



# Course Syllabus

## ATHE4OB1 – Communication Skills

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<b>Term, year:</b>	<b>Fall 2020</b>
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## 1. Course Description

This unit offers an introduction to the techniques and types of professional business writing and presenting, including correspondence and reports. The main objective is to help students to strengthen their skills of effective business communication in both oral and written modes. After successful completion of this unit, students will have the skills necessary to communicate effectively in a variety of professional situations.

**NOTE:** *The content of this course is regulated by the Awards for Training and Higher Education (ATHE) body, the United Kingdom.*

## 2. Course Objectives

1. Understand how internal communication takes place within organizations.
2. Understand how organizations communicate with customers.
3. Understand the factors that impact on the effectiveness of communications in business.
4. Be able to present oral information effectively.
5. Be able to communicate effectively in writing.

## 3. Course Topics and Content

**BEFORE THE CLASSES START STUDENTS HAVE TO WATCH THESE VIDEO TUTORIALS:**

### ACADEMIC WRITING:

**1) An Introduction to Academic Writing:**

<https://www.youtube.com/watch?v=MyTLosz6aHA>

**2) An Introduction to Cohesion in Academic Writing:**

<https://www.youtube.com/watch?v=TScPcKfOqds>

**3) Hedging in Academic Writing:**

[https://www.youtube.com/watch?v=N\\_gM\\_GNUoRw](https://www.youtube.com/watch?v=N_gM_GNUoRw)

**4) How to Write an Essay: Structure**

<https://www.youtube.com/watch?v=6PnsKg7hkIo>

**5) How to Write an Essay: Tips and Tricks!**

<https://www.youtube.com/watch?v=2Uku7edfeUM>

### APA CITATIONS:

**1) APA In-text Citations:**

<https://www.youtube.com/watch?v=uVlsbNq9LIQ>

**2) Building the APA Reference Page**

<https://www.youtube.com/watch?v=UZ3XTSKJeXo>

**3) Website to check:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**4) Citation Generator:**

<http://www.citationmachine.net/apa>

Week	Lectures	Practice	Homework
1	<p><b>Professor Introduction</b>  <b>Syllabus Revision</b>  <b>Understand how internal communication takes place within organisations Part I</b></p> <ul style="list-style-type: none"> <li>o <b>The process of communication:</b> <ul style="list-style-type: none"> <li>- A dynamic process</li> <li>- Sender has an idea</li> <li>- Idea/message sent</li> <li>- Message transmitted to receiver</li> <li>- Receiver gets message</li> <li>- Receiver gives feedback (responds) to message</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Quick check of learnt concepts</li> <li>-Pepsi Co case: pp. 3, 23, 30</li> </ul>	<p>1) Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 1, pp. 13-15 and 17-19</p> <p>2) Research about SHDE Holdings (Singapore), be able to discuss in class their process of communication, barriers, modes of communication, and the image created through communications.</p> <p>3) Discussion in online Chat Room (MS Teams): How would you rate your communication skills? Post your results of the online test at:  <a href="http://www.mhhe.com/business/manage">http://www.mhhe.com/business/manage</a></p>



	<p><b>Purposes of communicate:</b>          -To provide information, to gain information/understanding, to generate ideas, to generate team cohesion, to motivate          -To send information vertically (upward and downward) and horizontally          -To provide information formally and informally</p>		<p><a href="#">ment/buildyourmanagementskills/updated_flash/topic13b/quiz.html</a></p> <p>The 7 C's of Communication:  <a href="http://www.mindtools.com/pages/article/newCS_85.html">http://www.mindtools.com/pages/article/newCS_85.html</a></p> <p>Communication skills:  <a href="http://www.mindtools.com/page8.html#writing">http://www.mindtools.com/page8.html#writing</a></p>
2	<p><b>Understand how internal communication takes place within organisations Part II</b>  <b>Modes of communication:</b>          – Written – letters, bulletins, noticeboards, updates, newsletter          – Face to face /Oral- briefings, appraisal, daily/weekly huddles meetings (departmental, weekly updates, team meetings; interviews, appraisals, disciplinary, sales, annual general meeting (AGM); extraordinary general meeting (EGM),          – Electronic – email, Facebook, twitter, blog, intranet, yammer, Skype          – Conferences/ whole staff meetings          – Training events; webinars  <b>o Barriers</b>          – Clarity of written/oral message – readability, language, tone          – Technology – poor connections, inappropriate use          – Interpersonal relationships – personal conflict          – Non-verbal communication  <b>o Possible legal and ethical issues</b>  <b>Legal:</b>          – Freedom of Information Act          – General Data Protection Regulation (GDPR)          – Equality legislation  <b>Ethical:</b>          – Use of email          – Whistle-blowing          – Organisational policies</p>	<p>- Quick check of learnt concepts;          - Class Discussion:          Examples of business communication gone wrong</p>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 1, pp. 15 &amp; 16, 24-30          2)Activity from above book: Critical Thinking q's 4, 5</p> <p>Example of email use policies:  <a href="http://www.yorku.ca/univsec/policies/document.php?document=127">http://www.yorku.ca/univsec/policies/document.php?document=127</a></p> <p>Nonverbal communication:  <a href="https://www.youtube.com/watch?v=VfDWQG47pAQ">https://www.youtube.com/watch?v=VfDWQG47pAQ</a></p> <p>Body Language: The Meanings of Hand Gestures:  <a href="https://www.youtube.com/watch?v=fFQPKvt5tjE">https://www.youtube.com/watch?v=fFQPKvt5tjE</a></p> <p>Managing ICT risks:  <a href="https://www.business.qld.gov.au/running-business/protectingbusiness/risk-management/it-risk-management">https://www.business.qld.gov.au/running-business/protectingbusiness/risk-management/it-risk-management</a></p> <p>The Data Protection Act Explained:  <a href="http://whatis.techtarget.com/definition/UK-Data-Protection-Act-1998-DPA-1998">http://whatis.techtarget.com/definition/UK-Data-Protection-Act-1998-DPA-1998</a></p> <p>Video: freedom of information act:</p> <p><b>Homework #1 (Formal Report)</b>          Prepare a formal report for the senior staff and line managers at SHDE Holdings. Detailed instructions provided by the professor.          Way of submission: MS Teams, followed by class feedback.</p>
3	<p><b>Quiz #1 (15 minutes)</b>  <b>Understand how organisations communicate with customers</b>  <b>o Formal communications</b>          – Websites, brochures, letters, newsletters, email, emails, telephone calls, face to face, social media  <b>o Purpose of communicating by social media</b>          – Generate business, accessing market segments          – Network          – Image, e.g. contemporary; traditional; energised; cutting edge          – Public relations (PR)          – Remain up to date  <b>o Images organisations portray through communications</b>          – Reputation</p>	<p>- Quick check of learnt concepts;          -Class discussion:          examples of “traditional” companies that have benefitted from social media          - Twitter case: pp. 188, 200, 212</p>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 1, pp. 19-24          Chapter 7, pp. 200-212          2) Activity, Critical Thinking, pp. 32</p> <p>Market positioning strategies:  <a href="http://www.ehow.com/about_5367099_types-marketing-strategies.html">http://www.ehow.com/about_5367099_types-marketing-strategies.html</a></p> <p>Guide to Good PR:  <a href="https://www.cipr.co.uk/content/policy-resources/best-practice-guides/demonstrating-value-pr">https://www.cipr.co.uk/content/policy-resources/best-practice-guides/demonstrating-value-pr</a></p> <p>Branding: <a href="http://interbrand.com/best-brands/best-global-brands/methodology/">http://interbrand.com/best-brands/best-global-brands/methodology/</a></p>



	<ul style="list-style-type: none"> <li>- Identity</li> <li>- Ethos</li> <li>- Organisation vision</li> <li>- Customer standards</li> </ul>		<p>The 8P's of Strategic Social Marketing for Non-profit organizations:  <a href="http://www.evancarmichael.com/library/michelle-crossley/8-Ps-of-Strategic-Social-Marketing-for-your-Nonprofit.html">http://www.evancarmichael.com/library/michelle-crossley/8-Ps-of-Strategic-Social-Marketing-for-your-Nonprofit.html</a></p>
4	<p><b>Understand the factors that impact on the effectiveness of communications in business Part I</b></p> <ul style="list-style-type: none"> <li><b>o Impact of personal relationships</b> <ul style="list-style-type: none"> <li>- Team cohesion</li> <li>- Personal conflict</li> <li>- Favouritism</li> <li>- Hierarchical, line management, culture</li> </ul> </li> <li><b>o Impact of non-verbal communication</b> <ul style="list-style-type: none"> <li>- Tone of voice, body language</li> <li>- Negative and positive, reinforcement of oral message/contradiction of oral message</li> <li>- Active listening and focusing</li> </ul> </li> <li><b>o Impact of technology</b> <ul style="list-style-type: none"> <li>- Negative – reliance on technology at meetings/presentations; can create stress;</li> <li>- Positive – enhance clarity of information, helps reinforce messages, can help those with different learning styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Quick check of learnt concepts</li> <li>-Class discussion: Determining your overall cultural orientation:  <a href="http://www.cultureforbusiness.com/bac/testeri.asp?RB_PW_BOK">http://www.cultureforbusiness.com/bac/testeri.asp?RB_PW_BOK</a></li> <li>-Fedex case: pp. 39, 48, 70</li> </ul>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 2, pp. 39-48, 53-57, 63-67 and 10-11  2) Brounstein, Communicating Effectively For Dummies: Chapter 2, pp. 12-22 and Chapter 3, pp. 23-37  3) Activity 2.11, pp. 74</p> <p>Listening Skills:  <a href="http://www.skillsyouneed.co.uk/IPS/Listening_Skills.html">http://www.skillsyouneed.co.uk/IPS/Listening_Skills.html</a></p> <p>Active Listening:  <a href="http://www.mindtools.com/CommSkill/ActiveListening.htm">http://www.mindtools.com/CommSkill/ActiveListening.htm</a></p> <p>Cultural Diversity in the WorkPlace:  <a href="https://www.youtube.com/watch?v=bChZfG5RqA">https://www.youtube.com/watch?v=bChZfG5RqA</a></p> <p>The Seven Dimensions of Culture:  <a href="http://www.mindtools.com/pages/article/sevendimensions.html">http://www.mindtools.com/pages/article/sevendimensions.html</a></p> <p>Helping New Teams Perform Effectively:  <a href="http://www.mindtools.com/pages/article/newLDR_86.htm">http://www.mindtools.com/pages/article/newLDR_86.htm</a></p> <p><b>Homework #2 (Presentation (PPT) with Notes)</b>  Design an oral presentation of 14-18 slides (using PowerPoint software) with supporting notes (in the boxes below) for the customer facing staff at SHDE Holdings. Detailed instructions provided by the professor.  Way of submission: MS Teams, followed by class feedback.</p>
5	<p><b>Midterm Exam (2 hours)</b></p> <p><b>Understand the factors that impact on the effectiveness of communications in business Part II</b></p> <p><b>Conventions in written communications</b></p> <ul style="list-style-type: none"> <li>- Formal reports, informal reports, emails, letters, texts</li> <li>- Greetings, sign off, tone, punctuation and grammar, use of first or third person</li> </ul> <p><b>o Effectiveness</b></p> <ul style="list-style-type: none"> <li>- Clarity (e.g. of purpose, information, actions required); layout, length</li> <li>- Message received is the same as the one that is sent</li> <li>- The purpose is achieved (e.g. motivational speech, disciplinary letter, consultative email)</li> </ul>	<ul style="list-style-type: none"> <li>- Quick check of learnt concepts;</li> <li>-Starbucks case: pp. 380, 401, 412</li> </ul>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 4, pp. 112-119  Chapter 7, pp. 188-190  Chapter 12, pp. 380-385  Chapter 13, pp. 433-449  Activity 12.2, pp. 414  2)Brounstein, Communicating Effectively For Dummies: Chapter 13, pp. 212-219  3) Truss (2004): Eats, Shoots &amp; Leaves: pp. 1-34</p> <p><b>Homework #3 (Oral Presentation)</b>  Using appropriate technology, please deliver your presentation to staff at SHDE Holdings represented. Detailed instructions provided by the professor.  Way of submission: MS Teams, followed by class feedback.</p>
6	<p><b>Be able to present oral information effectively</b></p> <p><b>o Oral presentation</b></p>	<ul style="list-style-type: none"> <li>- General Feedback on Homework #1</li> <li>- Quick check of learnt concepts;</li> </ul>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 14, pp. 457-463, 465-476, 473-479  Chapter 11, pp. 349-351</p>





	<ul style="list-style-type: none"> <li>- Formal presentation to a small group e.g. staff, colleagues, management</li> <li><b>o Complex information</b></li> <li>- General – introductory</li> <li>- Complex - facts, figures, data</li> <li><b>Technology</b></li> <li>- Presentation software</li> <li>- ICT e.g. spread sheets, hand-outs</li> <li><b>o Effectiveness</b></li> <li>- Was intended purpose met?</li> <li>- Appropriateness of language used and body language</li> <li>- Audience understanding and response</li> <li>- Quality and appropriateness of information given</li> </ul>		<p>2)Brounstein, Communicating Effectively For Dummies: Chapter 14, pp. 220-242</p> <p>Develop Creative Solutions to Business Problems: <a href="http://www.mindtools.com/pages/main/newMN_CT.html">http://www.mindtools.com/pages/main/newMN_CT.html</a></p> <p>Tour of Excel: Formulas, Formatting, Sort, Filter, PivotTables, Charts, Keyboards <a href="https://www.youtube.com/watch?v=YiNHBeu_WJI">https://www.youtube.com/watch?v=YiNHBeu_WJI</a></p> <p>How to Understand a Profit-Loss Statement [Link to <a href="https://www.youtube.com/watch?v=1gI25MuIXkw">https://www.youtube.com/watch?v=1gI25MuIXkw</a></p> <p>A Balance Sheet Example [Link to <a href="https://www.youtube.com/watch?v=U5OLe5ZpqsU">https://www.youtube.com/watch?v=U5OLe5ZpqsU</a></p> <p>Make a Presentation Like Steve Jobs: <a href="https://www.youtube.com/watch?v=RHXxnPG5s">https://www.youtube.com/watch?v=RHXxnPG5s</a></p>
7	<p><b>Be able to communicate effectively in writing Part I</b></p> <p><b>o Communicate complex information</b></p> <ul style="list-style-type: none"> <li>- In writing e.g. reports, briefing notes, press releases, social media (e.g. Facebook, twitter and blogs), meeting documentation</li> <li>- Purpose e.g. to present results to the board, to launch a marketing campaign,</li> </ul> <p><b>o Document a meeting</b></p> <ul style="list-style-type: none"> <li>- Agenda, minutes, papers</li> </ul>	<ul style="list-style-type: none"> <li>- Quick check of learnt concepts;</li> <li>- General Feedback on Homework #2</li> </ul>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 2, pp. 48 Chapter 4, pp. 118-124 and 128-131 Chapter 14, pp. 477-479 and 481-483</p> <p>The Key Forms of Business Writing: Proposals: <a href="https://www.youtube.com/watch?v=oA2VUdsSGNc">https://www.youtube.com/watch?v=oA2VUdsSGNc</a></p> <p><b>Homework #4 (Document)</b> Please attend a meeting with me. Using the written and oral communications from the tasks you have just completed I will to: Detailed instructions provided by the professor. Way of submission: MS Teams, followed by class feedback.</p>
8	<p><b>Quiz #2 (15 minutes)</b></p> <p><b>Be able to communicate effectively in writing Part II</b></p> <p><b>Quantitative data</b></p> <ul style="list-style-type: none"> <li>- E.g. financial results, sales figures, changes in product features, productivity, energy efficiency</li> <li>- Review written communication</li> <li>- For clarity, readability, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone language</li> </ul>	<ul style="list-style-type: none"> <li>- Quick check of learnt concepts;</li> <li>- General Feedback on Homework #3</li> </ul>	<p>1)Readings: Guffey, Loewy (2011) Business Communication Process and Product: Chapter 13, pp. 430-433</p> <p>Customer Intimacy and Other Value Disciplines: <a href="http://www.youtube.com/watch?v=Nyr5G1W8MGk">http://www.youtube.com/watch?v=Nyr5G1W8MGk</a></p>



9	<p><b>Be able to communicate effectively in writing Part III</b>  <b>Review and adapt written communications (e.g. website, social media posts, letters, emails)</b></p> <p>Clarity          – Selection of material          – Choice of channel for purpose          – Tone / style of presentation (formal, informal)          – Suitability for intended audience</p> <p><b>Preparation for the Final Exam (2 hours) – during the last class of the term</b></p>	<ul style="list-style-type: none"> <li>- Quick check of learnt concepts;</li> <li>- General Feedback on Homework #4</li> </ul>	<p>1) Readings: Brounstein, Communicating Effectively For Dummies: Chapter 15, pp. 243-263</p>
<p><b>FINAL EXAM</b> (held during week 11 in an Online format)</p>			

## 4. Course Grading

- 5% Participation
- 20% Homework Assignments (5% each)
- 10% Quizzes (5% each)
- 15% Midterm Exam
- 50% Final Exam (ATHE Qualification)

*The passing grade for the course is 60%!*

## 5. Course Requirements

### A. Texts and Readings

***The professor will indicate which of these readings are compulsory and which are optional and will specify the chapters/pages to read.***

Guffey, M. E., Loewy, D. (2011), *Business Communication - Process and Product (7 ed.)*, Stanford, CT. South-Western Cengage Learning

Brounstein, Marty (2001) *Communicating Effectively for Dummies*, John Wiley & Sons Inc

Truss, L. (2006). *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. Avery.

*Based on the needs of the course, the professor may share additional readings with the students or recommend some other books, articles, cases, etc.*

### B. Class Participation

Participation is assessed as a part of the final grade. Only meaningful contributions and active discussion will be considered for grading. If you sit in silence and do not perform well in the class, it is likely to be assumed that you are not interested in what is being said in the class, that you are not prepared, or do not understand. In case of any doubt or clarifications needed, students should ask questions to their teachers during the class or immediately after.



Although GBSB Global has a commitment to promote multilingualism and linguistic diversity because of its global focus, *the official language of learning at GBSB Global is English*, and students are asked to respect the teachers and other classmates by not speaking in other languages during the classes and especially exams.

It is vital to note that *the participation grade may be negatively affected if the student violates class rules*, e.g. eats or drinks (except water) in the class, misuses technology in class (answering e-mails), or speaks to other students when the professor is lecturing. Each faculty member decides if the use of laptops, tablets, mobile phones, or any other electronic device is allowed in their class. Hence, students should take preventive measures to avoid incoming calls during class time since it may disrupt the teacher and the classmates. Please refer to the **Student's Code of Conduct** for further information.

**NOTE:** *Absences from the class (excused or unexcused) will negatively affect the participation grade. It is not allowed to compensate the absence by entering the class with another group even if the same course is taught by the same professor.*

### CLASS PARTICIPATION RUBRIC:

Consistent participation, preparation and a positive attitude are a vital part of learning. Students can earn up to 20 points in each category (100 points total)!

Category	Excellent 18-20 points	Good 15-17 points	Satisfactory 12-14 points	Needs Improvement 9-11 points
<b>Contributions</b>	<b>Routinely</b> provides useful ideas when participating in the classroom. A definite leader who contributes a lot of effort and who makes class discussions better.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate or is frequently absent from class.
<b>Attitude</b>	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work. Students feel safe participating in her presence.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
<b>Preparedness &amp; Focus</b>	Always comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work before the bell rings. Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Very rarely late, almost always brings needed material to class, almost always follows classroom procedures and is ready to work by the bell. Focuses on in-class work and what needs to be done most of the time.	Sometimes late to class, often brings materials but sometimes needs to borrow. Usually follows procedures and is usually in her seat ready to work by the bell. Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Frequently late to class, rarely brings needed materials and/or is rarely ready to get to work by the start of class. Has difficulty focusing on class work and procedures.
<b>Quality of Work</b>	Provides work of the highest quality that reflects the student's best efforts.	Provides quality work that reflects effort from the student.	Provides work that meets the requirements, but more effort or time could have been given.	Provides sloppy work that reflects very little effort or does not turn in any work.



<b>Behavior</b>	Student is awake and engaged in class on a daily basis. Student shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or has been distracting for a few classes.	Student frequently sleeps and/or disrupts class.
				<b>Total _____/100</b>

### C. Homework Assignments

Prior to the assessment and grading, all homework assignments submitted via MS Teams are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarize him/herself with the Plagiarism Handbook available in the folder Academic documents for Students on OneDrive.

**Each homework is graded from 0 to 100 points!**

It is the responsibility of the student to review his/her notes and prepare for questions. Written assignments should generally be typewritten and will only be marked and graded if they are submitted via MS Teams by the requested time. **Late submissions will not be tolerated under any circumstances!**

*Being absent shall not be an accepted excuse for not submitting the required homework for the following session!* Students are responsible for informing themselves on the class content and homework submission dates regardless of being absent from the class when the deadline was announced.

**Technical issues:** years of work with MS Teams have proven that the system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of MS Teams instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, the latter should be e-mailed before the submission deadline to the professor (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

The same procedure applies to the submission of the Final Exam (ATHE Qualification).

### D. Quizzes

A quiz is a form of assessment that allows both the instructor and the students to see whether they are excelling or need more focus in their studies.

This course has **two** quizzes which consist of **5 short-answer questions (30-50 words each)** to be answered in class within a **15-minute period**. The questions asked in quizzes are aimed to measure and track students' progress in understanding concepts, development of critical thinking (discussion questions) and make a follow-up with readings.

**Each quiz is graded from 0 to 100 points!**

### E. Midterm Exam

Midterm exam is an important mid-way assessment tool which is written during week 5 of the term and lasts **2 hours**.

- Materials covered: **weeks 1-5** of the term
- Structure of the midterm exam:
  - 20 Multiple-choice questions (**20 points**). One *multiple-choice question* is worth 1 point. Every question has only one correct answer. No points are deducted for wrong answers.





- 5 questions to demonstrate knowledge of learnt concepts (**25 points** – 5 points each)
- 2 questions - reflection on readings (**10 points** – 5 points each)
- 3 discussion questions (**30 points** – 10 points each)
- 1 problem-solving questions / case / situation analysis (**15 points**)

Students are required to take a midterm exam. Should a student have a valid reason (e.g. *serious illness* supported by an official doctor's note) for not being able to take the midterm exam on the designated date, they must inform the school and the lecturer as soon as possible. Each individual case can be revised by the Academics Department, and the student will be informed if they can take the exam on a different date. In all other cases, failure to be present on the midterm exam will result in receiving zero points for this grading criterion.

**NOTE:** *Other elements of the course evaluation such as participation, homework, projects, presentations, group work, quizzes, etc., are NOT to be entitled for a make-up.*

## 6. Final Exam (ATHE Qualification)

The **Final Exam Questions** will be released by the professor no later than Week 1 of the term via MS Teams (Files Section).

### Eligibility for ATHE Final Exam:

- *No outstanding debt* Minimum 80% of class attendance
- *Prefinal grade* – 25 points

*Prefinal Grade* is the % or points accumulated by the end of the term for all assessment criteria, excluding final exam. In order to be allowed to submit final exam, a student should accumulate **at least 50% of the prefinal grade (25 points** out of Total 100 points for this course) by the end of Week 9.

*Only students who have managed to receive minimum 25 points in the prefinal grade are **eligible** for the Final Exam. Should a student not accumulate 25 points his/her exam will not be corrected, and the student will have to retake the whole course.*

### Submission of the Final Exam:

Final exam in this course takes place during **Week 11** of the term. Students are expected to complete and submit the **Assignment designed by ATHE** via GBSB Global Online Learning Platform (MS Teams) **NO LATER** than the deadline specified in the Final Exam Schedule. **Late submissions are not tolerated (please refer to section D of this syllabus)!**

**Failure to submit** the online final exam is equivalent to not attending the on-campus exam and will result in the **retake of the whole course**. For additional details, please refer to the *Academic Policies and Student Guidelines*.

### Assessment of the Final Exam:

The final exam is graded on the scale **from 0 to 100 points**. **The passing mark for the final exam is 50 points in COMPULSORY tasks section!** Completion of **merit and distinction tasks** should only be considered as **the possibility** (“bonus”) to **increase** the final exam grade **ONLY IF** the condition of **minimum 50 points in Compulsory tasks is met!**

Accomplishment of MERIT and DISTINCTION sections is **particularly important for the students aiming to get ATHE qualification** as it increases the chances for positive outcome!

For further details on the assessment, please refer to the table below:

GBSB Global Grading Scheme	ATHE Assessment System
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<b>Passing Grade</b>	<p><b>Minimum 50 points in COMPULSORY</b> tasks. Completion of <b>MERIT</b> and/or <b>DISTINCTION</b> tasks will be considered as <b>bonus</b> if scores are assigned and will contribute to the total mark of the final exam.</p> <p><b>The maximum score for the final exam CANNOT exceed 100 points!</b></p>	<p><b>All COMPULSORY</b> tasks have to be completed well and 100% correctly. None of the tasks should be missed!</p> <p><b>MERIT</b> and <b>DISTINCTION</b> tasks are optional but highly recommended for those who pursue ATHE qualification as their completion will positively affect the assessment by ATHE!</p>
<b>Failing Grade</b>	<p><b>Less than 50 points</b> (and/or missing the required attachments, e.g. PPT presentation, leaflet, etc.)</p>	<p>At least one of elements of <b>COMPULSORY</b> tasks is not completed or done poorly! Further improvement would be needed!</p>

### 6.1 Final Exam Guidelines for Students

1. Read the final exam (assignment) questions thoroughly and identify key words and points of issue.
2. Fill in the final exam template with the answers (provided by GBSB Global)
3. Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources.
4. The assignment must be in English and typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data.
5. The text should be a rational and analytical commentary. Assignments full of assertions and opinions will receive failing grades. Logical and well-reasoned arguments will receive passing grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.
6. All research data used should be referenced in the text and the bibliography.
7. The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Fail grade. Do **NOT** copy any material from a fellow students' assignment. **BOTH** assignments will be given a Fail grade so don't give your assignment to another student.
8. Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set not the one you wish had been set.
9. Ensure the assignment is completed by the date specified and has the required number of words. Diagrams are not considered as part of the word count.
10. Use **APA style** for citations

### 6.2 Format Standards and Requirements

1. **Paper size:** A4
2. **Word Process:** Students will submit assignments in two formats: Microsoft Word and PDF.
3. **Identification:** All pages must have the students' name, ID number and page number clearly shown (GBSB Global will provide the template)
4. **Assignment Name:** All pages must have the Course Name (GBSB Global will provide the template)
5. **Template:** Students should only use the final exam template provided by GBSB Global
6. **Font and Font Size:** Times New Roman 12
7. **Line Spacing:** 1.5 space, double between paragraphs
8. **Margin Settings:** Top 2.54cm, Bottom 2.54cm, Left 3.17cm, Right 3.17cm
9. **Page Numbering:** All pages (except cover page) must have a page number



### 6.3 Number of Words

The final exam (assignment designed by ATHE) will require that students submit assignments of a **minimum 5000 words and a maximum of 6000 words** (excluding cover page, contents page, graphs and diagrams, bibliography and appendixes).

### 6.4 Final Exam (ATHE Qualification) Structure

1. *Cover Page*: students should fill in the cover page table with their personal data
2. *Main Assignment Body*: students should fill in the template provided by GBSB Global
3. *Bibliography*: end of the document
4. *Appendixes (if any)*: end of the document

### 6.5 Plagiarism and Malpractice

**All** Final Exams will be checked by the professor for plagiarism with the GBSB Global *antiplagiarism software*. ATHE understands plagiarism as “students who cheat in examinations or present someone else’s material as if it were their own”.

Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source
- Presenting information from electronic sources without acknowledging the source
- Passing off ideas, designs, inventions or any other creative work as your own
- Copying the work of another student
- Undeclared collusion with another student
- Getting someone else to do the work for you

There are degrees of plagiarism, particularly where published work is concerned. Minor instances of plagiarism are at the discretion of the Assessor, for example;

- A student fails to reference work properly
- A student fails to acknowledge the source of a short section of an assignment

Where an instance of plagiarism has been treated as minor, a warning should be issued about future conduct. The assignment should be returned to student for correction. More serious infringements, which cannot be treated as minor, will result in a report to the Dean and a record placed on the students’ file. The Assignments where major plagiarism issues were detected will be considered automatically failed

## 7. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g. medical certificate) will automatically fail the course.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the course evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible Spanish medical institution. Under no circumstances, the professor is involved into consideration of absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a professor meaning that if a professor started the class and believes



that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students who are more than **10 minutes late should NOT be allowed to enter the classroom until the next break.** In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. **This margin of time is not applicable after the mid-class break,** i.e. students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the professor the right to dismiss that student from their class, with a failing grade.

**Note:** *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*

## 8. Learning Outcomes

By the end of the course, students will be able to:

- 1 Understand how internal communication takes place within organisations
  - 1.1 Explain the process of communication within organisations
  - 1.2 Assess the appropriate use of different modes of communication for different purposes
  - 1.3 Analyse barriers to effective communication within organisations
  - 1M1 Analyse possible legal and ethical issues in relation to the communication of information within organisations
- 2 Understand how organisations communicate with customers
  - 2.1 Evaluate formal communication systems used by organisations to communicate with customers
  - 2.2 Analyse the effectiveness of using social media to communicate with customers
  - 2.3 Assess the images organisations portray through their communications
- 3 Understand the factors that impact on the effectiveness of communications in business
  - 3.1 Analyse the impact of personal relationships on effective communications
  - 3.2 Assess the impact of non-verbal communication on oral communications
  - 3.3 Assess the impact of technology on oral and written communication
  - 3.4 Review the use of conventions in written communications
  - 3M1 Evaluate the effectiveness of a range of communications (verbal and non-verbal) in contributing to the success of a specified organisation
- 4 Be able to present oral information effectively
  - 4.1 Design an oral presentation for a specified audience
  - 4.2 Present complex information orally
  - 4.3 Use technology to support presentation skills
  - 4.4 Assess effectiveness of own communication
  - 4D1 Adapt and use own oral communication for different specified audiences and purposes
- 5 Be able to communicate effectively in writing
  - 5.1 Communicate complex information for specific purposes
  - 5.2 Document a meeting
  - 5.3 Use charts and graphs to convey quantitative data
  - 5.4 Review own written communication
  - 5D1 Adapt and use own written communication for different audiences and purposes





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