

**COURSE OUTLINES: AB0602 COMMUNICATION MANAGEMENT STRATEGIES**

<b>Academic Year</b>	AY2022/2023	<b>Semester</b>	2
<b>Course Coordinator</b>	Chua Chong Jin		
<b>Course Code</b>	AB0602		
<b>Course Title</b>	Communication Management Strategies		
<b>Pre-requisites</b>	CC0001 Inquiry and Communication in an Interdisciplinary World or AB0601 Communication Management Fundamentals		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	4 Hours Per Week		
<b>Proposal Date</b>	NA		

**A) Course Aims**

The purpose of this course is to prepare you for the communication challenges that you are likely to meet in rapidly evolving global business environments. It will help you to present yourself confidently, persuasively and professionally in the way you speak, write and participate in your chosen profession. AB0602 starts with the basic – and well-rounded – premise that communication Theory, Strategies and Skills are all needed in a highly complementary way for today’s young executives preparing for workplace effectiveness. *Theory* provides a conceptual framework that guides strategy and skills. *Strategy* allows communicators to make intelligent choices about content, organisation, style, tone, delivery, and timing of messages. *Skills* are needed to craft effective written documents, give constructive feedback, and create as well as deliver persuasive business presentations. Throughout, the emphasis is on the art of persuasion for effectiveness in the corporate context.

In addition, the course addresses other new demands in today’s work culture. One such emerging demand is the need for effective Small Group Communication valued for collaborative work and team building. As such, you will be trained to go beyond prepared presentations to help you operate well in contexts which require spontaneous yet formal communication. Such contexts include small talk, meetings, team briefings and group discussions.

Another new demand - already clear pre-pandemic but emerging even more in the wake of Covid-19 – comes with the prevalence of online communication. To prepare for this trend, you will be guided to enhance your Executive Presence (EP) in both face-to-face and online settings, with special emphasis on social media and personal branding. Building on the theoretical foundation provided by EP experts, you will learn how to be an effective communicator across each medium — in-person, written or virtually — and in diverse situations.

Finally this course also offers you the opportunity to acquire an understanding of the method of Principled Negotiation developed by the Harvard Negotiation Project. You will gain hands-on experience in negotiation through engagement in negotiation simulations.

To sum up, this course is planned to align with the broader vision of preparing you well for the workplace and address the increasingly complex needs of industry. As Mr Ong Ye Kung, speaking as Acting Minister for Education (Higher Education and Skills), has noted: “IHLs (institutes of higher learning) must help students to build up their essential soft skills, such as interpersonal skills, working in teams and across cultures, the ability to communicate well, negotiate effectively, and be resourceful and enterprising.”

Approximating the real world work environment and culture to the extent possible for a course, the teaching approach consistently keeps the final outcome in mind:

*“your development as a work-ready young executive able to operate in the corporate context with presence and persuasion.”*

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

- 1) Create clear and focused presentations and deliver them with impact (ILO1)
- 2) Demonstrate the ability to participate spontaneously in Small Group Communication (ILO2)
- 3) Compose coherent, concise and convincing messages by applying theories of persuasion (ILO3)
- 4) Apply the method of Principled Negotiation (ILO4)
- 5) Advance the level and depth of class discussion through active participation (ILO5)

**C) Course Content**

To enhance your persuasion for effectiveness in the corporate context, Theory (like ideas from the Strategic Contingency Model or SCM, Aristotle's appeals, Social Judgement Theory and Elaboration Likelihood Model) will be introduced via four key themes. They are:

1. Understanding audiences in today's complex environments
2. Argument-based persuasion
3. Narrative persuasion
4. Rhetorical features in persuasive/ transformational communication.

Such theoretical foundation will shape your application of Strategy and Skills. For instance, you will learn how to analyse audiences and understand the different communication orientations (whether Informational, Relational, Promotional or Transformational) commonly adopted by real world players, including business leaders and executives.

Under Spoken Communication, you will be introduced to the following topics:

1. Developing Executive Presence, including roles of social media & online branding in EP
2. Presentation Skills
3. Handling Q & A
4. Small Group Communication

For Written Communication, you will learn strategies for crafting informational, relational, persuasive & negative messages.

Finally, you will learn how to prepare a Slide Deck Report and how to negotiate effectively through the application of Principled Negotiation.

**D) Assessment (includes both continuous and summative assessment)****Course Assessments**

Components	Marks	Individual/Group
Individual Presentation	20	Individual
Negotiation Analysis Paper	10	Individual
Writing Post-test	20	Individual
Small Group Communication	15	Individual
Slide Deck Report	15	Group
Class Participation	20	Individual
Total	100	

<b>Assessment Plan</b>			
<b>Learning Goals</b>	<b>Intended Learning Objectives (ILO)</b>	<b>Assessment Method</b>	<b>Assessment Rubrics</b>
<p><b>1. Oral Communication (Individual Presentation)</b></p> <p>Students will learn to deliver professional presentations and manage Q&amp;A</p>	<p>Students will create clear and focused presentations and deliver them with impact (ILO1)</p>	<p>For a given communication context, students will have to demonstrate their understanding and application of communication outcomes, situational and message design strategies, verbal and non-verbal presentation skills</p>	<p>Rubrics for Spoken Communication (Individual)</p>
<p><b>2. Negotiation Skills</b></p> <p>Students will learn to negotiate</p>	<p>Students will apply the Principled Negotiation Method (ILO4)</p>	<p>Students will participate in a negotiation simulation exercise followed by a written analysis paper to synthesise their understanding of the Principled Negotiation Method</p>	<p>Rubrics for Negotiation Analysis Paper</p>
<p><b>3. Written Communication (Writing Post-Test)</b></p> <p>Students will learn to write professional business documents</p>	<p>Students will learn to compose coherent, concise and convincing messages (ILO3)</p>	<p>For a given case study, students will have to demonstrate their understanding and application of communication outcomes as well as situational and message design strategies applied to a written format</p>	<p>Rubrics for Written Communication</p>
<p><b>4. Oral Communication (Small Group Communication)</b></p> <p>Students will learn to communicate professionally in a small group setting</p>	<p>Students will apply the principles of effective small group communication to participate actively, spontaneously and formally in a small group discussion (ILO2)</p>	<p>For a given communication context, students will be assessed for how they convey information, respond to questions and comments, engage other participants via active listening and contribute to the overall discussion in a group</p>	<p>Rubrics for Small Group Communication</p>

<p><b>5. Written Communication (Slide Deck Report)</b></p>	<p>Students will learn to compose coherent, concise and convincing messages (ILO3)</p>	<p>For a given communication context, students will have to demonstrate their understanding and application of communication outcomes as well as situational and message design strategies applied to a slide deck format</p>	<p>Rubrics for Slide Deck Report</p>
<p><b>6. Oral Communication (Class Participation)</b></p>	<p>Students will advance the level and depth of class discussion through active participation (ILO5)</p>	<p>Students' attitude and contributions in class will be scored</p>	<p>Rubrics for Class Participation</p>

**E) Formative feedback**

You will receive written and/or verbal feedback from your tutor on the Individual Presentation and Negotiation Reflection Paper as well as other in-class written and oral tasks. Final grades will be awarded on the basis of continuous assessment (CA), based on the work you do throughout the semester. CA provides a more realistic guide to the development of your communication skills and ample opportunities for feedback, which is essential for the development of these skills.

**F) Learning and Teaching approach**

The course is interactive and practical, and offers a variety of learning activities – case analyses, individual and group writing tasks, individual presentations, small group communication, tutor and peer feedback, negotiation simulation exercises and off-the-cuff speaking.

The learning outcomes for this course are skills which are practical in nature and will enhance both your oral and written communication. The course schedule aims to achieve an overall balance between the two forms of communication.

At the beginning of the course, you must complete two diagnostic tasks during Week 1 – one spoken and one written:

- For the speaking task, you will do an Introductory Presentation via Zoom.
- For the Writing Pre-Test, you will craft an email and submit it via your seminar site.

Both the Introductory Presentation and Writing Pre-Test are to gauge your presentation and writing skills prior to you being taught the concepts and skills in AB0602. Throughout the course, there will be continuous assessment tasks on writing and speaking, which should demonstrate your achievement of the intended learning outcomes as the semester progresses.

In terms of graded tasks, there will be a face-to-face Individual Presentation and a Group Project comprising Slide Deck Report and Small Group Communication. The latter signals the increasing importance of good communication beyond formal presentations with its emphasis on traits like spontaneity, active listening and off-the-cuff contributions. In addition, you will write a Negotiation Analysis Paper and take a Writing Post-Test with special emphasis on the need to demonstrate persuasion.

To maximise your learning in Principled Negotiation leading to the Negotiation Analysis Paper, you will need to purchase negotiation cases for your use. Finally, your performance in Class Participation will also be taken into consideration. You will be assessed with reference to the Assessment Rubrics for the various tasks.

**G) Reading and References**

Type	Title	Author(s)	Publication	Call number	Location
<b>Main Text</b>	Strategising Your Communication In The Global Workplace	David Yew & Ulrike Murfett	2022	<a href="https://ntu-sp.primo.exlibrisgroup.com/permalink/65NTU_INST/12u36pr/alma991016854746605146">https://ntu-sp.primo.exlibrisgroup.com/permalink/65NTU_INST/12u36pr/alma991016854746605146</a>	Library Outpost Reserves at The Hive
<b>Textbook for Negotiation</b>	Getting to Yes: Negotiating Agreement Without Giving In (3rd ed.), Penguin Books	Roger Fisher, William Ury, & Bruce Patton	2011	BF637.N4F535 2011	Library Outpost Reserves at The Hive
<b>Recommended texts to go with Main Text</b>	Guide to Managerial Communication: Effective Business Writing and Speaking (10th ed.), Pearson	Mary Munter	2014	BF637.N4F535 2011	Library Outpost Reserves at The Hive
	Business Communication Today (15 th ed.), Pearson	Courtland L. Bovee & John V. Thill	2020	HF5718.B783 2020	
	Business Communication: Building Critical Skills (6th ed.), McGraw-Hill Irwin	Kitty O. Locker & Stephen Kyo Kaczmarek	2014	HF5718.L815b 2014	
<b>Recommended text to go with Textbook for Negotiation</b>	Getting Ready to Negotiate: The Getting to Yes Workbook, Penguin Books	Roger Fisher & Danny Ertel	1995	BF637.N4F535 GE	Library Outpost Reserves at The Hive

**I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity form](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

#### J) Course Instructors

Instructor	Office Location	Phone	Email
Mr Chua Chong Jin*	S3-B1B-54	6790 4240	<a href="mailto:tcjchua@ntu.edu.sg">tcjchua@ntu.edu.sg</a>
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\*Course Coordinator

**K) Planned Weekly Schedule**

Week	Topic	Goals	Readings / Activities
Week 1 9-13 Jan	<p><b>Writing Pre Test (ONLINE submission)</b></p> <ul style="list-style-type: none"> <li>• Will be available on Main Course site on Tue, 3 Jan</li> <li>• Submit to Seminar Group site by 10am on Tue, 10 Jan</li> </ul> <p><b>Introductory Presentation (Zoom Recording)</b></p> <ul style="list-style-type: none"> <li>• Brief will be available on Main Course site on Tue, 3 Jan</li> <li>• Submit to Seminar Group site by Week 1 (Either via Zoom class OR online submission)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse gaps in writing a coherent, concise and convincing message</li> <li>• Analyse and determine gaps in your communication skills to create a clear, focused presentation and deliver it with impact</li> </ul>	Prior release of Introductory Presentation & Writing Pre-Test on Main site. Tutors will give further instructions on Seminar site
Week 2 16-20 Jan	<p><b>Introduction to AB0602</b></p> <ul style="list-style-type: none"> <li>• Course Overview</li> </ul> <p><b>Persuasion 1</b></p> <ul style="list-style-type: none"> <li>• Theme 1 - Understanding audiences in today's complex environments</li> <li>• Theme 2 - Argument-based persuasion</li> <li>• Introduction of the Strategic Contingency Model, Social Judgement Theory, Elaboration Likelihood Model etc, with goal of applying theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce theories, with focus on their practical application in persuasive written and spoken communication</li> </ul>	Textbook & Videos:  Selected pages/videos advised by tutor  Homework: Self & peer evaluation of Introductory Presentation
Week 3 23-27 Jan (CNY Holiday on 23 Jan and 24 Jan)	<p><b>Persuasion 2</b></p> <ul style="list-style-type: none"> <li>• Theme 3 - Narrative persuasion</li> <li>• Theme 4 - Rhetorical features in persuasive/transformational communication</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce theories, with focus on their practical application in persuasive written and spoken communication</li> <li>• Discuss how EP applies in all aspects of</li> </ul>	Textbook & Videos: Selected pages/videos advised by tutor

	<ul style="list-style-type: none"> <li>• Introduction of Aristotle’s Rhetorical Appeals, story telling etc with goal of applying theory to practice</li> </ul> <p><b>Spoken Communication 1</b></p> <ul style="list-style-type: none"> <li>• Developing Executive Presence, including roles of Social Media &amp; Online Branding in EP</li> <li>• Introduction of Presentation Skills &amp; review of Introductory Presentation</li> </ul>	<p>Communication Management</p> <ul style="list-style-type: none"> <li>• Analyse and review your Introductory Presentation and set goals for improvement</li> </ul>	<p>Release of Individual Presentation on Main Course Site</p>
<p>Week 4 30 Jan-3 Feb</p>	<p><b>Spoken Communication 2</b></p> <ul style="list-style-type: none"> <li>• Review of Presentation Skills, including Q &amp; A, and review of Introductory Presentation</li> <li>• Spontaneous speaking in corporate contexts – Small Group Communication (SGC)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and review your Introductory Presentation and set goals for improvement</li> <li>• Prepare - both in terms of skills and personal psychology - for spontaneous speaking in corporate contexts</li> </ul>	<p>Textbook &amp; Videos: Selected pages/videos advised by tutor</p> <p>Release of Group Project on Main Course Site</p> <p>Additional materials on SGC given by tutors</p>
<p>Week 5 6-10 Feb</p>	<p><b>Written Communication 1</b></p> <ul style="list-style-type: none"> <li>• Strategies for informational, relational, persuasive &amp; negative messages</li> <li>• Review of Writing Pretest</li> <li>• Case study -Writing Practice 1 (Group)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and apply strategies for writing informational, relational, persuasive &amp; negative messages</li> <li>• Critique, deconstruct and review the Writing Pretest</li> <li>• Analyse a case using the SCM framework and apply its principles to compose a coherent, concise and convincing message</li> </ul>	<p>Textbook &amp; Videos: Selected pages/videos advised by tutor</p> <p>Homework: Writing Practice 1: Group (Compulsory)</p>



<p>Week 6 13-17 Feb</p>	<ul style="list-style-type: none"> <li>• <b>Individual Presentation (20%)</b></li> <li>• Five-minute presentation followed by Q &amp;A (Face To Face)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clear and focused presentation and deliver it with impact</li> </ul>	
<p>Week 7 20-24 Feb</p>	<p><b>Written Communication 2</b></p> <ul style="list-style-type: none"> <li>• Strategies for informational, relational, persuasive &amp; negative messages</li> <li>• Review of Writing Practice 1 (Group) from Week 5</li> <li>• Case study - Writing Practice 2 (Individual)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and apply strategies for writing informational, relational, persuasive &amp; negative messages</li> <li>• Analyse a case using the SCM framework and apply its principles to compose a coherent, concise and convincing message</li> </ul>	<p>Textbook: Selected pages/videos advised by tutor</p> <p>Homework: Writing Practice 2: Individual (Compulsory)</p> <p>Negotiation Textbook: Getting to Yes (Read ahead for Principled Negotiation)</p>
<p>Week 8 6-10 Mar</p>	<p><b>Written Communication 3</b></p> <ul style="list-style-type: none"> <li>• Strategies for informational, relational, persuasive &amp; negative messages</li> <li>• Persuasion for effectiveness in the corporate context</li> <li>• Review of Writing Practice 2 (Individual) from Week 7</li> <li>• Writing Practice 3 - Additional case study</li> </ul> <p><b>Introduction to Slide Deck Report</b></p>	<ul style="list-style-type: none"> <li>• Analyse a case using the SCM framework and apply its principles to compose a coherent, concise and convincing message</li> <li>• Apply proven approaches to slide design</li> <li>• Compare and contrast design elements between slides for a presentation and a Slide Deck Report</li> </ul>	<p>Textbook: Selected pages/videos advised by tutor</p> <p>Negotiation Textbook: Getting to Yes (Read ahead for Principled Negotiation)</p> <p>Additional writing case study assigned by tutor</p>
<p>Week 9 13-17 Mar</p>	<p><b>Principled Negotiation 1</b></p> <ul style="list-style-type: none"> <li>• Introduction to Principled Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the Principled Negotiation method according to the Harvard Negotiation Project</li> </ul>	<p>Negotiation Textbook:</p>

	<ul style="list-style-type: none"> <li>• Simulated negotiation exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Principled Negotiation method through a simulated negotiation exercise</li> </ul>	<p>Getting to Yes</p> <p>Homework: E-learning task on Principled Negotiation (in preparation for Week 10)</p>
<p>Week 10 20-24 Mar</p>	<p><b>Principled Negotiation 2</b></p> <ul style="list-style-type: none"> <li>• Negotiation Analysis Paper (10%)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of Principled Negotiation, and reflect on and analyse its use for the Negotiation Analysis Paper</li> </ul>	<p>Homework: E-learning task on Principled Negotiation (to be completed prior to this seminar)</p>
<p>Week 11 27-31 Mar</p>	<p><b>Group Project</b></p> <ul style="list-style-type: none"> <li>• Small Group Communication Test (15%)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply principles of Small Group Communication and demonstrate practical skills in a discussion</li> </ul>	<p>Review of materials on SGC given by tutors</p>
<p>Week 12 3 -7 Apr</p>	<p><b>Revision/Consultation</b></p> <ul style="list-style-type: none"> <li>• Writing Practice 4 - additional case study</li> <li>• Group Project – Slide Deck Report</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and review Slide Deck Report and writing principles</li> </ul>	<p>Release of Writing Post-test instructions on Main Course Site</p> <p>Additional case study assigned by tutor on Week 8</p>
<p>Week 13 10-14 Apr</p>	<p><b>Group Project</b></p> <ul style="list-style-type: none"> <li>• Submission of Slide Deck Report in PDF (15%)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Post Test (20%) on Mon, 10 Apr 2023, 7pm -9pm (Students and tutors MUST commit to this date and time.)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply principles of Slide Deck Report and demonstrate practical skills in the report</li> <li>• Apply principles of persuasive writing to compose a coherent, concise and convincing message</li> </ul>	

**Assessment Rubrics**

**1. Rubrics for Oral Communication (Individual)**

<b>Communication Outcome (15%)</b>	<b>High (5–6)</b>	<b>Mid (3–4)</b>	<b>Low (1–2)</b>
<ul style="list-style-type: none"> <li>• Conveys a message with a clear takeaway for the audience</li> <li>• Maximises likelihood of the audience accepting the message</li> </ul>			
<b>Situational Factors (15%)</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<p><b>Audience, message orientations, context, sender</b></p> <ul style="list-style-type: none"> <li>• Addresses the needs and concerns of the appropriate audience</li> <li>• Focuses on the most important message orientation</li> <li>• Recognises the requirements of the organisational culture and context</li> <li>• Establishes rapport and sender credibility, demonstrating awareness of correct sender-audience relationship</li> </ul>			
<b>Design Factors (60%)</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<p><b>Content development (10%)</b></p> <ul style="list-style-type: none"> <li>• Presents relevant information</li> <li>• Makes and supports claims with evidence and examples</li> <li>• Makes content interesting for the given audience</li> <li>• Adheres to the time limit</li> </ul>			
<p><b>Structure (10%)</b></p> <ul style="list-style-type: none"> <li>• States the main point clearly and early</li> <li>• Organises content logically and coherently</li> <li>• Signals transitions and relationships between points</li> <li>• Has strong opening and closing</li> </ul>			
<p><b>Verbal delivery (15%)</b></p> <ul style="list-style-type: none"> <li>• Uses correct grammar and vocabulary</li> <li>• Speaks at appropriate speed and volume</li> <li>• Articulates clearly and pronounces words correctly</li> <li>• Projects energy and enthusiasm through voice</li> </ul>			
<p><b>Non-verbal delivery (15%)</b></p> <ul style="list-style-type: none"> <li>• Stands poised and looks confident, and projects executive presence</li> <li>• Establishes meaningful eye contact with the audience</li> <li>• Gestures and/or moves appropriately</li> </ul>			

<ul style="list-style-type: none"> <li>Projects energy and enthusiasm through body language and facial expressions</li> </ul>			
<b>Visuals (10%)</b> <ul style="list-style-type: none"> <li>Develops a unified set of slides</li> <li>Organises titles and sub-points logically</li> <li>Presents readable slides that follow design principles</li> </ul>			
<b>Question &amp; Answer (10%)</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<ul style="list-style-type: none"> <li>Maintains eye contact with questioner</li> <li>Answers in a calm and convincing manner</li> <li>Answers questions to the point</li> <li>Tackles difficult questions appropriately</li> </ul>			

**2. Rubrics for Negotiation Analysis Paper**

<b>Reflects on and analyses the impact of planning on the negotiation process and outcome by</b>	<b>High (5-6)</b>	<b>Mid (3-4)</b>	<b>Low (1-2)</b>
Examining underlying interests (20%)			
Assessing alternatives and BATNA (20%)			
Evaluating and generating options (20%)			
Applying fair standards and objective criteria (20%)			
Managing communication, relationship and commitment (10%)			
Showing overall mastery of language and organization (10%)			

**3. Rubrics for Written Communication**

<b>Communication Outcome (15%)</b>	<b>High (5–6)</b>	<b>Mid (3–4)</b>	<b>Low (1–2)</b>
<ul style="list-style-type: none"> <li>• Conveys a message with a clear takeaway for the audience</li> <li>• Maximises likelihood of the audience accepting the message</li> </ul>			
<b>Situational Factors (15%)</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<b>Audience, message orientations, context, sender</b> <ul style="list-style-type: none"> <li>• Addresses the needs and concerns of the appropriate audience</li> <li>• Focuses on the most important message orientation</li> <li>• Recognises the requirements of the organisational culture and context</li> <li>• Demonstrates awareness of correct sender-audience relationship</li> </ul>			
<b>Design Factors (70%)</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<b>Medium (10%)</b> <ul style="list-style-type: none"> <li>• Uses the medium appropriately to present information in a reader-friendly format</li> </ul>			
<b>Content development (20%)</b> <ul style="list-style-type: none"> <li>• Presents relevant information</li> <li>• Makes and supports claims with evidence and examples</li> <li>• Achieves an appropriate mix of ethos, pathos and logos</li> </ul>			
<b>Organisation (20%)</b> <ul style="list-style-type: none"> <li>• States main point clearly</li> <li>• Organises information logically and coherently</li> <li>• Ends with a positive, goodwill-building paragraph</li> </ul>			
<b>Language control (20%)</b> <ul style="list-style-type: none"> <li>• Uses standard grammar and vocabulary</li> <li>• Uses correct spelling and punctuation</li> <li>• Adopts you-attitude, positive emphasis and appropriate tone</li> </ul>			

**4. Rubrics for Spoken Communication (Small Group Communication)**

<b>Task Competencies</b>	<b>High</b> (5–6)	<b>Mid</b> (3–4)	<b>Low</b> (1–2)
<p><b>Clarity of communication (20%)</b></p> <ul style="list-style-type: none"> <li>States points in a clear and concise manner</li> <li>Provides relevant information to support argument</li> <li>Clearly communicates ideas, desires, needs and feelings</li> <li>Uses good language with clear speaking and appropriate gestures</li> </ul>			
<p><b>Quality of contributions (20%)</b></p> <ul style="list-style-type: none"> <li>Provides good ideas related to the problems and solutions discussed</li> <li>Builds on and/or raises good questions about other participants' comments</li> <li>Helps group stay on track</li> <li>Offers critical thought</li> </ul>			
<b>Relational Competencies</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<p><b>Giving feedback (20%)</b></p> <ul style="list-style-type: none"> <li>Listens actively; shows interest in what other participants are saying</li> <li>Shows respect for differing perspectives</li> <li>Makes constructive comments about other participants' points</li> <li>Provides dignified, clear and respectful feedback</li> </ul>			
<p><b>Receiving feedback (20%)</b></p> <ul style="list-style-type: none"> <li>Graciously accepts feedback</li> <li>Responds to feedback appropriately (by acknowledging feedback or asserting a clear stand)</li> <li>Encourages input from others</li> <li>Maintains an active and supportive climate within the group</li> </ul>			
<b>Leadership Competencies</b>	<b>High</b>	<b>Mid</b>	<b>Low</b>
<p><b>Contribution to group dynamics (20%)</b></p> <ul style="list-style-type: none"> <li>Pro-actively initiates discussion</li> <li>Encourages group diversity</li> <li>Able to balance task and relational demands</li> <li>Inspires trust, respect, warmth and confidence</li> </ul>			

## 5. Slide Deck Report

Criteria	High (5–6)	Mid (3–4)	Low (1–2)
<b>Executive Summary (20%)</b>	<ul style="list-style-type: none"> <li>The report's objectives are clearly stated</li> <li>The motivation for pursuing the study and its relevance are clearly and persuasively established</li> <li>The recommendations are clear and compelling</li> </ul>	<ul style="list-style-type: none"> <li>The report's objectives are presented</li> <li>The motivation for pursuing the study and its relevance are addressed</li> <li>The recommendations are somewhat clear but not compelling</li> </ul>	<ul style="list-style-type: none"> <li>The report's objectives are missing or incomplete</li> <li>The relevance of the study is unclear</li> <li>The recommendations are unclear</li> </ul>
<b>Organisation (10%)</b>	<ul style="list-style-type: none"> <li>The report is organised following the standard report protocol</li> <li>Within sections, ideas are presented in a coherent order and cohesive manner</li> </ul>	<ul style="list-style-type: none"> <li>The key elements of the standard report protocol are present, but they may be structured in a non-standard manner</li> <li>Within sections, the order in which ideas are presented may be occasionally confusing</li> </ul>	<ul style="list-style-type: none"> <li>The key elements of the standard report protocol are not present</li> <li>There is no apparent ordering of paragraphs, and, thus, there is no progressive flow of ideas</li> </ul>
<b>Content (40%)</b>	<ul style="list-style-type: none"> <li>Provides an accurate and complete explanation of key concepts, drawing on relevant literature/sources</li> <li>Full details are presented to allow the reader to understand the content and make judgments about it</li> <li>Information (names, facts, etc.) included in the report is consistently accurate</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat accurate and complete explanation of key concepts with reference to relevant literature/sources</li> <li>Just enough detail is presented to allow the reader to understand the content and make judgments about it</li> <li>With some minor exceptions, the information (names, facts, etc.) included in the report is accurate</li> </ul>	<ul style="list-style-type: none"> <li>The discussion/analysis is inaccurate, incomplete, or confusing such that the reader gains little information from the report</li> <li>The information in the report is incorrect or unclear to the point of being misleading</li> </ul>
<b>Use of Figures: Graphs, Charts, &amp;</b>	<ul style="list-style-type: none"> <li>All figures, graphs, charts, and drawings are accurate, consistent with the</li> </ul>	<ul style="list-style-type: none"> <li>For the most part, figures, graphs, charts, and drawings are accurate,</li> </ul>	<ul style="list-style-type: none"> <li>Figures, graphs, charts, and drawings are of poor quality, have numerous</li> </ul>

Criteria	High (5–6)	Mid (3–4)	Low (1–2)
<b>Drawings (10%)</b>	text, and of good quality; they enhance understanding of the text <ul style="list-style-type: none"> <li>All are labelled correctly and are referred to in the text</li> </ul>	consistent with the text, and of good quality; they are generally labelled correctly <ul style="list-style-type: none"> <li>Some may be referred to in the text.</li> </ul>	inaccuracies and mislabelling, or may be missing <ul style="list-style-type: none"> <li>There may be no corresponding explanatory text or there may be redundancy with the text</li> </ul>
<b>Visual Format: Use of Space &amp; Colour (10%)</b>	<ul style="list-style-type: none"> <li>The document is visually appealing, white space and colours are used appropriately to separate blocks of text and add emphasis; the reader can easily navigate the document</li> </ul>	<ul style="list-style-type: none"> <li>Use of white space and colours help the reader navigate the document, although the layout could be more effective and appealing</li> </ul>	<ul style="list-style-type: none"> <li>The document is not visually appealing and there are few “visual cues” to help the reader navigate the document</li> </ul>
<b>Use of Appendices &amp; References (10%)</b>	<ul style="list-style-type: none"> <li>Information is appropriately placed in either the main text or an appendix; appendices are referenced in the text</li> <li>References are accurate with author/s and source (APA style)</li> </ul>	<ul style="list-style-type: none"> <li>Appendices are used when appropriate; selection and/or extent of material in appendix may not be optimal</li> <li>With some minor exceptions, references are accurate with author/s and source (APA style)</li> </ul>	<ul style="list-style-type: none"> <li>There is unnecessary inclusion of detailed information in the main body of the text</li> <li>Most references are inaccurate or unclear</li> </ul>



6. Rubrics for Class Participation

Performance Traits	High (5–6)	Mid (3–4)	Low (1–2)
<b>Contribution (70%)</b> – includes representation of ideas in spoken and written modes, appropriate to the context (online or offline)			
Frequency	<ul style="list-style-type: none"> <li>Actively contributes comments and/or questions in class without prompting</li> <li>Actively contributes to online platforms (discussion forum, blog etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes responds to comments and/or questions in class; may need occasional prompting</li> <li>Sometimes participates in online platforms (discussion forum, blog etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Seldom contributes comments and/or questions in class, even when prompted</li> <li>Hardly contributes to online platforms (discussion forum, blog etc.)</li> </ul>
Quality	<ul style="list-style-type: none"> <li>Comments are substantive or insightful, reflecting thorough preparation and thought</li> <li>Comments demonstrate mastery of key concepts</li> <li>Comments and/or questions often advance the level/depth of discussion</li> </ul>	<ul style="list-style-type: none"> <li>Comments are relevant to the discussion, reflecting adequate preparation and/or thought</li> <li>Comments demonstrate understanding of and ability to apply key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Comments are vague or brief, reflecting lack of preparation and/or thought</li> <li>Comments are often irrelevant to the discussion</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Comments show close attention to and respect for peers and/or tutor</li> <li>Actively engages with peers and leads in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Comments show attention to and respect for peers and/or tutor</li> <li>Participates in group discussions and/or collaborative tasks</li> </ul>	<ul style="list-style-type: none"> <li>Comments show lack of attention to peers and/or tutor</li> <li>Hardly contributes to group discussions and/or collaborative tasks</li> </ul>

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	and/or collaborative tasks		
<b>Attitude (30%)</b>			
	<ul style="list-style-type: none"> <li>• Always punctual for class; promptly informs tutor of absence, with supporting documents</li> <li>• Always shows interest in class, and listens actively to others; does not engage in distracting activities</li> <li>• Always completes assigned tasks on time</li> </ul>	<ul style="list-style-type: none"> <li>• Usually punctual for class; informs tutor of absence, with supporting documents</li> <li>• Generally shows interest in class; seldom engages in distracting activities</li> <li>• Seldom misses deadlines or fails to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Often late for or absent from class without valid reasons; only informs tutor of absence when prompted</li> <li>• Displays lack of interest in class; often engages in distracting activities</li> <li>• Often misses deadlines or fails to complete tasks</li> </ul>