

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Secondary) (Five-year Full-time); All undergraduate Programmes
Programme QF Level	: 5
Course Title	: Business Communication and Cultural Diversity at Workplace
Course Code	: BUS1021
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Information technology has a tremendous impact on business communication and workforce movement, this course provides opportunities for students to explore communication concepts, e-tools in business communication as well as cultural challenges encountered in the workplace. Students will be equipped with the knowledge and skills in business communication via use of e-tools with a special attention to addressing cultural differences.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1: Understand the importance of having good communication in local and international businesses;

CILO2: Analyse and apply the forms and key aspects of communication in the business contexts;

CILO3: Compare and apply a variety of e-Communication tools in terms of their usages and benefits to local and international businesses;

CILO4: Communicate effectively when different cultures meet at workplace

CILO5: Apply different business communication skills

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding business communication in different cultural contexts;	<i>CILO₁</i>	Lecture, group discussion, case study, literature review
Forms of business communication: verbal vs non-verbal, internal vs external and formal vs informal;	<i>CILO_{1,2}</i>	Lecture, illustration, demonstration, group discussion, case study, hands on practice
Key aspects of effective communication: process, culture, gender diversity, group dynamics and ethics;	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, hands on practice
E-Communication tools and business documents	<i>CILO_{2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, hands on practice
Intercultural communication skills at workplace	<i>CILO_{2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, hands on practice, reflection and sharing
Business Communication skills: business writing, public speaking, presentation skills, negotiating skills, and etc.	<i>CILO_{1,2,3,4,5}</i>	Lecture, illustration, demonstration, group discussion, case study, hands on practice

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Part A: Effective Communication in a Crisis (Individual work):</p> <p>The student is required to evaluate the business communication effectiveness of an organization under a serious crisis. Further, the student needs to make recommendations to better settle the crisis and improve the corporate image.</p> <p>(Max. 2,000 words)</p>	50%	CILO _{1,2,3,4,5}
<p>(b) Part B: Cross-cultural Comparison Study of Workplace Behavior of the Selected Countries (Group work)</p> <p>This project requires research and imagination in applying the content of this module and books. Students are required to form groups to discuss the possible intercultural conflicts of workplace behavior between the two assigned countries.</p> <p>Students have to present the findings and recommendations to the class and submit the written report. (Approximately 2,000-2,500 words)</p>	40%	CILO _{1,2,3,4,5}
<p>(c) Part C: Students have to present the findings and recommendations to the class.</p>	10%	CILO _{1,2,3,4,5}

5. Required Text(s)

Bovee, C. L. and J. V. Thill (2021). *Business Communication Today, Global Edition. (15th ed.)*. Pearson.

6. Recommended Readings

- Angell, P. (2007). *Business communication design: creativity, strategies, and solutions*. (2nd ed.). Boston, Mass.: McGraw-Hill/Irwin.
- Argenti, P.A. (2007). *Corporate communication* (4th ed.). Boston: McGraw-Hill/Irwin.
- Baldock, P. (2010). *Understanding cultural diversity in the early years*. Los Angeles, Calif.: SAGE.
- Chan, G. & Esser, D. (2012). *Workplace communication made easy*. Hong Kong: Pilot Publishing Co. Ltd.
- Chaney, L. & Martin, J. (2014). *Intercultural Business Communication: International Edition*, (6th Ed.). Pearson.
- Dowling, G.R. (2016). *Winning the reputation game*. Cambridge, Massachusetts: The MIT Press.
- DuFrene, D. D. & Lehman, C. M. (2005). *Building high-performance teams*. (2nd ed.). Cincinnati, Ohio: South-Western.
- Guffey, M. E. (2013). *Essentials of business communication*. (9th ed.) Mason, Ohio:

- South-Western Cengage Learning.
- Hogan-Garcia, M. (2007). *The four skills of cultural diversity competence: a process for understanding and practice*. (3rd ed.). Belmont, Calif.: Thomson Brooks/Cole.
- Lehman, C.M., & DuFrene, D.D. (2005). *Business communication* (14th ed.). Singapore: South-Western Thomson Learning.
- Murrell, A. J., Crosby, F. & Ely, R. J. (eds.). *Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations*. Ogden, UT: Erlbaum.
- Ozbilgin, M. & Tatli, A. (2008). *Global diversity management: An evidence-based approach*. London, England: Palgrave.
- Renrose, J.M., Rasberry, R.W., & Myers, R.J. (2004). *Business communication for managers* (5th ed.). Mason, Ohio: South-Western Thomson Learning.
- Thill, J. & Bovee, C. (2017) *Excellence in Business Communication, Global Edition*, (12th ed.). Pearson.
- 托尼婭·瑞曼著，洪友譯 (2008)：《身體語言的力量：如何在任何商業和社交場合中引人注目》，天津市：天津社會科學院出版社。
- 李錦昌 (2008)：《商業傳意與應用文大全》，香港，商務印書館。

7. Related Web Resources

- Hong Kong Institute of Marketing <<http://www.hkim.org.hk>>
- National Communication Association <<http://www.natcom.org/>>
- The Association of Business Communication <<http://www.bcq.theabc.org/>>
- The Chartered Institute of Marketing <<http://www.cim.co.uk>>

8. Related Journals

- Journal of Business and Technical Communication*
- Journal of Business Communication*
- Journal of Marketing*

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

August 2022