



Faculty of Arts  
& Social Sciences

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**School of the Arts and Media**

# **MDIA 5022**

## **Corporate and Interpersonal Relations**

**Session 1, 2014**

**UNSW Course Outline**

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## Staff Contact Details

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## Attendance Requirements

To pass this course you are required to attend at least 80% of seminars. If you do not meet the minimum attendance requirement for any reason you may be refused final examination and you may fail the course.

Attendance at seminars will be recorded. If you are more than 10 minutes late, you are deemed not to have attended. It is your responsibility to ensure your name has been marked off at each class.

If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact your course convener immediately. You may be advised to withdraw from the course.

## Essential Information For SAM Students

A webpage that provides essential information about university policy and guidelines for all SAM students can be accessed at:  
<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

In this document, you will find important information on the following:

- Essay Writing Support Services
- Policies Regarding Late Work
- Procedure for Applying for Extensions
- Procedure for Applying for Special Consideration
- Procedures for Submitting Assessments
- Policy on Academic Honesty and Plagiarism

## Course details

**Credit Points:** 6

### Summary of the Course

Professional organisational communication is underpinned by the ability to form positive relationships and navigate differences in the workplace. While we often assume that business communication is a rational process, workplaces are also impacted on by emotions that employees carry with them. While issues of language, culture and emotion underpin all interpersonal communication, students in this course are particularly encouraged to apply theories, concepts and ideas of interpersonal communication to issues, challenges, and opportunities in corporate and other organizational contexts. Specific topics covered include self-awareness, reflection, emotional intelligence, communication within and across cultures, non-verbal communication, language, leadership, ethical decision-making, and conflict resolution.

### Aims of the Course

This course aims to:

1. Offer students a broad overview of organisational and interpersonal communication theories and issues, drawing upon interpretive and critical perspectives.
2. Provide opportunities for students to reflect upon how interpersonal communication influences their own communication as well as organisational communication.

### Student learning outcomes

On successful completion of this subject, students will be able to:

1. Apply interpersonal communication concepts and processes to organisational contexts and problems.
2. Demonstrate knowledge of organisational communication concepts.
3. Apply negotiation and persuasion skills, and theories of managing change.

4. Examine the importance of valuing diversity, ethical decision making and conflict resolution.

### **Graduate Attributes**

In this course students will develop the following graduate attributes:

1. An in-depth engagement with corporate and interpersonal communication concepts
2. The capacity for analytical and critical thinking and for **creative** problem solving in relation to professional communication issues
3. The ability to engage in independent and **reflective** learning
4. An appreciation of, and **respect for diversity** that reflects a deep engagement with theories of managing change, ethical decision making and conflict resolution
5. Effective communicative **analysis** skills
6. An understanding of the methods of investigation and theoretical frameworks appropriate to **research**

### **Rationale for the inclusion of content and teaching approach**

This course was designed to offer students a solid introduction into the theory and practice of interpersonal communication at an individual, group and organisational level. Students are strongly encouraged to reflect on their own and others' communication preferences and experiences and compare, contrast and seek insights on these in relation to academic theory. Corporate and Interpersonal Communication is a core course in the Master of Public Relations and Advertising.

### **Teaching strategies**

Corporate and Interpersonal Communication is designed to encourage and challenge you to reflect on and improve your own communication practice as well as practices within organizations.

The course is delivered in a seminar form, where discussions, analysis and application of key concepts and recent research findings are used to develop a deeper understanding of strategic communication. The subject is designed around a mix of activities to build participants' interest and learning. The two hour class period each week will include:

- a section on **key principles**, which will introduce the relevant concepts and theory of corporate and interpersonal communication.
- a series of **discussions and activities** aimed at applying the key principles.

To obtain the full benefits from this course, you are encouraged to extend yourself beyond your comfort zone. That means actively participating in the conversations and discussions in class as both a listener and speaker, being open to and willing to contemplate a range of perspectives and try new ways of communicating, reflecting deeply on your own communication strengths and weaknesses, and being willing to give constructive feedback to others in order foster positive and effective communication, particularly in diverse, team-

based, work-related contexts. We hope that you will feel that this course offers a 'safe' environment to try out new styles of communication that you may later apply in the work place.

The textbook is an important part of this course. You are asked to reflect on the set readings before each class, and bring your questions and ideas about the readings based on your own unique experiences to each class. The course will be supplemented with complementary journal article readings for each week. Your teacher will guide you on any further readings you may need to do in order to meet the requirements of the course and the assessments.

The success of the subject is largely dependent on the involvement, contribution, commitment and support of each and every student. We hope you enjoy the course and find it a rewarding experience. We welcome any feedback you have about the course at any time via email to your teacher or the course convenors.

## Assessments

In order to pass this course, you must make a serious attempt at ALL assessment tasks. There are 3 assignments for this course. Assignments 1 and 3 are individual assignments. Assignment 2 is a group assignment.

<b>Assessment task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning outcomes assessed</b>	<b>Graduate attributes assessed</b>	<b>Due Date</b>
1. Assessment on your communication skills	2000 words	35%	1, 2	3, 5	Thursday 27 March
2. Group Presentation on the Communication Dimensions of an Organizational Problem	20-30 minutes	35%	1, 2	1, 2, 6	Weeks 5-11
3. Reflection on Group Work	1500 words	30%	3, 4	3, 4, 5	Thursday 5 June

## Assignment 1: Assessment on Your Communication Skills

<b>Type:</b>	Individual Assessment
<b>Format:</b>	Reflection Report
<b>Length:</b>	2000 words (excluding interview transcript)
<b>Weighting:</b>	35%
<b>Due:</b>	11.59pm, Thursday 27 March 2014
<b>Submission:</b>	There are 3 main parts to this assessment. Submit this assignment as ONE DOCUMENT (doc or pdf) on Turnitin.

This self-reflection assessment requires you to undertake an analysis of your own communication style and skills and relate this to more general theories of communication. It is expected that a series of recommendations or action plans will form part of this reflection.

### Part 1 - Identification of key communication concepts

Provide an in depth analysis of your interpersonal style across two of the following five communication dimensions:

- 1 Listening and responding
- 2 Your communication and behavioural style when interacting in groups and teams
- 3 Self-disclosure and trust
- 4 Expression of feelings
- 5 Emotional intelligence

Outline the views of various authors on the chosen dimensions. Comment on their similarities/differences. Provide your own views on what it means to be effective in these dimensions. Do the views expressed by the authors you have read, accord with your own? Where do you find them wanting? (Do not just accept what you read unless it accords with your own experience, observation, intuition and common sense).

Reflect on the key competencies associated with each of these dimensions You need to get a clear sense of directly observable manifestations that generally equate with effective and ineffective action/behaviour in your chosen dimensions as this will form the basis for part 2 of this assignment

### Part 2 – Gather information about your communication style

Construct a survey or interview questions based on the key competencies of your selected dimensions. Obtain feedback from at least two people on your observed behaviour with respect to these key competencies. Comment on your choice of sample and the reasons for your choice.

You may interview or survey the person face-to-face, over Skype, or in a written form via email/Google Docs/instant message. Include a combination of open and closed questions to elicit both qualitative and quantitative information from your respondents.

Include a copy of your survey and answers provided. If you conduct an interview you must record the interview (e.g. with a mobile phone) and write down a transcript, or print out a copy of the email interview and include it in your assignment as an appendix. Your teacher may ask to listen to or view the original recording, or contact your interviewee, so make sure you include your interviewee's full name and their contact details (email address or phone number).

You can conduct the interview in another language, but if you do you must also provide an English translation of the interview.

### Part 3 - Analyse the responses and develop actions for improvement

Analyse the responses. Identify any patterns of behaviour that can serve as areas for you focus on self-improvement. Critical self-reflection and review will greatly aid this process. Comment upon life influences which may have contributed to shaping the behaviour patterns observed in you by your respondents.

Develop 3 to 4 recommendations for personal action and improvement of your communication style. What specific behavioural changes will you make when communicating with others? Do not simply note that you will improve your listening skills as an example, but rather, what specifically will you do to improve your listening skills?

**For Assignment One, you will be marked on** your ability to:

Identify key communication concepts (10 marks)

- critical review and argument in exploring communication competencies

Solicit sound feedback (10 marks)

- solicit feedback on your own communication style and competence from others, reflect on that feedback about your communication strengths and weaknesses

Development of behavioural change action and recommendations (5 marks)

- write focused recommendations and actions for improvement

Link to theory and academic literature (5 marks)

- link your argument and review to relevant theory and academic literature

Write in a clear and expressive way (5 marks)

- write in a clear and expressive way, to the word limit



## Assignment 2: Group Presentation on the Communication Dimensions of an Organizational Problem

<b>Type:</b>	Group Assessment (You will receive a joint mark for this assignment)
<b>Format:</b>	Oral/audio-visual presentation based on the theme for that week
<b>Timing:</b>	25-30 minutes
<b>Weighting:</b>	35%
<b>Due:</b>	Weeks 5-11

For this assignment, you will work in a group of 3 or 4 people to analyse the communication dimensions of a conflict, problem or crisis that occurs in a corporate or organisational context.

You will work together with your group members to **locate, explain and analyze** an appropriate case that relates to the topic of the week in which you are presenting. You are encouraged to locate cases that are currently (or have recently been) in the news in the last 12 months.

Your case may relate to any type of organization (corporate, governmental, not-for-profit etc.) according to the interests of your group members.

The problem or crisis referred to may occur in any country (or across several countries). You are expected to succinctly explain the geographic, cultural, political, social and economic background to the context of the problem early on in your presentation particularly for people who may not be familiar with the cultural context.

You will be required to **work together to:**

- Research the **organisation** (provide background information on the organisation, where it is located, who runs it, its stakeholders and the nature of the failure or crisis).
- Consider the corporate **communication responses** by the organisation. Evaluate the leaders' communication style/strategy.
- Research the nature of communications in the crisis and related communications **problems** (explain what happened, what went wrong, find and analyse clips from the news, other academic articles written on this case to help you understand what happened)
- Relate this problem to ideas, theories and concepts in the textbook, extra readings and other readings you find on your own
- Suggest some **recommendations** (what could be done now to improve the situation or what could have been done to avoid the situation).

You are expected to form groups and start preparing and delegating tasks early (from week 2). Part of the aim of this assessment is to practice (and experiment) with building dynamic, functioning, multicultural teams. We strongly encourage you to work with people from a different background to yourself where possible. Practice drawing on the strengths of each

team member, delegating tasks, selecting a leader (if appropriate to your group), working through differences of opinion, listening, etc.

There are a number of components to this assessment, including tasks prior to and after the presentation, which will count towards your mark:

### **One week before your presentation:**

Send a plan or draft slides, which includes the selected case, and concepts to be covered to your lecturer by email. Only one team member needs to send the compiled plan or slides to the lecturer on behalf of the group, but the names of all group members and their contributions to different aspects of the research and preparation of the case study should be clearly outlined. The person sending should CC all members of the group. You may receive some feedback or suggestions from your lecturer (CC'd to all members) prior to your presentation.

### **The Presentation**

A final copy of your presentation should be handed to your lecturer prior to your presentation. It is suggested that you first introduce the organisation and explain what the problem was. You may introduce the situation via a role play, artwork, sound piece, video you made, youtube clip etc. Then link to concepts from the readings and explain your team's recommendations, drawing on academic literature. The purpose of the presentation is to illustrate how the concepts from the textbook and associated readings are APPLIED in real organisations and situations. Therefore although some definitions should be given they should always relate back to the case study being examined.

### **Immediately after your presentation:**

Collect feedback from your classmates (and teacher) by requesting students to fill out a self-designed evaluation form. The form can be paper-based (you will need to photocopy the right number of copies yourself) or online e.g. Survey Monkey or Google Docs (with students using their laptops, tablets or smart phones to access the survey) or you might come up with another creative way of soliciting feedback. The design and usefulness of your feedback questions in helping to prepare for future presentations will contribute to your mark for this assignment. While your lecturer will not look at the feedback responses from your classmates per se, it should be useful for you, and you may also find it useful for your final reflection assignment (Assignment 3).

### **For Assignment 2, you will be marked on:**

Presentation Plan (6 marks)

- Submitted 1 week before your presentation via email to your lecturer. It can be in the form of Powerpoint slides or in Word format and should indicate your selected case study, the theories or concepts you will relate to your case study, and who has been delegated

responsibility for what aspects of the group assignment. You may receive some feedback from your lecturer if they have any further suggestions.

#### Presentation (10 marks)

- creativity in the design of presentation aimed at maximizing audience interest in and engagement with your case
- ability to run the presentation within the time frame (25-30 mins)
- clarity of expression

#### Teamwork (3 Marks)

- evidence of effective and cohesive group work
- evidence of effective delegation of roles: each person has an equally important 'speaking' role to play in the presentation and facilitation of activities

#### Analysis, understanding of the case, and solutions (10 marks)

- evidence of depth of research into the organisation and issue
- ability to relate the problem to theories of communication discussed in class and in the readings
- ability to draw on extra readings, media clips, and other resources to explain the case and situate the communications problem in a broader context
- ability to offer a practical, workable and creative solution to the problem, or advice on how the problem could have been avoided

#### Feedback/Survey Mechanism (6 marks)

- Usefulness and/or creative approach to obtaining feedback on your presentation

### Assignment 3: Reflection on Group Work

<b>Type:</b>	Individual Assessment
<b>Format:</b>	Diary log + written reflection
<b>Length:</b>	1500 words
<b>Weighting:</b>	30%
<b>Due:</b>	11.59pm, Thursday 5 June 2014
<b>Submission:</b>	Submit this assignment with the 3 parts included in ONE DOCUMENT (doc or pdf) on Turnitin.

For this assignment you are required to reflect individually on your experience of working in a group for assignment 2.

There are 3 parts to this assignment:

- a **log** of activities during the group work process (may vary in length)
- a personal written **reflection** (1000) on your group work experience

- another group member's written **feedback** on your performance during the group work project (100-200 words) (can be integrated in your written reflection)

This assignment requires you keep a **log** with your own personal reflections on your group work experience. During your group meetings (no matter how you 'meet' e.g. face-to-face or via Skype, email, chat etc.), write down what happens. Pay particular attention to things group members said that helped or damaged group cohesion, processes of delegation and leadership, as well as specific activities you and other members did and how you felt about them.

We recommend you record, listen to, and transcribe important moments in your conversations in order to gather rich details of your experience and collect quotes from emails (with dates) highlighting key communicative moments. The richer the details, the more valuable your final reflection will be.

Each group member should keep their own log of events (although you may have a group agenda that one person is in charge of as you carry out assignment 2).

In your final written **reflection**, reflect on:

- how you felt the group work went - whether you were satisfied or not with the outcome, and with the group dynamics
- how decisions were made
- the different roles each group member played
- how things got done - how you delegated tasks
- whether everyone's voices and ideas were heard
- how you managed conflict or different opinions, the kinds of negotiation, persuasion, listening skills you tried to put into action
- what could have been done better
- what you learnt about working in teams
- how you tried to build on your communication weaknesses addressed in assignment 1.
- how you have developed or changed your communications practice as a result of completing this course
- 1-2 references that you found particularly useful in learning about and improving your communication practice (may be the same references mentioned in assignment 1), and why they were useful

**Feedback** on your performance from a group member:

- Ask another group member to write a short comment on your performance as a team member for the case study project you have just completed. Your group member should be able to offer at least one comment on what you did well (what made you an effective group member), and one point on how you could be an even better group member next time (how you could improve). This response should be short (3-4 sentences). Everyone in

the group is required to give and receive constructive feedback to/from one other person. In your report, quote the comment and provide the name of your group member. You may integrate this feedback into your reflection report. By including someone else's feedback in your own report you will be able to demonstrate your ability to solicit feedback from others and take charge of your own learning.

**For Assignment Three, you will be marked on your ability to:**

Reflect (10 marks)

- deeply reflect on your own communication performance by addressing all of the points outlined above; question your own biases, preconceptions or assumptions and demonstrate new ways of thinking

Explain your skills development (5 marks)

- explain how you developed (or tried to develop) the skill addressed in your action plan in assignment 1

Link your experiences to theory (5 marks)

- link your personal experience to relevant theory and academic literature i.e. to move beyond simply describing your experience to analysing how your experience helps you to better understand yourself, others and key concepts in this course

Solicit feedback (5 marks)

- solicit feedback on your own performance

Write in a clear and expressive way (5 marks)

- write about your learning and the situation in a clear and expressive way, to the word limit

## Late Submission

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks. Late work will not receive detailed feedback.

## Extension Procedure

In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension

due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 1 week in more serious cases.

## Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

## Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website](http://www.lc.unsw.edu.au/plagiarism) (<http://www.lc.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf) (pdf-<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments, so they may be reviewed using this procedure.

## Course schedule

Topic	Date	Seminar Content	Suggested Readings
Week 1 - Introduction: Emotion, rationality and your communication style	3/3/14	<ul style="list-style-type: none"> <li>• What is communication?</li> <li>• What are the skills for listening and responding</li> <li>• How does self-disclosure and expression of feelings affect communication?</li> <li>• How do emotions shape interpersonal and organizational relations?</li> <li>• What are your strengths and weaknesses as a communicator? Do they differ in different social and work contexts?</li> <li>• How well do you listen to or 'read'?</li> </ul>	Chapter 1 & 3

		<p>others?</p> <ul style="list-style-type: none"> <li>• How much to you reveal of yourself to others? What is the Johari Window?</li> <li>• What is emotional intelligence (EQ) and how do you develop it?</li> </ul>	
Week 2 - Teamwork and participation	10/3/14	<ul style="list-style-type: none"> <li>• What is the difference between a team and a group?</li> <li>• What are the stages of group development?</li> <li>• What are the characteristics of effective teams?</li> <li>• What is the difference between supervision and facilitation?</li> <li>• What makes an organization democratic?</li> <li>• What types of roles can different team members play?</li> </ul>	Chapter 8
Week 3 - Leadership, Facilitation and Inspiration	17/3/14	<ul style="list-style-type: none"> <li>• What is leadership and why is it important?</li> <li>• What is the difference between management and leadership?</li> <li>• What are some different approaches to leadership?</li> <li>• What is 'vision' and how is it communicated?</li> <li>• How do leadership styles and approaches manifest in different cultural (and religious) contexts?</li> </ul>	Chapter 7
Week 4 - Persuasion, Negotiation and Professional Speaking	24/3/14	<ul style="list-style-type: none"> <li>• Guidelines for effective negotiating</li> <li>• How do competitive and collaborative negotiation styles differ?</li> <li>• What is the definition of persuasion?</li> <li>• Describe persuasion tactics and strategies</li> <li>• Persuasion in professional public speaking</li> <li>• Planning and preparation for public speaking</li> </ul>	Chapter 10



		<ul style="list-style-type: none"> <li>• Frameworks for practice, delivery and evaluation</li> <li>• How to use storytelling</li> </ul>	
Week 5 - Interpreting and Managing Conflict	31/3/14	<ul style="list-style-type: none"> <li>• What is the nature of conflict?</li> <li>• How is conflict attributed within groups and organisations?</li> <li>• What are the sources of conflict? Individual, group, macro, cultural</li> <li>• How to identify the different phases of conflict?</li> <li>• What are individual styles to manage conflict?</li> <li>• How does an organisation manage inter-organisational conflict?</li> </ul>	Chapter 10
Week 6 - Analysing Organisational Culture and Communication	7/4/14	<ul style="list-style-type: none"> <li>• What is culture? What does it mean to 'do' culture? Why is the concept of culture relevant in organizational contexts?</li> <li>• How can you analyse culture? Thick description, language and narratives</li> <li>• How can you analyse language and non-verbal behaviour in interpersonal and organizational communication contexts? Content analysis, discourse analysis, reading messages as a 'text'</li> <li>• What kinds of methods are used to collect data from interpersonal and organizational communication contexts? Artifacts, surveys, interviews, observation, conversational analysis.</li> </ul>	Chapters 4 and 15
Week 7 - Identity and Communication in Global and Multicultural Contexts	14/4/14	<ul style="list-style-type: none"> <li>• What is globalization and how does it impact on individual and organizational identities? What kinds of local-global tensions impact on organizations?</li> <li>• How are the discourses of diversity and multiculturalism used in organizational contexts? What do they reflect about the nature of</li> </ul>	Chapters 13 and 5

		<p>power in organizations?</p> <ul style="list-style-type: none"> <li>• What role can communication play in creating inclusive working environments? How can diverse voices be incorporated into organizations?</li> <li>• How can individuals and organizations be more responsive to both local and global contexts?</li> </ul>	
MID SEMESTER BREAK			
Week 8 – no classes			
Week 9 - Power and control in organisations	5/5/14	<ul style="list-style-type: none"> <li>• How is power derived? What are personal and positional sources of power?</li> <li>• How is persuasion used to negotiate power? What rewards or punishments can be used to elicit power?</li> <li>• How does one navigate an organisation's political landscape?</li> <li>• What overt or subtle forms of resistance to power can arise?</li> </ul>	Chapter 9
Week 10 - Ethics and values in organisations	12/5/14	<ul style="list-style-type: none"> <li>• Why does ethics matter?</li> <li>• What constitutes ethical decision making and ethical behaviour?</li> <li>• What is the link to values and how may standards vary?</li> <li>• What ethical action tests can be applied? Legality, fairness, visibility, generality, legacy</li> <li>• What are the guideposts to ethical decision making?</li> <li>• How can we negotiate ethics in a cross cultural context?</li> </ul>	Chapter 14
Week 11 - Organisational change	19/5/14	<ul style="list-style-type: none"> <li>• What is change?</li> <li>• What are the dimensions of change?</li> <li>• How do we judge the success of organizational change?</li> </ul>	Chapter 11

		<ul style="list-style-type: none"> <li>• How do we communicate and manage change effectively?</li> <li>• What are some strategies for promoting creativity and innovation in the workplace?</li> </ul>	
Week 12 - Social relationships, networks and Technology	26/5/14	<ul style="list-style-type: none"> <li>• How does information and knowledge flow within networks? Who are the key leaders, gatekeepers, and who is left out? (network analysis)</li> <li>• Why should we establish new relationships, and why might weak ties be important?</li> <li>• How do we develop a sense of belonging or identity in a work context?</li> <li>• What types of communication skills do you need to work in globally connected work environments?</li> <li>• How do new technologies affect communication in organisations?</li> <li>• How do discourses about technology impact on expectations and social realities?</li> <li>• How do you develop trust in online-only networks?</li> <li>• What are the advantages and disadvantages of synchronous and asynchronous communication?</li> <li>• How are technologies used to enhance status and power?</li> <li>• How do new technologies make organizations more or less democratic?</li> <li>• What types of information and communication technologies do you use in different organizational and communicative contexts?</li> </ul>	Chapters 6 and 12
Week 13 - You, your	2/6/14	<ul style="list-style-type: none"> <li>• Reflection on Australian and international corporate contexts and</li> </ul>	

colleagues, your career		your future • Final Thoughts	
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## Recommended Resources for students

### Textbook

Students need to purchase the textbook for this course in hard copy or electronic form. It is essential that you put time aside to do the required readings before each lesson.

Cheney, G, Christensen, L T, Zorn, T E & Ganesh, S *Organizational Communication in an Age of Globalization: Issues, Reflections, Practices*, 2<sup>nd</sup> ed, Long Grove, IL: Waveland Press

Hardcopy (available from the UNSW Bookshop) or E-book (available from publisher. Purchase from <http://store.vitalsource.com/show/9781478600688>) \*

\*Note that there are different versions of eBooks available. We are advised that the vitalsource option is best because it is in downloadable format. This means that you can download the vitalsource platform and keep the book on your computer permanently. This package also includes access to the book online (via vitalsource online, i.e. from any computer) for one year.

This textbook was awarded Textbook of the Year by the National Communication Association, San Francisco, November 2010.

### Academic journals

You are expected to engage in extra readings on your own to enrich your understanding of key communication concepts. Extra readings should be incorporated into your written and oral assessments to demonstrate your deepening knowledge of communications as a research 'field'. Examples of useful journals you may consider browsing include (but are not limited to):

- Corporate Reputation Review
- Discourse & Communication
- Asian Journal of Communication
- Atlantic Journal of Communication
- Australian Journal of Communication
- Communication Research
- Communication Theory
- Communication, Culture and Critique
- Corporate Communications
- Human Communication Research

- Human Relations
- International Journal of Strategic Communication
- Journal of Applied Communications Research
- Journal of Computer-Mediated Communication
- Journal of Communication
- Journal of International and Intercultural Communication
- Journal of Organizational Culture, Communication & Conflict
- Management Communication Quarterly
- Organization Studies
- The Journal of Business Communication

These journals and other resources can be accessed from the UNSW Library website:  
<http://info.library.unsw.edu.au/web/services/services.html>

## Course evaluation and development

The student learning experience is important to the Faculty, convenors and lecturers in this course. Throughout the duration of Corporate and Interpersonal Communication students are encouraged to provide either formal and/or informal feedback on their experiences of the course. This will be analysed by staff and incorporated into the semester program where possible. At the conclusion of the semester a formal student evaluation is provided to enable feedback on the course content and teaching staff. This allows for longer term student input into course design.

## Student responsibilities and conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide':  
<https://my.unsw.edu.au/student/atoz/ABC.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

## Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

### **Attendance**

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

### **Special Consideration**

You must submit all assignments scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For advice on UNSW policies and procedures for granting special consideration, see: UNSW Policy and Process for Special Consideration':  
<http://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### **General Conduct and Behaviour**

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at:  
<http://www.my.unsw.edu.au>

### **Occupational Health and Safety**

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see  
<http://www.ohs.unsw.edu.au/>

### **Keeping Informed**

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

### **Additional Student Resources and Support**

The University provides a wide range of support services for students, including:

- UNSW Learning Centre: [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
- Library training and search support services: <http://info.library.unsw.edu.au>
- UNSW IT Service Desk: Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333. Website: [www.its.unsw.edu.au/support/support\\_home.html](http://www.its.unsw.edu.au/support/support_home.html)
- UNSW Counselling Service: <http://www.counselling.unsw.edu.au>
- Student equity and diversity issues via Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
- Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>