27, viewed 31 March 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=172371994&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=172371994&amp;site=ehost-live</a>	<b>Group presentations</b>
11 12 May	Develop Communication Skills for Employment	Vibhute, SB 2020, 'Career Opportunities and Challenges Faced by Business School Students', <i>International Conference on Ongoing Research in Management &amp; IT</i> , pp. 163–168, viewed 15 December 2024, <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=169734513&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=169734513&amp;site=ehost-live</a>	<b>Group presentations (overflow)</b> Tutorial Topic 10  <b>Assignment 4 due Sunday 11:59 pm</b>
12 19 May	Interviewing and Following Up with Excellent	Rupani, R 2013, 'Job Interview Skills and Techniques - A Practice set in Communication',	Tutorial Topic 12 Class Discussion on concepts &



	Communication Skills	Journal of Commerce & Management Thought, vol. 4, no. 3, pp. 719–732, viewed 15 December 2024 <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=111341545&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=111341545&amp;site=ehost-live</a>	small group discussions
13 26 May	Study review week and Final Exam Week		
14 02 Jun	Examinations – There is no Final Exam for this subject. Continuing students - enrolments for T225 open		Please see exam timetable for exam date, time and location
15 09 Jun	Student Vacation begins New students - enrolments for T225 open		
16 16 Jun	Results Released Review of Grade Day for T125 – see Sections 2.6 and 3.2 below for relevant information. Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T225 30 June 2025			
1 30 Jun	Week 1 of classes for T225		

## 2.5 Public Holiday Amendments

Please note: KOI is closed on all scheduled NSW Public Holidays.

T125 has Four (4) public holidays that occur during this trimester. Classes scheduled for these public holidays (Calendar Class Dates) will be rescheduled as per the table below.

This applies to ALL subjects taught in T125.

Please see the table below and adjust your class timing as required. Please make sure you have arrangements in place to attend the rescheduled classes if applicable to your T125 enrolment.

Classes will be conducted at the same time and in the same location as your normally scheduled class except these classes will be held on the date shown below.

Calendar Class Date	Rescheduled Class Date
Friday 18 April 2025 Saturday 19 April 2025 Monday 21 April 2025 Friday 25 April 2025	Monday 26 May 2025 Tuesday 27 May 2025 Wednesday 28 May 2025

## 2.6 Review of Grade, Deferred Exams & Supplementary Exams/Assessments

### Review of Grade:

There may be instances when you believe that your final grade in a subject does not accurately reflect your performance against the marking criteria. Section 8 of the *Assessment and Assessment Appeals Policy* ([www.koi.edu.au](http://www.koi.edu.au)) describes the grounds on which you may apply for a Review of Grade.





If you have a concern about your marks and you are unable to resolve it with the Academic staff concerned, then you can apply for a formal Review of Grade as explained in section 3.2(e) Appeals Process below. Please note the time limits for requesting a review. Please ensure you read the Review of Grade information before submitting an application.

#### *Review of Grade Day:*

Final exam scripts will not normally be returned to students. Students can obtain feedback on their exam performance and their results for the whole subject at the Review of Grade Day. KOI will hold the Review of Grade Day for all subjects studied in T125. **The ROG day will be in Week 16, the date will be announced at a later date and the students will be notified through Moodle/KOI email.**

Only final exams and whole subject results will be discussed as all other assessments should have been reviewed during the trimester. Further information about Review of Grade Day will be available through Moodle.

If you fail one or more subjects and you wish to consider applying for a Review of Grade you are **STRONGLY ADVISED** to attend the Review of Grade Day. You will have the chance to discuss your final exam and subject result with your lecturer, and will be advised if you have valid reasons for applying for a Review of Grade (see Section 3.2 below and the *Assessment and Assessment Appeals Policy*).

A formal request for a review of grade may not be considered unless you first contact the subject coordinator to discuss the result.

#### *Deferred Exams:*

If you wish to apply for a deferred exam because you are unable to attend the scheduled exam, you should submit the Assignment Extension / Exam Deferment Form available by contacting [academic@koi.edu.au](mailto:academic@koi.edu.au) as soon as possible, *but no later than three (3) working days of the assessment due date*.

If you miss your mid-trimester or final exam there is no guarantee you will be offered a deferred exam.

You must apply within the stated timeframe and satisfy the conditions for approval to be offered a deferred exam (see Section 8.1 of the *Assessment and Assessment Appeals Policy and the Application for Assignment Extension or Deferred Exam Forms*). In assessing your request for a deferred exam, KOI will take into account the information you provide, the severity of the event or circumstance, your performance on other items of assessment in the subject, class attendance and your history of previous applications for special consideration.

Deferred mid-trimester exams will be held before the end of week 9. Deferred final exams will be held on two days during week 1 or 2 in the next trimester. You will not normally be granted a deferred exam on the grounds that you mistook the time, date or place of an examination, or that you have made arrangements to be elsewhere at that time; for example, have booked plane tickets.

If you are offered a deferred exam, but do not attend *you will be awarded 0 marks for the exam*. This may mean it becomes difficult for you to pass the subject. If you apply for a deferred exam within the required time frame and satisfy the conditions you will be advised by email (to your KOI student email address) of the time and date for the deferred exam. Please ensure that you are available to take the exam at this time.

Marks awarded for the deferred exam will be the marks awarded for that item of assessment towards your final mark in the subject.

#### *Supplementary Assessments (Exams and Assessments):*

A supplementary assessment may be offered to students to provide a final opportunity to demonstrate successful achievement of the learning outcomes of a subject. *Supplementary assessments are only offered at the discretion of the Board of Examiners*. In considering whether or not to offer a supplementary



assessment, KOI will take into account your performance on all the major assessment items in the subject, your attendance, participation and your history of any previous special considerations.

If you are offered a supplementary assessment, you will be advised by email to your *KOI student email address* of the time and due date for the supplementary assessment – supplementary exams will normally be held at the same time as deferred final exams during week 1 or week 2 of the next trimester.

You must pass the supplementary assessment to pass the subject. The maximum grade you can achieve in a subject based on a supplementary assessment is a PASS grade.

If you:

- are offered a supplementary assessment, but fail it;
  - are offered a supplementary exam, but do not attend; or
  - are offered a supplementary assessment but do not submit by the due date;
- you will receive a FAIL grade for the subject.

Students are also eligible for a supplementary assessment for their final subject in a course where they fail the subject but have successfully completed all other subjects in the course. You must have completed all major assessment tasks for the subject and obtained a passing mark on at least one of the major assessment tasks to be eligible for a supplementary assessment.

If you believe you meet the criteria for a supplementary assessment for the final subject in your course, but have not received an offer, complete the *Complaint, Grievance, Appeal Form* and send your form to [reception@koi.edu.au](mailto:reception@koi.edu.au). The deadline for applying for supplementary assessment is the Friday of the first week of classes in the next trimester.

## 2.7 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (1 hour/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the Assignment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online teaching resources* include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

## 2.8 Student Assignment

Provided below is a schedule of formal Assignment tasks and major examinations for the subject.

Assignment Type	When Assessed	Weighting	Learning Outcomes Assessed
Formative Assignment: Moodle quiz	Week 4	0%	a, b
Assignment 1 Case Study Analysis (1,500 words)	Week 5	25%	a, b





Assignment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assignment 2: Group Report (2,500 words)	Week 9	25%	a, b, c, d
Assignment 3: Group presentation	Weeks 10 - 11	15%	c, d
Assignment 4: Individual Reflection Report – individual Assignment – (2,000 words)	Week 11	35%	a, b, c, d

**Requirements to Pass the Subject:**

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

**2.9 Prescribed and Recommended Readings**

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

**Prescribed Text and Recommended Text:**

Dwyer, J., & Hopwood, N. 2020. *The business communication handbook*. 11<sup>th</sup>, South Melbourne, Vic.:Cengage Learning.

Raymond Arceh & Myra Gurney. *Communicating as Professionals*, 4th Edition. C 2024 Cengage Australia Pty Ltd.

Eunson, B. 2016, *C21: Communicating in the 21st century*, 4<sup>th</sup> ed, Milton, Qld: John Wiley and Sons Australia, Ltd.

**Recommended Readings and Supplementary Books:**

Arceh, R. 2024, *Communicating as Professionals*, 4th ed, South Melbourne, Vic.: Cengage

Verderber, K.S., Sellnow, D. & Verderber, R.F. 2024, *Communicate!*, 16th ed, South Melbourne, Vic.: Cengage

**Journal articles:**

Kirti & Saini, RR 2022, 'Bridging the Employability Skills Gap: A Review', *IUP Journal of Soft Skills*, vol. 16, no. 3, pp. 43–50

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=160011079&site=ehost-live>

Bačić, T 2022, 'Overcoming the language barrier', *Railway Gazette International*, vol. 178, no. 9, pp. 70–72,

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=158896016&site=ehost-live>

'Strengthen your written communication' 2022, *Administrative Professional Today*, vol. 48, no. 11, p. 5,

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=159511465&site=ehost-live>

POP, A-M & SIM, M-A 2022, 'Cross-Cultural Communication in Multinational Companies', *Annals of the University of Oradea, Economic Science Series*, vol. 31, no. 1, pp. 324–332

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=158718744&site=ehost-live>



Kitani, K., 2020. How Employers Can Combat COVID-19 Communication Fatigue: Businesses and employees are adapting to change faster than they ever thought possible. *HCM Sales, Marketing & Alliance Excellence Essentials*, pp. 24–26. Available at:

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=145332974&site=ehost-live>.

Sanchez, PJ, Segarra, OM & Peiro, SA 2022, 'Identifying different sustainable practices to help companies to contribute to the sustainable development: Holistic sustainability, sustainable business and operations models', *Corporate Social Responsibility & Environmental Management*, vol. 29, no. 4, pp. 904–917

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=157908262&site=ehost-live>

Rauf, F. H. A. *et al.*, 2020. Leadership and Communication Skills towards Emotional Intelligence: A Case of a Malaysian Private University. *Global Business & Management Research*, 12(4), pp. 647–654.

Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=147933839&site=ehost-live>.

Biswas, SR, Uddin, MA, Bhattacharjee, S, Dey, M & Rana, T 2022, 'Ecocentric leadership and voluntary environmental behavior for promoting sustainability strategy: *The role of psychological green climate*', *Business Strategy & the Environment* (John Wiley & Sons, Inc), vol. 31, no. 4, pp. 1705–1718

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=156784731&site=ehost-live>

Farrington, J 2023, 'Don't Ignore These Two Important Leadership Communication Tools: To be heard, use your EARS', *Leadership Excellence*, vol. 40, no. 7, pp. 22–24, viewed 30 July 2023,

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=164807325&site=ehost-live>

Smith, W. and Stone, R., 2020. Improving Students' Sentence-level Writing Skills in a Large Undergraduate Business Management Course. *Business Education Innovation Journal*, 12(1), pp. 38–48.

Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=146384508&site=ehost-live>.

Tipmontree, S. and Tasanameelarp, A., 2020. Using Role Playing Activities to Improve Thai Efl Students' Oral English Communication Skills. *International Journal of Business & Society*, 21(3), pp. 1215–1225.

Available at: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=147590943&site=ehost-live>

Students are encouraged to read peer reviewed journal articles and conference papers. Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.

### **Useful Websites:**

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your Assignments require **academic peer reviewed journal articles** as sources, you need to access such sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.

### **Academic Writing:**

- Language and Learning Online - Monash University <http://www.monash.edu.au/lls/llonline/index.xml>
- Online Writing Lab – Purdue University <https://owl.english.purdue.edu/owl/>
- Study Skills – Charles Darwin University <http://learnline.cdu.edu.au/studyskills/index.html>
- Uni Learning - The UniLearning website was developed through a National Teaching Development Grant provided by the Committee for University Teaching and Staff Development  
<https://www.uow.edu.au/student/learning-co-op/>

### **Presentations:**



- International Association of Science and Technology for Development – PowerPoint presentation on making a presentation – with good and bad examples  
<https://www.iasted.org/conferences/formatting/presentations-tips.ppt>
- Speaking about Presenting – useful presentation and PowerPoint tips from a New Zealand based presentation consultant <http://www.speakingaboutpresenting.com/>
- The World Best PowerPoint Presentation – the Best Presentation Award in Slideshare from 2008, 2009 and 2010 <http://www.bestpresentation.net/best-powerpoint-presentation>

## 3. Assignment Details

### 3.1 Details of Each Assignment Item

The Assignments for this subject are described below. The description includes the type of Assignment, its purpose, weighting, due date and submission requirements, the topic of the Assignment, details of the task and detailed marking criteria, including a marking rubric for essays, reports and presentations. Supplementary Assignment information and assistance can be found in Moodle.

KOI expects students to submit their own original work in both assignments and exams, or the original work of their group in the case of group assignments.

#### Formative Assignment

The formative Assignment is a Moodle quiz what consists of 2 (two) essay type questions on topics covered from weeks 1-4. The timing of the Moodle quiz is 1 hour.

#### Assignment 1

**Assignment Type:** Case Study Analysis (1500 word +/-10%)

**Purpose:** This assignment will assess your ability to apply theoretical communication frameworks to real-world situations, analyse organisational dynamics, and propose practical, evidence-based solutions.

**Value:** 25%

**Due Date:** 11:59 pm Sunday of Week 5

**Submission:** Soft copy uploaded to Moodle and Turnitin – Word .doc or .docx.

Use of ChatGPT, and any other AI text generating tools	<b>The use of AI is NOT PERMITTED for any part of this assessment</b>
Use of online translation tools or paraphrasing tools	<b>Limited use.</b> For individual words and short phrases only. Not full sentences. Do not copy and paste content
Online spelling, grammar, punctuation tools such as Grammarly	<b>Permitted</b>

#### Topic: Analysing Communication Issues and Strategies for Organisational Improvement

**Task details:** In this assignment, you are required to select a company (approval required from lecturer) and conduct a detailed analysis of a communication issue that it has faced (**or may face in the future**). You will then identify and discuss **two appropriate communication strategies** that could be implemented to resolve the issue and improve organisational communication. Make sure the issue is not more than five years old.

**1. Select a Company:** Choose a company or organisation in which you are interested. The company can be from any sector (e.g., business, healthcare, education, non-profit, etc.). Ensure that there is sufficient public information available about the company's history and its communication challenges.



**2. Identify a Communication Issue:** Identify a significant communication issue that the company has experienced. This could involve internal communication problems (e.g., employee engagement, miscommunication among teams, leadership communication issues) or external communication challenges (e.g., marketing failures, brand reputation issues, crisis communication). If the company you choose has not faced a clear communication issue, you can hypothesise a potential communication challenge based on your research of the company.

Examples of possible communication issues include:

- Poor crisis communication management
- Lack of clear internal communication leading to low employee morale
- Ineffective marketing or branding communication strategies
- Misalignment between leadership messages and employee understanding
- Negative public relations or media mismanagement
- Communication gaps between departments or teams

### **3. Analyse the Issue:**

Provide a detailed description of the communication issue. Explain the context in which it occurred, the parties involved, and the consequences or impacts of this communication issue.

Use communication theories or frameworks to analyse the communication breakdown and its root causes. Discuss how and why the communication issue arose in the first place.

**4. Identify Two Communication Strategies to Resolve the Issue:** Propose two communication strategies that could be implemented to resolve or alleviate the identified communication problem. These strategies should be practical, grounded in theory, and tailored to the specific communication issue at hand.

- For each strategy:
- Provide a clear description of the strategy.
- Explain why the strategy would be effective in addressing the identified communication issue.
- Link the strategy to relevant communication theories, concepts, or models.
- Consider potential challenges or limitations in implementing the strategy and suggest ways to overcome them.

**5. Conclusion:** Summarise your findings and the effectiveness of the communication strategies. Reflect on the importance of communication management in organisations and how proper communication strategies can lead to better outcomes for companies.

**Follow the following structure:**

**COVER PAGE** (Include the KOI Cover Page)

- 1. Introduction:**
  - Introduce the company you've selected.
  - Briefly describe the communication issue the company faced (**or might face**).
  - Outline the purpose and structure of the assignment (thesis statement).
- 2. Description and Analysis of the Communication Issue:**
  - Provide a detailed description of the communication issue.
  - Use communication theories to analyse the issue and explain the reasons behind it.
  - Discuss the impact of the communication breakdown.
- 3. Proposed Communication Strategies:**
  - Present and explain the **two communication strategies** you recommend.
  - Support each communication strategy with relevant theories and evidence.



- Discuss the advantages and potential challenges of implementing each communication strategy.
- 4. **Conclusion:**
  - Summarise the key points of your analysis and proposed communication strategies.
  - Conclude with reflections on the role of effective communication in organisational success.
- 5. **References:**

A minimum of seven scholarly references in the Harvard Anglia style are required to pass this Assignment. However, for a high mark, you will need to use many more scholarly references. Only one Internet (www) resources will be allowed. It is very important that you assess the internet resource used for credibility.

**Submission requirements details:**

Double spaced, font Times New Roman 12pt, Calibri 11pt or Arial 10pt.

Assignment Alarm: You can check the Assignment's similarity by submitting it to Turnitin multiple times prior to the due date. However, you cannot make a resubmission after the due date and therefore do not make a mistake in submitting the wrong file. Ensure you do this assignment yourself. We are obliged to mark what is submitted at the due date and time.

**Please refer to the Marking Rubric for details about each marking criterion.**





Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
<b>Introduction (10 Marks)</b>	Unclear, lacks introduction of company, communication issue, and assignment purpose.	Company is introduced, but the communication issue and assignment purpose are underdeveloped.	Clear introduction of the company, brief description of the communication issue, and outline of the assignment structure.	Well-developed introduction with clear company background, communication issue, and structured overview of the assignment.	Comprehensive and engaging introduction that clearly introduces the company, communication issue, and provides a well-structured overview of the assignment.
<b>Description and Analysis of the Communication Issue (30 Marks)</b>	Insufficient or vague description of the communication issue. Lacks theoretical analysis.	Describes the communication issue but lacks depth. Basic connection to theories.	Detailed description with reasonable use of communication theories to analyse the problem.	Thorough description and insightful analysis of the issue, with clear application of communication theories and discussion of impact.	Exceptional analysis with thorough, well-researched description. Advanced application of theories and strong discussion of organisational impact.
<b>Proposed Communication Strategies (30 Marks)</b>	Communication Strategies underdeveloped or irrelevant. Little or no theoretical support.	Two Communication strategies proposed but lack depth in analysis. Minimal theoretical support and discussion of challenges.	Two Communication strategies proposed with clear explanation and relevant theoretical support. Discussion of advantages and challenges.	Clear and well-supported Communication strategies, strong use of theories and evidence. Clear discussion of advantages and challenges of implementing the strategies.	Outstanding Communication strategies, well-supported by theories and evidence. Comprehensive discussion of advantages and challenges with deep insight into strategy implementation.
<b>Conclusion (10 Marks)</b>	Missing or too brief. Lacks clarity and does not summarise key points.	Summarises main points but lacks depth. Missing key insights.	Well-structured conclusion that summarises key points and reflects on communication's role in organisational success.	Strong conclusion that ties together key points and reflects on communication's role in organisational success.	Exceptional conclusion that effectively summarises key points and offers deep reflections on communication's importance in organisational success.
<b>References (10 Marks)</b>	Insufficient, incorrectly formatted, or missing. No academic sources.	List of references is provided but may contain irrelevant or improperly cited sources.	Adequate references with proper citation format, minor issues with citation style.	Strong and relevant list of references. Proper citation style.	Extensive and relevant list of academic references with flawless citation style.
<b>Writing Quality and Structure (10 Marks)</b>	Poor writing quality, many grammatical errors. Lacks structure, difficult to follow.	Adequate writing, some grammatical errors. Clear structure but lacks fluidity.	Clear writing with minor grammatical errors. Good structure and flow of ideas.	Well-written, clear, and engaging writing. Logical flow and proper structure.	Exceptional writing quality, clear, concise, and well-structured. No grammatical errors.
<b>Total mark: /100</b>	<b>COMMENTS:</b>				



## Assignment 2

**Assignment Type:** Written Group Report 2,500 words +- 10%

**Purpose:** This Assignment allows you to demonstrate your ability to research, critically analyse trends and issues in your topic, and communicate your findings. The Assignment allows you to further develop your teamwork, interpersonal and professional communication skills. The Assignment relates to learning outcomes a, b, c and d.

**Value:** 25%

**Due Date:** 11:59 pm Sunday of Week 9

**Submission:** Soft copy uploaded to Moodle and Turnitin – Word .doc or .docx.

Use of ChatGPT, and any other AI text generating tools	<b>The use of AI is NOT PERMITTED for any part of this assessment</b>
Use of online translation tools or paraphrasing tools	<b>Limited use.</b> For individual words and short phrases only. Not full sentences. Do not copy and paste content
Online spelling, grammar, punctuation tools such as Grammarly	<b>Permitted</b>

**Assignment topic:** “Designing an Environmental Sustainability Communication Plan: A Corporate Transformation Approach”

**Task details:** In groups of 4-5 students, you will be working on a Group Report that explores how a business can evolve into a leader in sustainability through a communication plan that not only drives environmental change but also engages employees, customers, and other stakeholders. You will be required to approach the business’s current environmental issues with a creative lens, focusing on communication, engagement, and transformation.

*Note: In week 5, form groups and inform your tutor of the company you have chosen for your research. It is important to ensure that no two groups select the same company.*

**Your report should cover the following Topics and Structure:**

### Executive Summary

### Table of Contents

#### 1.0 Introduction (10% of the word count. Introduce the topic and provide a thesis statement)

In this section, provide a provocative and insightful analysis of the current state of the planet's environmental challenges. Do not just mention the issues—create a sense of urgency and responsibility for the role of business in environmental degradation. End with a ‘thesis statement.’

#### 2.0 Introduction of the Company and how the business, plays a role in contributing to environmental challenges.

This section should include:

An overview of the company (Please choose a small or medium-sized company from anywhere in the world, preferably one that is not very well-known.)

What role does the businesses play in exacerbating environmental crises like climate change, resource depletion, and biodiversity loss?

Use specific examples of unsustainable business practices that have led to significant environmental damage by the company.

#### 3.0 Creative Stakeholder Engagement

Your communication strategy should include the following components:



**3.1 New Vision and Mission Statements** Revise the company's vision and mission statements, ensuring they reflect a deep commitment to environmental sustainability.

**3.2 Creative Stakeholder Engagement:** Identify two key stakeholders of the business, for example employees, customers, suppliers, local communities, and investors. Analyse a) What motivates each group to care about sustainability? b) How can each group actively contribute to the company's sustainability efforts.

#### 4.0 Designing Two Robust Sustainability Communication Plans

This section is the core of your report, where you will develop **two distinct and comprehensive sustainability plans** that the company can implement to become more sustainable. These tactics might involve product revamping, eco-conscious packaging, ethical sourcing, staff empowerment through training, and alliances with environmental bodies, waste reduction, energy efficiency, or sustainable supply chain practices. Each plan should be unique, with its own approach to sustainability, while maintaining feasibility and alignment with the company's vision for environmental responsibility.

**5.0 Internal and External Discourse:** Sketch out how the organisations will disseminate information about its sustainability endeavours both **internally** (within the organisation via avenues like meetings, intranet portals, newsletters, etc.) and **externally** (through channels such as press releases, social media platforms, website features, and customer correspondence).

#### 6.0 Conclusion

**7.0 References** A minimum of 12 scholarly references in the Harvard Anglia style are required to pass this Assignment. However, for a high mark, you will need to use many more scholarly references. Internet (www) resources will be allowed only to source Company Information. It is very important that you assess the internet resource used for credibility.

**APPENDIX Group Work Activity Report** (10% of the total marks): Each group will provide a group work report on how the group has worked together to produce the final report. It should not contain the main deliverable itself in the final report. Each group documents how members discuss, and division of responsibilities and describes how the individual efforts capitalised on strengths of each group member. It will be used as evidence of individual contributions in the group. It is therefore, in each member's interest to ensure that their contribution to the final report is complete. Each group is expected to have at least three group meetings for the group assignment. The minutes of group meetings should be documented and attached as an appendix of this group work report, clearly indicating who was present, issues and actions, agreed timelines, and the like. The group work report must indicate that a fair and reasonable distribution of work amongst group members was achieved.

Team Member Name	Meeting Dates
[Member 1 Name]	Meeting 1: [Date]
[Member 2 Name]	Meeting 2: [Date]
[Member 3 Name]	Meeting 3: [Date]
[Member 4 Name]	Meeting 4: [Date]
[Member 5 Name]	Meeting 5: [Date]

Individual Contributions
[Member 1 contribution]
[Member 2 contribution]
[Member 3 contribution]
[Member 4 contribution]
[Member 5 contribution]

#### Assignment Format: Report

A title page – Individual KOI Group cover sheet, signed by all members.



A minimum of 12 scholarly references in the Harvard Anglia style are required to pass this Assignment. However, for a high mark, you will need to use many more scholarly references. Internet (www) resources will be allowed only to source Company Information. It is very important that you assess the internet resource used for credibility.

**Please refer to the marking rubric for details about each marking criterion.**

**Submission requirements details:** Double spaced, font Times New Roman 12pt, Calibri 11pt or Arial 10pt.

Assignment Alarm: You can check the Assignment's similarity by submitting it to Turnitin multiple times prior to the due date. However, you cannot make a resubmission after the due date, do not make a mistake in submitting the wrong file. Ensure you do this assignment yourself. We are obliged to mark what is submitted at the due date and time. Only one student must submit on behalf of the Group.



**Assignment 2 Marking Rubric Group Report – 25%**

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Report structure (25 marks)	Inadequate procedure lacks clarity. Poor structure No report process understanding.	Satisfactory procedure and structure though with deficiencies that sometimes obscure the works meaning.	Generally effective, clear and concise procedure and structure which enables understanding of most of the work.	Highly effective, clear and concise procedure. Very good structure which enables understanding.	Excellent, effective, clear and concise procedure and structure which enables easy understanding.
Critical argument and content (30 marks)	The content doesn't cover many areas outlined in the instructions. Many aspects of the content are not relevant to the report. The report is unsupported by relevant sources	The content covers some areas outlined in the instructions. Most aspects of the content are relevant to the situation but not in depth. The report is supported by some sources that aren't credible or current.	The content covers most areas outlined in the instructions. Most of the content is appropriate. Some aspects aren't relevant to the topic. The report is supported by a range of credible, current sources.	The content covers main areas outlined in the instructions. The content is of appropriate depth and most aspects of the discussion are relevant to the report. The report is supported credible, current sources.	The content covers all areas outlined in the instructions. The content is of appropriate depth and all aspects of the discussion are relevant to the report. It is supported by a substantial range of credible, current sources
Language and presentation (20 marks)	The meaning is often unclear. And comments are poorly structured. Many grammatical, vocabulary and spelling errors A poorly presented report.	The headings, subheadings and sentences are readable. Some with grammatical errors. The vocabulary is limited. An adequately presented report.	Few errors in grammar, spelling and punctuation in the headings, subheadings and sentences. The vocabulary is comprehensive. A good presentation.	The headings, subheadings and sentences are well structured and clear with minor exceptions. The vocabulary is detailed. A very good presentation.	The headings, subheadings and sentences are well structured and clear. The vocabulary is appropriate and extensive A very professional presentation.
Referencing and citing (15 marks)	Insufficient compliance with the Harvard Anglia style of referencing and citing of authors.	Satisfactory compliance with the Harvard Anglia style of referencing and citing of authors.	Good compliance with the Harvard Anglia style of referencing and citing of authors.	Very good compliance with the Harvard Anglia style of referencing and citing of authors.	Excellent compliance with Harvard Anglia style of referencing and citing of authors.
Group response (10 Marks)	Poor team interaction. Lacked cohesiveness and communication.	The group acted as a team. Sometimes experienced a lack of cohesion & communication	A committed team who communicated well.	The group was task and performance oriented. Good teamwork.	Excellent performance as a top team.
Total mark out of 100					
<b>Assignment mark</b> / 25	Comment:				





### Assignment 3

**Assignment Type:** Group presentation

**Purpose:** This Assignment allows you to display your presentation skills in class and demonstrate your understanding of effective and persuasive communication. The presentation relates to the learning outcomes c and d.

**Value:** 15%      **Due Date:** Week 10 (in class) and overflow Week 11 (in class)

Use of ChatGPT, and any other AI text generating tools	<b>The use of AI is NOT PERMITTED for any part of this assessment</b>
Use of online translation tools or paraphrasing tools	<b>Limited use.</b> For individual words and short phrases only. Not full sentences. Do not copy and paste content
Online spelling, grammar, punctuation tools such as Grammarly	<b>Permitted</b>

**Submission:** PPT slides in submission folder (All students must submit in Week 10)

**Assignment topic:** Presentation on “Designing an Environmental Sustainability Communication Plan: A Corporate Transformation Approach”

**Task details:** This assignment is linked to Assignment 2. All the groups are required to make a formal presentation highlighting the Report on “Designing an Environmental Sustainability Communication Plan: A Corporate Transformation Approach”

Group presentation Length of the presentation: 20 -25 minutes per group in class or online. Each member of a team is required to do a formal presentation of their Group Report (they developed as part of Assignment 2).

The Assignment will be marked based on the following criteria: Visual appeal of the PPT slides, comprehension, presentation skills, content, preparedness / participation, and group dynamics. Further information about each criterion is available in the marking rubric.

**Please follow the following Structure:**

Title Slide (with names and student IDs of all presenters)  
Outline or Overview Slide  
Introduction  
Content slides (slides should include the content of your report)  
Recommendations  
Conclusion  
References

**Other Requirements:**

- Please note students who include a short 2–3-minute video (on any topic related to the presentation) and include an activity may receive a higher mark for ‘innovation’.
- Please dress formally as it is a ‘Business Presentation.’
- Do not copy and paste information from the report onto the slides and also follow the 6x6 rule (6 sentences per slide and six words per sentence)
- Each slide should have the name and ID of the student who is presenting that slide.

Assignment Submission: Only one group member to upload the PPT slides on Moodle (before the presentation) on behalf of the whole team. Each group member is to attend and present. Any absence without a medical certificate and individual arrangement with your tutor will attract a ‘0’ mark.

Please refer to the marking rubric for details about each marking criterion.



**Assignment 3 Marking Rubric: Presentation – 15%**

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Visual Appeal (15 marks)	The visual aids show poor creativity or clarity and are often difficult to read	The visual aids have limited creativity or clarity or are sometimes difficult to read	The visual aids are reasonably creative, clear and easy to read	The visual aids are usually creative, clear and easy to read	The visual aids are very creative, clear and easy to read
Comprehension (25 marks)	The presenters didn't understand topic. The majority of questions answered by only one member or a majority of information is incorrect.	Few members showed a good understanding of parts of topic. Only some members accurately answered questions.	Most showed a good understanding of topic. All members able to answer most of the audience questions	A wide knowledge of topic was shown. Members correctly answered all questions posed.	Extensive knowledge of topic by all. Members accurately answered all questions posed
Presentation Skills (20 marks)	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. The majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate or disinterested body language show by one or more members.	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted by speakers reading from the board or notes. Speakers could be heard by only half of the audience. Body language was non evident or distracting. No engagement with audience.	Most members spoke to majority of audience, steady eye contact. The audience was engaged by the presentation. The majority of presenters spoke at a suitable volume. Some fidgeting by member(s) and fair body language. Some audience engagement.	Good eye contact. The audience was engaged, and presenters held the audience's attention. Proper speaking volume and appropriate body language. Demonstrated a flow with the members	Constant eye contact. The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume and body language. High team reliance.
Content (25 marks)	The presentation was a brief look at the topic but many elements were left out.	The presentation was informative but several elements missing.	The presentation was a good summary of the topic. Most of the important information was covered by the team.	The presentation was a concise summary of the topic with all elements answered.	Comprehensive and complete coverage of information. Good interaction with the audience.
Preparedness/ Participation Group Dynamics (15 marks)	Unbalanced presentation or tension resulting from over helping. Multiple group members not participating. Evident lack of preparation and /rehearsal. A dependency on the slides.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides	Slight domination of one presenter. Members helped each other. Very well prepared	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed
Total mark out of 100					
Assignment mark: / 15	Comment:				



#### **Assignment 4**

**Assignment Type:** Individual Reflection Report– 2,000 words.

**Purpose:** The individual reflection report allows you to evaluate your knowledge and skills in the course. It is designed to encourage you to take ownership of your learning, performance and outcomes. This Assignment contributes specifically to learning outcomes a, b, c and d.

**Value:** 35%

**Due Date:** 11:59 pm Sunday of Week 11

**Assignment topic:** Course Topic Reflection

**Assignment Submission:** Upload to Turnitin through Moodle.

Use of ChatGPT, and any other AI text generating tools	<b>The use of AI is NOT PERMITTED for any part of this assessment</b>
Use of online translation tools or paraphrasing tools	<b>Limited use.</b> For individual words and short phrases only. Not full sentences. Do not copy and paste content
Online spelling, grammar, punctuation tools such as Grammarly	<b>Permitted</b>

**Task details:** You are to write a Reflective Journal on:

1. Reflect on a recent personal communication experience, either in a professional or personal context. Describe the communication situation, the individuals involved, and the nature of the interaction. Discuss the effectiveness of the communication, identify any challenges faced, and critically analyse the strategies you employed to overcome these challenges using any 2 topics you have studied in this course.
2. Reflect on the group assignment experience you have had the things your assignment group did well or not so well and consider what you could do to improve in future group work – make sure you use terminology taught in the lecture on Groups and Teams. For example – synergy, group think, cohesiveness, one of the group formation stages, social loafing, team roles, interpersonal communication etc.
3. Consider your future career ambitions and aspirations. Reflect on how 2 topics (different to the ones in Q1) discussed in this course can be strategically applied to advance your professional goals.

**Assignment Format:** A title page – Individual KOI cover sheet, signed. No Abstract or Executive Summary or table of contents is required. This report should have a heading and two or more sub headings for each topic. The written text should be right and left justified and double spaced throughout. Please use a single column format.

**A minimum of seven scholarly references** in the Harvard Anglia style are required in order to pass this Assignment. However, for a high mark, you will need to use many more scholarly references. Only one Internet (www) resources will be allowed. It is very important that you assess the internet resource used for credibility.

Double spaced, font Times New Roman 12pt, Calibri 11pt or Arial 10pt. You are encouraged to use headings and sub-headings along with the use of a table in this assignment.

#### **Turnitin**

**Assignment Alarm:** You can check the Assignment's similarity by submitting it to Turnitin prior to the due date. However, you cannot make a resubmission after the due date, don't make a mistake in submitting the wrong file. Ensure you do this assignment yourself. We are obliged to mark what is submitted at the due date and time.

Please refer to the marking rubric for details about each marking criterion.

**Assignment 4 Marking Rubric Individual Reflective Journal – 35%**

<b>Criteria</b>	<b>Fail (0 – 49%)</b>	<b>Pass (50 – 64%)</b>	<b>Credit (65 – 74%)</b>	<b>Distinction (75 – 84%)</b>	<b>High Distinction (85 – 100%)</b>
Organisation of ideas (10 marks)	Disorganised and incoherent.	Shows some attempt to organise in a logical manner.	Shows organisation and coherence.	Carefully and logically organised.	Carefully organised with logic and imagination.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation) (20 marks)	Meaning unclear and/or grammar and/or spelling contain frequent errors.	Meaning apparent, but language not always fluent. Grammar and/or spelling contain errors.	Language mainly fluent. Grammar and spelling mainly accurate.	Language fluent. Grammar and spelling accurate.	Fluent writing style appropriate to document. Grammar and spelling accurate.
Understanding of key concepts and issues (20 marks)	Demonstrates an inadequate understanding of the theoretical content raised in the assignment.	Demonstrates an acceptable understanding of the theoretical content raised in the assignment.	Demonstrates a good understanding of the theoretical content raised in the assignment.	Demonstrates an accomplished understanding of the theoretical content raised in the assignment.	Demonstrates a sophisticated understanding of the theoretical content raised in the assignment.
Content and range (25 marks)	Lacks evidence of knowledge relevant to the topic.	Evidence of limited knowledge of topic.	Evidence of factual and/or conceptual knowledge.	Reasonable knowledge of topic and an awareness of a variety of ideas and perspectives.	Comprehensive/detailed knowledge of topic presented with depth and rigour.
Personal reflection (25 marks)	Lack of personal reflection and little evidence of engagement with assignment task.	Some evidence of personal reflection. Shows acceptable level of engagement with topic.	Sufficient evidence of personal reflection and engagement with subject area.	Good self-awareness and growth and sound engagement with assignment topic.	Illustrates self-awareness and growth and reveals in-depth engagement with key issues.
Total mark out of 100					
<b>Assignment mark:</b> <b>____/ 35</b>	Comment:				



### 3.2 General information about Assignment

#### a) Late Penalties and Extensions

An important part of business life and key to achieving KOI's graduate outcome of Professional Skills is the ability to manage workloads and meet deadlines. Completing Assignment tasks on time is a good way to master these habits.

Students who miss mid-trimester tests and final exams without a valid and accepted reason may not be granted a deferred exam and will be awarded 0 marks for the Assignment item. Assignment items which are missed or submitted after the due date/time will attract a penalty unless there is a compelling reason (see below). These penalties are designed to encourage students to develop good time management practices, and to create equity for all students.

Any penalties applied will only be up to the maximum marks available for the specific piece of Assignment attracting the penalty.

Late penalties, granting of extensions and deferred exams are based on the following:

##### *In Class Tests and Quizzes (excluding Mid-Trimester Tests)*

- Generally, extensions are not permitted. A make-up test may only be permitted under very special circumstances where acceptable supporting evidence of illness, hardship or unavoidable problems preventing completion of the Assignment is provided (see section (b) below). The procedures and timing to apply for a make-up test (only if available) are as shown in the section *Applying for an Extension* (see below).
- Missing a class test will result in 0 marks for that Assignment item unless the above applies.

##### *Written Assignments and Video Assignments*

- There is a late penalty of 5% of the total available marks per calendar day unless an extension is approved (see *Applying for an Extension* section below).

##### *Presentations*

- Generally, extensions are not permitted. Missing a presentation will result in 0 marks for that Assignment item. The rules for make-up presentations are the same as for missing in-class tests (described above). For group presentations, if serious circumstances prevent some members of the group from participating, the members of the group who are present should make their contributions as agreed. If a make-up presentation is approved, the other members of the group will be able to make their individual presentation later and will be marked according to the marking rubric. A video presentation may be used to facilitate the process.

##### *Mid-Trimester Tests and Final Exams*

If students are unable to attend mid-trimester tests or final exams due to illness, hardship or some other unavoidable problem (acceptable to KOI), they must:

- Complete the Assignment Extension / Exam Deferment Form available by clicking the following link [Assignment Extension / Exam Deferment Form](#) as soon as possible, *but no later than three (3) working days after the exam date*.
- Provide acceptable documentary evidence (see section (b) below).
- Agree to attend the deferred exam as set by KOI if a deferred exam is approved.

##### *Deferred exam*

- There will only be one deferred exam offered.
- Marks obtained for the deferred exam will be the marks awarded for that Assignment item.





- If you miss the deferred exam you will be awarded 0 marks for the Assignment item. This may mean you are unable to pass the subject.

### **b) Applying for an Extension**

If students are unable to submit or attend an Assignment when due, they must

- Complete the Assignment Extension / Exam Deferment Form available by clicking the following link [Assignment Extension / Exam Deferment Form](#) and contacting [academic@koi.edu.au](mailto:academic@koi.edu.au) as soon as possible, *but no later than three (3) working days of the Assignment due date*.
- Provide acceptable documentary evidence in the form of a medical certificate, police report or some other appropriate evidence of illness or hardship, or a technician's report on problems with computer or communications technology, or a signed and witnessed statutory declaration explaining the circumstances.
- Students and lecturers / tutors will be advised of the outcome of the extension request as soon as practicable.

Please remember there is no guarantee of an extension being granted, and poor organisation is not a satisfactory reason to be granted an extension.

### **c) Referencing and Plagiarism**

Please remember that all sources used in Assignment tasks must be suitably referenced.

Failure to acknowledge sources is plagiarism, and as such is a very serious academic issue. Students plagiarising run the risk of severe penalties ranging from a reduction in marks through to 0 marks for a first offence for a single Assignment task, to exclusion from KOI in the most serious repeat cases. Exclusion has serious visa implications. The easiest way to avoid plagiarising is to reference all sources.

Harvard referencing is the required method – in-text referencing using Author's Surname (family name) and year of publication. A Referencing Guide, "Harvard Referencing", and a Referencing Tutorial can be found on the right-hand menu strip in Moodle on all subject pages.

An effective way to reference correctly is to use *Microsoft Word's* referencing function (please note that other versions and programs are likely to be different). To use the referencing function, click on the References Tab in the menu ribbon – students should choose *Harvard*.

*Authorship* is also an issue under plagiarism – KOI expects students to submit their own original work in both Assignment and exams, or the original work of their group in the case of a group project. All students agree to a statement of authorship when submitting Assignments online via Moodle, stating that the work submitted is their own original work.

The following are examples of academic misconduct and can attract severe penalties:

- Handing in work created by someone else (without acknowledgement), whether copied from another student, written by someone else, or from any published or electronic source, is fraud, and falls under the general Plagiarism guidelines.
- Copying / cheating in tests and exams is academic misconduct. Such incidents will be treated just as seriously as other forms of plagiarism.
- Students who willingly allow another student to copy their work in any Assignment may be considered to assisting in copying/cheating, and similar penalties may be applied.

Where a subject coordinator considers that a student might have engaged in academic misconduct, KOI may require the student to undertake an additional oral exam as a part of the Assignment for the subject, as a way of testing the student's understanding of their work.

Further information can be found on the KOI website.

### **d) Reasonable Adjustment**



The Commonwealth Disability Discrimination Act (1992) makes it unlawful to treat people with a disability less fairly than people without a disability. In the context of this subject, the principle of Reasonable Adjustment is applied to ensure that participants with a disability have equitable access to all aspects of the learning for the subject. For Assignment, this means that barriers to their demonstrating competence are removed wherever it is reasonably practical to do so.

Examples of reasonable adjustment in Assignment may include:

- provision of an oral Assignment, rather than a written Assignment
- provision of extra time
- use of adaptive technology.

The focus of the adjusted Assignment should be on enabling the student to demonstrate achievement of the learning outcomes for the subject, rather than on the method of Assignment.

### **e) Appeals Process**

Full details of the KOI *Assignment and Assignment Appeals Policy* may be obtained in hard copy from the Library, and on the KOI website [www.koi.edu.au](http://www.koi.edu.au) under *Policies and Forms*.

#### *Assignments and Mid-Trimester Exams:*

Where students are not satisfied with the results of an Assignment, including mid-trimester exams, they have the right to appeal. The process is as follows:

- Discuss the Assignment with their tutor or lecturer – students should identify where they feel more marks should have been awarded – students should provide valid reasons based on the marking guide provided for the Assignment. Reasons such as “*I worked really hard*” are not considered valid.
- If still not satisfied, students should complete an Application for Review of Assignment Marks form, clearly explaining the reasons for seeking a review. This form is available from the KOI website under *Policies and Forms* and is also available at KOI Reception (Kent St, Market St and O’Connell St). The completed Application for Review of Assignment Marks form should be submitted as explained on the form with supporting evidence attached to [academic@koi.edu.au](mailto:academic@koi.edu.au).
- The form must be submitted within *ten (10) working days* of the return of the marked Assignment, or within *five (5) working days* after the return of the Assignment if the Assignment is returned after the end of the trimester.

#### *Review of Grade – whole of subject and final exams:*

Where students are not satisfied with the results of the whole subject or with their final exam results, they have the right to request a Review of Grade – see the *Assignment and Assignment Appeals Policy* for more information.

An *Application for Review of Grade/Assignment Form* (available from the KOI Website under *Policies and Forms* and from KOI Reception at Kent St, Market St and O’Connell St) should be completed clearly explaining the grounds for the application. The completed application should be submitted as explained on the form, with supporting evidence attached to [academic@koi.edu.au](mailto:academic@koi.edu.au).