



Australia's
Global
University



MDIA5022

Corporate and Interpersonal Communication

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Michael Kent	z3524095@unsw.edu.au	TBA based on schedule of classes.	231Q Webster	

Lecturers

Name	Email	Availability	Location	Phone
Nidia Raya Martinez	n.rayamartinez@unsw.edu.au	After classes or by appointment.		Contact via email

School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

Professional organizational 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. The course will focus on application of interpersonal communication concepts and processes to organizational contexts, opportunities, challenges and issues. Key topics in this course include organizational communication and discourse, negotiation, persuasion, advocacy, managing change, valuing diversity, ethical decision-making and conflict resolution.

Course Learning Outcomes

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

Teaching Strategies

Teaching Strategies:

Corporate and Interpersonal Communication is designed to encourage and challenge you to reflect on and improve your own communication practice.

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, students are encouraged to extend yourself beyond their 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 their 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 students will feel that this course offers a safe environment to try out new styles of communication which they may later apply in the work place.

Students are asked to reflect on the set readings before each class, and bring their questions and ideas about the readings based on their own unique experiences to each class.

Assessment

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

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-Class Exam	30%	Week 6	1,2,3,4
Group presentation and report	30%	Starts Week 5	1,2
Research Paper	40%	Last week of classes. Nov. 29th	1,2,3,4

Assessment Details

Assessment 1: In-Class Exam

Start date:

Length: In Class Exam

Details: Essay-based in-class exam. Questions will be provided ahead of time; questions which students will answer in the exam will be randomly selected on the day of the exam. Written feedback provided on exams, which will be returned to students.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Group presentation and report

Start date:

Length: 1,500 words plus other materials

Details: Group assessment of 4 students. 20-25 minute presentation. 1500 word report. Written feedback provided via Turnitin.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Research Paper

Start date:

Length: 2,500+ words

Details: 2500 words for written reflection. This is the final assessment task. Written feedback provided via Turnitin.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Seminar	<p>Seminar: Introduction: Emotion, Rationality and your Communication Style Teamwork and participation Explain the Group Assessment</p> <p>Textbook: Preface; Chapter 1: Introduction; Chapter 3: Rationality, Decision Making, [Ab]Use of Information Chapter 8: Participation, Teams, and Democracy at Work; Mealiea, Baltazar, Ramon (2005), A Strategic Guide for Building Effective Teams.</p> <p>What is communication? What are the skills for listening and responding How does self-disclosure and expression of feelings affect communication? How do emotions shape interpersonal and organizational relations? What are your strengths and weaknesses as a communicator? Do they differ in different social and work contexts? How well do you listen to or “read” others? How much to you reveal of yourself to others? What is the Johari Window? What is emotional intelligence (EQ) and how do you develop it?</p> <p>What is the difference between a team and a group? What are the stages of group development? What are the characteristics of effective teams? What is the difference between supervision and facilitation? What makes an organization democratic? What types of roles can different team members play?</p>
Week 2: 23 September - 27 September	Seminar	<p>Seminar: Leadership, Facilitation, and Inspiration</p> <p>Textbook: Chapter 7: Leadership Old and New: Direction, Coordination, Facilitation, and Inspiration; Reading—Leadership Behaviours and Styles (one page); Place, & Vardeman-Winter (2018), Where are the women? An examination of research on women and leadership in public relations.</p> <p>What is leadership and why is it important? What</p>

		is the difference between management and leadership? What are some different approaches to leadership? What is “vision” and how is it communicated? How do leadership styles and approaches manifest in different cultural contexts?
Week 3: 30 September - 4 October	Seminar	<p>Seminar: Persuasion, Negotiation, and Professional Speaking</p> <p>Textbook: pp 304–309; Kent (2011), Chapter 6, Creating Persuasive Messages; Chapter 9: Speeches & Professional Presentations; Schneider (2012), Teaching a New Negotiation; Robbins & Hunsaker; Chapter 13: Persuading; Chapter 21: Negotiation; Skills Paradigm.</p> <p>Guidelines for effective negotiating. How do competitive and collaborative negotiation styles differ? What is the definition of persuasion? Describe persuasion tactics and strategies. Persuasion in professional public speaking. Planning and preparation for public speaking Frameworks for practice, delivery and evaluation.</p>
Week 4: 7 October - 11 October	Seminar	<p>Seminar: Interpreting and Managing Conflict</p> <p>Textbook: Chapter 10: Encountering, Interpreting, and Managing Conflict: Harmony and Discord in Organizational Life; Fehr & Gelfand (2012), The Forgiving Organization: A Multilevel Model of Forgiveness at Work <i>Group As</i> assessments <i>Begin. Note: each week they should be better than the week before as you learn from your peers.</i></p> <p>What is the nature of conflict? How is conflict attributed within groups and organisations? What are the sources of conflict? Individual, group, macro, cultural How to identify the different phases of conflict? What are individual styles to manage conflict? How does an organisation manage inter-organisational conflict?</p>
Week 5: 14 October - 18 October	Seminar	<p>Seminar: Analysing Organisational Culture and Communication</p> <p>Textbook: Chapter 4: Culture, Subcultures, and Organizational Socialization; Chapter 15: Analysing Organizational Communication; Toyosaki (2011), Critical Complete-Member Ethnography: Theorizing Dialectics of Consensus and Conflict in Intracultural Communication; Thomas (2004), Diversity as Strategy; Bassett-Jones (2005), The Paradox</p>

	<p>of Diversity Management, Creativity and Innovation; L'Etang (2012), Public Relations, Culture and Anthropology— Towards an Ethnographic Research Agenda Group Assessment <i>Submit 5 Possible Topic Ideas</i></p> <p>What is culture? What does it mean to “do” culture? Why is the concept of culture relevant in organizational contexts? How can you analyse culture? Thick description, language and narratives. How can you analyse language and non-verbal behaviour in interpersonal and organizational communication contexts? Content analysis, discourse analysis, reading messages as a “text.” What kinds of methods are used to collect data from interpersonal and organizational communication contexts? Artefact’s, surveys, interviews, observation, conversational analysis.</p>
<p>Week 6: 21 October - 25 October</p>	<p>Seminar</p> <p>Seminar: Identity and Communication in Global and Multicultural Contexts Power and Control in Organisations</p> <p>Textbook: Chapter 5: Communicating Identity Individually and Collectively; Chapter 13: Communicating in Global and Multicultural Contexts; Carbaugh, Nuciforo, Saito, & Shin (2011), “Dialogue” in Cross-Cultural Perspective: Japanese, Korean, and Russian Discourses; Lane & Kent (2017), Dialogue and Engagement <i>Group Assessment</i>.</p> <p>Chapter 9: Power and Control in Organizational Life; Kent, Sommerfeldt, & Saffer (2016) Social networks, power, and public relations: Tertius Iungens as a cocreational approach to studying relationship networks; McFarland (2001), 4 Bulletproof Strategies For Surviving Office Politics <i>Group Assessment Submit Final Topics, Thesis, Bibliography.</i></p> <p>What is globalization and how does it impact on individual and organizational identities? What kinds of local-global tensions impact on organizations? How are the discourses of diversity and multiculturalism used in organizational contexts? What do they reflect about the nature of power in organizations? What role can communication play in creating inclusive working environments? How can diverse voices be incorporated into organizations? How can individuals and organizations be more responsive</p>

		<p>to both local and global contexts?</p> <p>How is power derived? What are personal and positional sources of power? How is persuasion used to negotiate power? What rewards or punishments can be used to elicit power? How does one navigate an organisation's political landscape? What overt or subtle forms of resistance to power can arise?</p>
Week 7: 28 October - 1 November	Assessment	<p>Seminar: Ethics and Values in Organisations</p> <p>Textbook: Chapter 14: Speaking of Ethics and Values in Organizations; Ar- dichvili, Jondle, Kowske, Cornachione, Li, & Thakadipuram (2012), Ethical Cultures in Large Business Organizations in Brazil, Russia, India, and China; Schwartz (2013), Developing and sustaining an ethical corporate culture: The core elements <i>Group Assessment</i>.</p> <p>Why do ethics matter? What constitutes ethical decision-making and ethical behaviour? What is the link to values and how may standards vary? What ethical action tests can be applied? Legality, fairness, visibility, generality, legacy What are the guideposts to ethical decision making? How can we negotiate ethics in a cross-cultural context?</p>
Week 8: 4 November - 8 November	Assessment	<p>Seminar: Organisational Change</p> <p>Textbook: Chapter 11: Organizational Change and Change-Related Communication; Richardson & Denton (1996), Communicating Change <i>Group Assessment</i>.</p> <p>What is change? What are the dimensions of change? How do we judge the success of organizational change? How do we communicate and manage change effectively? What are some strategies for promoting creativity and innovation in the workplace?</p>
Week 9: 11 November - 15 November	Reading	READING WEEK
Week 10: 18 November - 22 November	Seminar	<p>Seminar: Social Relationships, Networks and Technology</p> <p>Textbook: Chapter 6: Connecting Through Social Relationships and Networks; Chapter 12: The Meanings and Uses of Organizational Communication Technologies; Baym, Zhang, & Lin(2014), Social Interactions Across</p>

		<p>Media; Papacharissi(2009), The virtual geographies of social networks: a comparative analysis of Facebook, LinkedIn and ASmallWorld</p> <p>How does information and knowledge flow within networks? Who are the key leaders, gatekeepers, and who is left out? (network analysis) Why should we establish new relationships, and why might weak ties be important? How do we develop a sense of belonging or identity in a work context? What types of communication skills do you need to work in globally connected work environments? How do new technologies affect communication in organisations? How do discourses about technology impact on expectations and social realities? How do you develop trust in online-only networks? What are the advantages and disadvantages of synchronous and asynchronous communication? How are technologies used to enhance status and power? How do new technologies make organizations more or less democratic? What types of information and communication technologies do you use in different organizational and communicative contexts?</p>
<p>Week 11: 25 November - 29 November</p>	<p>Seminar</p>	<p>Seminar: You, Your Colleagues, Your Career</p> <p>Reflection on Australian and international corporate contexts and your future Fi- nal Thoughts. Third Assessment, Essay, Due 11:45 p.m. Friday November 29.</p>

Resources

Prescribed Resources

Resources

Required Textbook

Cheney, G., Christensen, L. T., Zorn, T. E., & Ganesh, S. (2011). *Organizational communication in an age of globalization: Issues, reflections, practices (2nd edition)*. Long Grove, IL: Waveland Press.

Note: four copies of the book are available in the library.

Recommended Resources

Recommended Resources

As you become interested in various professional topics, you are expected to engage in extra readings on your own to enrich your understanding of communication. As a postgraduate you should be capable of self-directed learning of almost anything. You also need to read articles as part of the required class assessments. Examples of useful journals you may consider browsing include (but are not limited to):

Asian Journal of Communication

Atlantic Journal of Communication

Australian Journal of Communication

Chinese Journal of Communication Communication,

Culture & Critique

Communication Research Communication Theory

Corporate Communications

Corporate Reputation Review

Critical Studies in Media Communication

Discourse & Communication

Human Communication Research

Human Relations

International Communication Gazette(formerly just Gazette)

Course Evaluation and Development

International Journal of Strategic Communication

Journal of Applied Communications Research

The Journal of Business Communication Journal of Communication

Journal of Computer-Mediated Communication

Journal of International and Intercultural Communication

Journal of Organizational Culture, Communication, & Conflict

Management Communication Quarterly Organization Studies

Public Relations Review

Quarterly Journal of Speech

The above journals and other resources can be accessed from the UNSW Library website: www.library.unsw.edu.au

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.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): 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.

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 (<http://www.lc.unsw.edu.au/>). 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 Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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