SCHOOL OF ORGANISATION AND MANAGEMENT

Bachelor of Commerce Program

MGMT1003: COMMUNICATING IN BUSINESS

Course Outline
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1. COURSE INFORMATION

Course Title: MGMT1001 Communicating in Business

1.1 Course Staff

Course Co-ordinator: Ray Durham  
Room 3002 East Wing, Quadrangle Building  
Email: raydurham@unsw.edu.au

Ray Durham may also be contacted through the Office of the School of International Business on 9385 5802

Lecturer: Ray Durham
Tutors: Ray Durham

1.2 Class Times and Rooms

The course is divided into two classes per week:

(i) A one-hour lecture
(ii) A two-hour tutorial

Students are required to attend a total of three hours per week. Students are also advised to attend their allocated lectures and tutorials and not change them, as this could impact on assessment, presentations and assignments.

<table>
<thead>
<tr>
<th>Lectures:</th>
<th>Time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>9.00 am-10.00 am</td>
<td>Matthews C</td>
<td>Ray Durham</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorials</th>
<th>Time</th>
<th>Room</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>11.00am -1.00pm</td>
<td>OMB 232</td>
<td>Ray Durham</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3pm-5pm</td>
<td>QGO52</td>
<td>Ray Durham</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12noon-2pm</td>
<td>B11b9</td>
<td>Ray Durham</td>
</tr>
</tbody>
</table>

1.3 Consultation Times

Ray Durham: Tuesday 8.00 am to 9.00 am  
1.30pm to 3.00pm  
Or by appointment

Appointments should be arranged at the end of classes or via email.

2. COURSE DESCRIPTION

Business and workplace surveys, both internationally and in Australia, have consistently identified ‘communication skills’ as a key requirement for graduates entering the workforce. This Course aims at extending students’ understanding of theories and principles of communication, and developing their skills for communicating effectively in academic, business, and international business contexts. It explores topics in perception, creative thinking, non-verbal communication,
interpersonal communication, intercultural communication, self-presentation strategies, building corporate relationships, negotiation and group dynamics. The subject also provides opportunities for the enhancement of business writing and business presentation skills.

3. COURSE AIMS AND OBJECTIVES

The course objectives are to:

- Develop an understanding of communication theories, models and principles
- Develop and apply communication strategies in achieving desired outcomes
- Consider the importance of perception in everyday interactions
- Consider the nature and significance of non-verbal communication in the creation of meaning
- Explore the dynamics of interpersonal communication
- Develop an understanding of the intercultural communication competence required for participation in a culturally diverse workplace and a globalised business environment
- Explore the different communication styles of men and women in gendered communication
- Develop an appreciation of the importance of communication skills in organisational assimilation and building corporate relationships
- Develop skills and techniques in negotiation
- Enhance the ability to think creatively and critically in problem solving and decision making
- Develop an understanding of the group dynamics in workplace teams
- Enhance skills in writing for business
- Enhance skills in the preparation and professional delivery of business presentations

4. TEACHING AND LEARNING MODES

The topics and skills outlined in the course description are best explored through active participation and experiential learning. Classes, therefore, will involve workshop activities, which include discussion groups, debates, simulation exercises, role-play, interviews, seminar presentations and analyses of case studies. The activities will involve large and small group work, teamwork and pair work. Class discussions will be based on set readings relevant to the scheduled weekly topics. Students are required to complete the prescribed readings and prepare sufficiently to be able to contribute to class discussions and maximise their learning in this subject.

5. ATTENDANCE

Regular attendance is required, as active participation is essential for communication skills development. A class attendance of 80% is required. Please inform your lecturer/tutor if you are unable to attend.

6. ASSESSMENT

Assessment strategies include progressive assessment based on a series of assignments (60%), an end of course examination (40%).
<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Due Date</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Written Communication</td>
<td>Week 6</td>
<td>20%</td>
</tr>
<tr>
<td>(Business Research Report: in pairs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Individual Writing Task</td>
<td>Week 10</td>
<td>25%</td>
</tr>
<tr>
<td>(Case Analysis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Oral Communication</td>
<td>Weeks 13 &amp; 14</td>
<td>15%</td>
</tr>
<tr>
<td>(Team Presentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) End-of-Session Examination</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

**TOTAL**

100%

To pass this course, students must:

a) Attempt **ALL** assessment tasks

b) Attain an overall pass mark of 50%

Written assignments are due by 5.00 pm **on the day assigned**, irrespective of which classes you are attending. Requests for late submission of assignments will be granted in extenuating circumstances only, and **must be made in writing before the due date**. In the case of illness, a medical certificate is required. In most other instances, late submissions will incur a penalty of 5% of the assignment mark per day. Furthermore, there may be delays in returning marked assignments and providing feedback with late submissions.

Written assignments should be given to the tutor in class time. Assignment cover pages are provided at the end of this handout, and must be copied and attached to each assessment task submitted.

Written assignments should **NOT** be placed in plastic sleeves or binders. They should only be stapled in the top left corner.

### 7. EXAMINATIONS

There will be a written examination at the end of the course. It will focus on assessing **understanding** of topics, readings and issues addressed in the subject, as well as the ability to apply appropriate communication strategies in business related contexts (such as in case studies).

**There will be no early examinations set in this course.**

#### 7.1 Supplementary Examinations

Students should consult the section on Supplementary Examinations in the Commerce and Economics 2004 Handbook. Be advised that the granting of a supplementary examination is not undertaken lightly. It should be emphasised that Special Consideration is meant to address the problems of students who encounter abnormal and significant difficulties in completing subject requirements. It is not an automatic compensation mechanism for failure. In particular, you should note that illness or severe personal problems do not ensure the automatic granting of a supplementary examination.

#### 7.2 Academic misconduct

Students are reminded that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct are usually excluded from the University for 2 years. Because of the circumstances in individual cases, the period of exclusion can range from one session to permanent exclusion from the University. Examples of academic misconduct include:

(i) Taking unauthorised materials into an examination;

(ii) Submitting work for assessment knowing it to be the work of another person;
(iii) Improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination;
(iv) Failing to acknowledge the source of material in an assignment.

7.3 Acknowledgement of Sources

Students are expected to acknowledge the source of ideas and expressions using the Harvard Referencing System in work submitted. To provide adequate documentation is not only an indication of academic honesty but also a courtesy enabling the marker to consult sources with ease. Failure to do so may constitute plagiarism, which is subject to a charge of academic misconduct.

8. Additional Support (The Education Development Unit)

Education Development Unit
Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:
- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

Other UNSW support
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418.

9. UNDERGRADUATE MARKING GRADES AND CRITERIA
(ASSESSED WORK AND EXAMINATIONS)

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>&gt;85%</td>
<td>(An outstanding performance)</td>
</tr>
<tr>
<td>DN</td>
<td>75-84%</td>
<td>(A superior performance)</td>
</tr>
<tr>
<td>CR</td>
<td>65-74%</td>
<td>(A good performance)</td>
</tr>
<tr>
<td>PS</td>
<td>50-64%</td>
<td>(An acceptable level of performance)</td>
</tr>
<tr>
<td>FL</td>
<td>&lt;50%</td>
<td>(Performance below the minimum level of competence)</td>
</tr>
</tbody>
</table>
Marking Criteria

85+ An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

75-84 An excellent piece of work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

65-74 A good piece of work, showing a sound and thorough grasp of the subject matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.

50-64 A fair piece of work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.

40-49 A poor piece of work, showing some familiarity with the subject matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.

30-39 Serious gaps in knowledge of the subject matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.

Below 30 A very bad piece of work, showing that the author has failed to engage seriously with any of the subject matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.
## LECTURE AND TUTORIAL SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>Text Ch. 1, Subject Readings 1</td>
<td>No tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Foundations of business communication</td>
<td>Text Ch. 2, Subject Readings 2</td>
<td>Identifying ‘Noise’ in communication, Group activity</td>
</tr>
<tr>
<td>3</td>
<td>Writing for business</td>
<td>Text Ch. 4, 5 &amp; 6, Subject Readings 3</td>
<td>Report writing &amp; referencing workshop, Collaborative writing</td>
</tr>
<tr>
<td>4</td>
<td>Critical &amp; creative thinking</td>
<td>Text Ch. 9 &amp; 11, Subject Readings 4</td>
<td>Case study</td>
</tr>
<tr>
<td>5</td>
<td>Perceptual processes</td>
<td>Text Ch 2, Subject Readings 5</td>
<td>Perception in action, Individual &amp; group activities</td>
</tr>
<tr>
<td>6</td>
<td>Nonverbal communication</td>
<td>Text Ch 12, Subject Readings 6</td>
<td>Case study-semiotics, Group activities</td>
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<tr>
<td></td>
<td><strong>MID-SESSION BREAK 9-18 APRIL</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Interpersonal communication</td>
<td>Text Ch 13, Subject Readings 7</td>
<td>Self-concept, Others’ concepts</td>
</tr>
<tr>
<td>8</td>
<td>Communicating internationally</td>
<td>Text pp 23, 172, 178, 233-4, Subject Readings 8</td>
<td>Case study</td>
</tr>
<tr>
<td>9</td>
<td>Presenting professionally in a business context</td>
<td>Text h 7, Subject Readings 9</td>
<td>Delivering presentations, Mini-group presentations</td>
</tr>
<tr>
<td>10</td>
<td>Gendered communication</td>
<td>Text pp 172, 175, 178, 234, Subject Readings 10</td>
<td>Case study, Assessing gender bias</td>
</tr>
<tr>
<td>11</td>
<td>Organisational assimilation</td>
<td>Text Ch 15, Subject Readings 11</td>
<td>Case study, Emotional Quotient (EQ)</td>
</tr>
<tr>
<td>12</td>
<td>Negotiation</td>
<td>Text pp 22, 194, Subject Readings 12</td>
<td>Case study-making decisions, Groupthink syndrome</td>
</tr>
<tr>
<td>13</td>
<td>Group dynamics</td>
<td>Subject Readings 13</td>
<td>Team presentations</td>
</tr>
<tr>
<td>14</td>
<td>Course &amp; exam review</td>
<td></td>
<td>Team presentations</td>
</tr>
</tbody>
</table>
11. WEEKLY TOPICS AND READINGS

WEEK 1
Introduction. Course overview, requirements and organisation. Rationale for studying communication

Readings:

Tutorial: No tutorials

WEEK 2

Readings:
• Dodd, Carley H., 2004, Managing Business And Professional Communication, Pearson, Boston, Ch 1.
• Tyler et al Ch 2

Tutorial:
• Interactive group workshop
• Creating meaning
• Serial communication

WEEK 3
Writing for business. Writing genres for business. Formatting and structuring business reports

Readings:
• GPS, 1996, Principles of Good Writing, Style Manual, New South Wales Government Printing Service, New South Wales, Ch.1
• Tyler et al Ch 4, 5 and 6
• Harvard referencing handout

Tutorial:
• Business report writing workshop
• Harvard in-text referencing system

WEEK 4
Critical & creative thinking. Lateral and vertical thinking
• Problem solving.
• Making sound and ethical decisions

Readings:
• Lewis, Glen & Slade, Christina, 2000, Critical Communication, 2nd edition, Prentice Hall, Australia (extracts from Ch 5)
• Tyler et al Ch 9 & 11

Tutorial:
• Barriers to making sound decisions
• Captainitis and Groupthink Syndromes
• Inference, fact and assumptions
WEEK 5
Perceptual processes-interpreting the world around us. Theories and factors that influence our perceptions

Readings:
• Tyler et al, Ch 2

Tutorials:
• Selection in perceptual processes
• Case study

WEEK 6
Nonverbal communication and the creation of meaning. Relationship between verbal and nonverbal communication, aspects and types.

Readings:
• Means, Thomas L., 2002, Communication For The Workplace, South Western Educational Publishing, Australia
• Smeltzer, Larry R., Leonard, Donald J., & Hynes, Geraldine E., 2002, Managerial Communication, McGraw-Hill Irwin, Boston, Ch 9
• Tyler et al Ch 12

Tutorials
• Semiotics
• Case Analysis workshop

WEEK 7
Interpersonal communication, role theory and developing self-awareness

Readings
• Gamble, Teri Kwal & Gamble, Michael, 2001, Communication Works, McGraw-Hill College, Boston
• Tyler et al Ch 13
• Class handout

Tutorial:
• Self-concept and others concept
• Case study-applying the Johari Window

WEEK 8
Communicating internationally. Cultural diversity in the workplace. Communicating in a global business environment. Theories and studies of cross cultural communication

Readings:
• Dwyer, J., 2002, Communication in Business: Strategies and Skills, Prentice Hall, Sydney, Ch. 2
• Varner, Iris, Beamer, Linda, 1999, Intercultural Communication In The Workplace, Irwin, Chicago
• Tyler et al pp 23, 172, 178, 179, 233-4

Tutorial:
• Video case study
• Cross cultural business negotiations
WEEK 9
Professional presentations. Planning and organising business presentations. Persuasion and audience analysis, self-presentation strategies

Readings:
• Tyler et al, Ch 7

Tutorial:
• Delivering business presentations
• Mini presentations

WEEK 10
Gendered communication-why men and women communicate differently. The cultural/socialisation approach

Readings:
• Tyler et al pp 172, 175, 178, 234

Tutorials:
• Gendered communication-the biological approach

Video Case Study:
• Pease, Alan, 2000, *Why Men Don’t Listen And Women Can’t Read Road Maps*

WEEK 11
Organisational assimilation. Building corporate relationships, colleagues and client interaction.

Readings:
• Lewis, Glen & Slade, Christina, 2000, *Critical Communication, 2nd edition*, Prentice Hall, Australia (extracts from Ch 8)

Tutorial:
• Emotional Quotient (EQ)-what employers look for
• Case study

WEEK 12
Negotiation. Strategies and techniques

Readings:

Tutorial
• Self-assessment exercise
• Negotiation role exercise
WEEK 13
Group dynamics
- Teams in the organisation
- Team development
- Team roles and behaviours

Readings
- Tyler et al Ch 14

Tutorial:
- Team presentations

WEEK 14
Course review and exam structure

Tutorials:
- Team presentations
- Course and teacher evaluations

12. ASSIGNMENT TOPICS AND CRITERIA
Assignments are to be typed in 12 point, Times New Roman or Arial font.

Assignment 1: Written Report (in pairs) 20%

Due: By 5.00 pm on Tuesday 6 April (Week 6)

Word limit: Approx. 2500 – 3000 words. The word count includes the transmittal letter and executive summary, and excludes the reference list and appendices. Appendices, if included, should be limited to two pages.

Aims of the task:
- To provide practice in the conventions of formal business report writing
- To provide practice in the conventions of writing transmittal documents/letters
- To develop and enhance skills in researching and presenting information
- To provide practice in drawing conclusions and making recommendations on the basis of information gathered
- To practise the use of clear and concise writing skills appropriate for written business communication

Referencing: The required referencing system is the Harvard System. Follow the examples provided in class handouts.

Topics: Write a formal business report of 2500-3000 words on ONE of the topics below. The report should identify the target audience, clearly state its purpose, be well researched (surveys, interviews, case studies, references, audio-materials, visual materials etc.), present information in the appropriate style, document sources of information, be easy to follow, and make valid conclusions and recommendations.
AUSTRALIA’S ROLE IN THE ASIA PACIFIC REGION

In 2003, the President of the USA, George W Bush, said that he saw Australia as “the sheriff of the Asia/Pacific region”. This comment met with some strong reaction from Australia’s Asian neighbours who saw it as encouraging Australia to intervene in the affairs of state of other (Asian) countries, much in the way the USA does on the world stage.

There is strong support from politics and business for Australia to forge closer trade ties with Asia and some people considered Bush’s comment unhelpful in this regard.

Still others argue that Australia has a moral obligation to aid some of the developing South Pacific Island nations.

What then is Australia’s role in the region? Discuss.

SHATTERING THE GLASS CEILING

Is the ‘glass ceiling’ shatterproof for businesswomen in Australia? The 2003 census conducted by the Equal Opportunity for Women in the Workplace Agency (EOWA) revealed that only five of Australia’s top two hundred companies are run by women and only three per cent hold the highest executive management title- less than half of that of America. Further, women hold only nine per cent of executive management positions in Australia compared with sixteen per cent in America. (www.eowa.gov.au).

Some argue that Australian business is very much a ‘blokey culture’, which promotes a climate that discourages women from competing for executive positions (Sydney Morning Herald, 4 Feb 2004).

Does Australia compare favourably with other countries in promoting women into executive positions? Compare Australia to another culture and answer this question.

Marking Criteria

Content
• Original and analytic approach to the topic
• Evidence of wide research and collection of appropriate material/information
• Clear overview in the executive summary
• Effective introduction that leads the reader into the topic
• Well constructed arguments and proposals
• Effective conclusion that relates to the evidence presented in the main body of the report
• Clear recommendations based on the conclusions

Presentation
• Appropriate format and requirements of a formal business report
• Appropriate acknowledgement of academic and business information sources using the Harvard Referencing System

Written Expression
• Effective use of language to ensure a flow in the presentation and discussion of information
• Correct grammar, spelling and punctuation.
• Clear and concise expression
Assignment 2: Individual Written Task-Case Analysis 25%

Due: Week 10

Word limit: Approx. 1200 - 1500 words

Aims of the task:
- To provide practice in applying conceptual frameworks to ‘real life’ situations
- To provide practice in identifying key communication issues and problems, as well as those that are not easily identifiable (to ‘read between the lines’)
- To enhance your ability to evaluate sources of information and their reliability
- To enhance your critical thinking and analytical skills
- To enhance your decision making skills, primarily through practice in making recommendations
- To assess your written communication skills

Task:
You will be given a case study. You will also be given guidelines on how to conduct and write up a case analysis. You must analyse the Case from a communication perspective.

Marking criteria:
- Correct business report format and structure
- Ability to understand the context or situation from a communication perspective
- Ability to analyse/diagnose and identify communication issues, problems and causes
- Ability to link discussion and solutions to relevant communication theory and concepts
- Ability to make recommendations
- Ability to write clearly, concisely, cohesively and grammatically correctly
- Appropriate acknowledgment of sources using Harvard Referencing System

Assignment 3: Developing Competence in presentation skills and techniques 15%

Team Presentation

Due: Tutorials, Weeks 13 and 14

Aims of the task:
The main aims of this task are to provide students with the opportunity to develop their formal presentation skills, enhance their oral and nonverbal communication skills, and foster team building.

Task:
Students are to form teams of two and notify their tutor of team names in week eight. In week eight, each team will be allocated a topic related to business communication. Teams are to assume they are communication consultants delivering a presentation to a company board of directors outlining the importance and significance of having staff trained in that particular aspect of communication.

Each team member is required to take equal responsibility for researching, planning and delivering the presentation. Each team member will present for an equal amount of time. It is required that at least three forms of visual aids will be used in the presentation. These could include a class handout, overhead transparency, picture, model, newspaper article, map, music, video or other. Be creative!
Marking Criteria:

**Content**
- Evidence of thorough planning and preparation
- Clear and well organised information
- Application of relevant theory
- Appropriate language for audience

**Structure**
- Clear introduction / development / conclusion
- Logical flow and extension of ideas

**Delivery**
- Clarity of speech / pronunciation
- Co-ordination of delivery
- Non-verbal communication
- Evidence of rehearsal

**Visual Aids**
- Clear and well presented aids

**Teamwork**
- Ability to work cohesively as a team

13. **TEXT BOOK, RECOMMENDED READING, AND REFERENCES**

13.1 **Text Book**
Tyler, Shirley, Kossen, Chris & Ryan, Charmaine, 2002, *Communication: A Foundation Course*, Prentice Hall, Australia

Students are required to purchase a copy of the textbook, which is available from the UNSW Bookshop. Students are expected to read the relevant chapters **BEFORE** the class.

13.2 **Recommended Text**

13.3 **Course Readings Booklet**
Students are required to purchase a Course Readings booklet from the UNSW Bookshop. The supplementary readings provided are essential for successful study in MGMT1001.

13.4 **Recommended Reading**


Irwin, H. 1996 Communicating with Asia, Allen & Unwin, Australia.


Kaye, M., 1994, Communication Management, Prentice Hall, Australia


Moir, Bill & Moir, Anne, 1999, Why Men Don't iron; The Fascinating And Unalterable Differences Between men And Women, Citadel Press, Kensington


