



Module Code

M3X9089

Module Title

International Business Communications

Semester 1

October 2017

Introduction

AIM(S)

- ☐ To develop a greater intercultural awareness in international business contexts
- ☐ To develop more effectiveness in business communication in international scenarios in English

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Understand critically intercultural communication theories
2. Evaluate and interpret divergent international cultures within business
3. Analyse business communication situations

INDICATIVE CONTENT

- Theories of international and intercultural communication (Hofstede, Samovar, Jandt etc)
- English and other languages in International Business Communications (IBC). The importance and relevance of Louhiala-Salminen & Charles (2005) Business English Lingua Franca (BELF) concept.
- Linguistics and Cultural Competency. The different pressures on the 4 types of IBC communicators (Full bilinguals, partial bilinguals, unilinguals and first –language speakers) and their effectiveness as managers.
- The principles of IBC demands- language impact, active listening, conflict management and uncertainty reduction (Gimenez, 2004).
- The importance of networking and relationship building in IBC
- Critical evaluation of cultural sensitivity when doing business with Americans, Latin Americans, Europeans, Africans, Asians, Australians and Middle Easterners
- Gifts and bribes

- Communication strategies-managing meetings, challenging/defending an opinion, summarising, asking/answering questions, persuading and compromising etc to achieve a business objective.
- Barriers to communication: 3Ps, Problem, Process, Product, (Ober, 2009). International cultural sensitivities and information needs.

LEARNING AND TEACHING STRATEGY

The module will be interactive and delivered through seminars, workshops, use of online media, case analysis, and in-class group work. Students will be introduced to the concepts, principles and practices of international business communications (IBC). Projects, case-studies, problem-solving and research will be used to introduce students to practical real world examples. These examples are the basis of the application, discussion, analysis and critical evaluation of theories, models and techniques learned, with an emphasis on communication in English at professional level. Selected readings and digital resources further support learning to ensure a firm underpinning of knowledge and provide additional opportunities for reflection and collaborative construction of understanding of shared experiences and concepts.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 –50%

This assessment component has two parts – a written essay and a presentation.

TASK 1

Critically evaluate the extent to which relationship building is the main skill required for the successful International Business Communications Professional. (Evaluate and exemplify the importance of the various skills particularly in relation to building relationships).

Word Count: 1, 500 words

TASK 2

Choose ONE example of a failure of IBC relationship building and explain the reasons for the failure. Use appropriate theories to support your reasoning. Present your research using PowerPoint in an individual presentation taking between 8 and 10 minutes. Do not use more than 10 slides.

Assessment Component 2 – 50%

The second assessment component consists of a written report.

TASK 1

You are required to explain and critically evaluate the challenges and sensitivities of doing business with a particular country from a British perspective. Reference should be made where appropriate to the relevant theories of International Business Communications. Each student needs to analyse a different country and these will be allocated by the tutor. Your report needs to be 2500 words long.

Assessment Summary

Activity type	Percentage
Written	50%
Spoken communications	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): It is anticipated that students will take leading roles in their future places of work. The establishment of sustainable strategies especially in international environment is an important responsibility of today's marketers and this module develops students' ability and knowledge to develop long term sustainable strategies. Sustainable strategies here encompass the impact that business practices and strategies have on people, communities, the environment and resource use.	

Classification	Reading List entry	Electronic*
Essential	Bridging the culture gap : a practical guide to international business communication Penny Carté Chris Fox 1973-; Canning (Firm) 2nd ed. London : Kogan Page 2008 https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/readonline/9780749454975	☒
Further	Würtz, E. (2005) Intercultural Communication on Web sites: A Cross-Cultural Analysis of Web sites from High-Context Cultures and Low-Context Cultures http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2006.tb00313.x/full	☒
Further	Meyer, E. (2014) The Culture Map: Breaking Through the Invisible Boundaries of Global Business	☐
Further	Hofstede, G. (2010) Cultures and Organizations: Software of the Mind, Third Edition (Business Skills and Development) Available Swansea Business Campus as hard copy, multiple copies	☐
Further	Scott, JC 2000, 'Differences in American and British Vocabulary: Implications for International Business Communication', Business Communication Quarterly, 63, 4, pp. 27-39, Business Source Complete, EBSCOhost, viewed 7 July 2017	☒
Further	Giltsdorf, J 2002, 'Standard Englishes and World Englishes: Living with a Polymorph Business Language', Journal Of Business Communication, 39, 3, pp. 364-378, Business Source Complete, EBSCOhost, viewed 7 July 2017	☒
Further	Richard, E, & McFadden, M 2016, 'Saving Face: Reactions to Cultural Norm Violations in Business Request Emails', Journal Of Business & Psychology, 31, 2, pp. 307-321, Business Source Complete, EBSCOhost, viewed 7 July 2017.	☒
Further	Vivekanad (2011) Cross Cultural Communications https://www.slideshare.net/onlyvvek/cross-cultural-communication-in-business-world	☒

Further	Fuld, L.M. (2012) 'Cross cultural business takes more than manners' – Harvard Business Review https://hbr.org/2012/08/cross-cultural-communication-takes-more	☒
Further	Toegel, G. and Barsoux, J.-L. (2016) 'Conflict management in cross cultural communications' – Harvard Business Review https://hbr.org/2016/06/3-situations-where-cross-cultural-communication-breaks-down	☒
Further	Nason, S., Salvacruz, J. and Stevenson, J.P. (2017) 'HBR Case study: Competing against bling' – Harvard Business Review https://hbr.org/2017/05/case-study-a-luxury-brand-competes-against-a-flashy-new-rival	☒
Further	Meyer, E. (2017) 'Being the boss in Brussels, Boston and Beijing' - Harvard Business Review https://hbr.org/2017/07/being-the-boss-in-brussels-boston-and-beijing	☒
Further	Meyer, E. (2017) 'How cultures across the world approach leadership' - Harvard Business Review slides https://hbr.org/video/5476393165001/how-cultures-across-the-world-approach-leadership	☒
Further	International Journal of Business Communication http://web.b.ebscohost.com/ehost/command/detail?vid=0&sid=e8cf82b2-f6ec-42fe-b94d-7d95a308558d%40sessionmgr103&bdata=JnNpdGU9ZWZWhvc3QtbGI2ZQ%3d%3d#db=bth&jid=H95E	☒
Further		☐

SESSION SCHEDULE (PROVISIONAL, updated 26.9.17)

Week 1 (Week beg. 2.10.17)	Theories of international and intercultural communication	
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Week 2 (Week beg. 9.10.17)	Theories of international and intercultural communication cont.	
Week 3 (Week beg. 16.10.17)	The importance of networking and relationship building in IBC, trust and working the hierarchy	
Week 4 (Week beg. 23.10.17)	'Telling the truth', gifts and bribes	
Week 5 (Week beg. 30.10.17)	Critical evaluation of cultural sensitivity when doing business with Americans, Latin Americans, Europeans, Africans, Asians, Australians and Middle Easterners	
Week 5 (Week beg. 6.11.17)	Cont: Critical evaluation of cultural sensitivity when doing business with Americans, Latin Americans, Europeans, Africans, Asians, Australians and Middle Easterners	
Week 6 (Week beg. 13.11.17)	English and other languages in International Business Communications (IBC). The principles of IBC demands- language impact, active listening, conflict management and uncertainty reduction	
Week 7 (Week beg. 20.11.17)	Communication strategies-managing meetings, challenging/defending an opinion, summarising, asking/answering questions, persuading and compromising	
Week 8 (Week beg. 27.11.17)	Surgery Assessment 1	
Week 9 (Week beg. 4.12.17)	tbc	Assessment Component 1 deadlines: Task 1 06/11/17 Task 2 in-class 07/12/17 all tutorial groups
Week 10 (Week beg. 11.12.17)	Barriers to communication: 3Ps, Problem, Process, Product.	
Week 11 (Week beg. 8.1.18)	Feedback Assessment 1	
	Surgery Assessment 2	
Week 12 (Week beg. 15.1.18)	There will be individual feedback sessions for this module at the end of January.	Assessment Component 2 Task 1 19/01/18

**BA DEGREE ASSIGNMENT SPECIFICATION
SCHOOL OF BUSINESS, FINANCE & MANAGEMENT**

Student name:		Student P number:	
Programme:	BA		
Module:	International Business Communications	Module Level:	6
Module code:	M3X9089	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Antje Cockrill/Mr Huw Thomas	Internal Verifier:	Beth Cummings
Assignment Title:	Evaluation of the importance of relationship building in IBC	Assignment No (x of x):	1 of 2
Hand Out Date:	03/10/17	Submission deadline:	Task 1 06.12.17 Task 2 in-class 7.12.17 all tutorial groups

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Only the Extenuating Circumstances Panel may grant an extension.	Date:	

Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.	YES	
	NO	✓

DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

Learning Outcomes tested
Evaluate and interpret divergent international cultures within business
Analyse business communication situations

TASK DESCRIPTION

You are required to undertake 2 tasks – a written essay and a presentation.

TASK 1

Critically evaluate the extent to which relationship building is the main skill required for the successful International Business Communications Professional. (Evaluate and exemplify the importance of the various skills particularly in relation to building relationships).

Word Count: 1, 500 words (50% of Assessment Component mark)

TASK 2

Choose ONE example of a failure of IBC relationship building and explain the reasons for the failure. Use appropriate theories to support your reasoning. Present your research using PowerPoint in an individual presentation taking between 8 and 10 minutes. Do not use more than 10 slides. (50% of Assessment Component mark)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

1. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to this assignment.

TASK 1: THE ESSAY NEEDS TO INCLUDE 6-7 REFERENCES. 2-3 REFERENCES MAY BE USED IN THE DISCUSSION. DIFFERENT PHILOSOPHIES ABOUT COMMUNICATION SHOULD BE EVALUATED WITHIN AN IBC CONTEXT, INCLUDING A FOCUS ON THE RELATIVE IMPORTANCE OF RELATIONSHIP BUILDING

TASK 2 – RESEARCH ONE IBC FAILURE AND REASONS FOR THIS FAILURE. USE APPROPRIATE THEORIES TO EXPLAIN WHAT WENT WRONG.

Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and

skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage. *Specific to this assignment:*

1. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed. *Specific to this assignment:*

2. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts. *Specific to this assignment.*

3. Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: STUDENTS NEED TO COMMUNICATE CLEARLY IN GOOD ENGLISH. REFERENCING SHOULD BE CORRECT AND ARGUMENTS WELL-CRAFTED.

TASK 1 MUST BE SUBMITTED ON TURNITIN WITH A COPY OF THE FEEDBACK SHEET BELOW..

TASK 2 SHOULD DEMONSTRATE AN ABILITY TO COMMUNICATE AUTHENTICALLY AND NATURALLY IN GOOD ENGLISH. YOU SHOULD AVOID READING FROM NOTES AND TRY TO SPEAK FREELY. DO NOT USE MORE THAN 10 SLIDES, OF WHICH THE LAST ONE SHOULD BE A REFERENCE LIST. SUBMIT YOUR WORK TO TURNITIN AS A PDF FILE.

GRADING CRITERIA AND STUDENT FEEDBACK**PLEASE UPLOAD THIS ON TURNITIN WITH YOUR ASSIGNMENT SUBMISSION**

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Percentage	Grade
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
Task 1	10	
Task 2	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Task 1	10	
Task 2	10	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Task 1	10	
Task 2	10	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		

Task 1	15	
Task 2	5	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
Task 1	10	
Task 2	15	

Assignment Result (Assessment grades are subject to ratification at the Exam Board. These comments and grades are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to one-week late		

GRADING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding	Major gaps in knowledge and understanding of	Gaps in knowledge, with only superficial	Some evidence of knowledge and understanding of	Knowledge is generally accurate with a satisfactory	Knowledge is extensive. Exhibits understanding of the	Excellent mastery of a complex and specialised area of	Exceptional mastery of a complex and

of Subject Extent of systematic knowledge, understanding and critical awareness of concepts and underlying principles associated with the discipline.	material at this level. Substantial inaccuracies.	understanding. Some significant inaccuracies.	current and relevant concepts and underlying principles but with gaps or errors.	y understanding of the field of study.	breadth and depth of established and contemporary views.	knowledge and skills, with an excellent critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field. A critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/fin	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesses. Some evidence to	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and	Evaluates methodologies, current research and ideas critically and, where appropriate, proposes new hypotheses	Excellent critical evaluation of methodologies, current research and ideas and, where appropriate, proposes	Exceptional critical evaluation of methodologies, current research and ideas and, where appropriate

reflection ; organisation of ideas and evidence	unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	things sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, But not always well linked to other material.	situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommendations, where relevant	s/ideas. Evaluates and synthesises complex issues both systematically and creatively. Makes sound judgements and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommendations.	new hypothesis/ ideas. Evaluates and synthesises complex issues systematically and creatively. Makes excellent judgements and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusion s, justifiable recommendations. Work is of conference publishable quality.	te, proposes new hypotheses/ ideas. Evaluates and synthesises complex issues at a high level of mastery. Makes outstanding judgements and proposes highly convincing arguments in the absence of complete data. Highly persuasive conclusions. Work is of journal publishable quality.
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4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactorily appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
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5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear. Limited independent work and limited involvement in group activities. Work lacks coherence in places and is in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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BA DEGREE ASSIGNMENT SPECIFICATION
SCHOOL OF BUSINESS, FINANCE & MANAGEMENT

Student name:		Student P number:	
Programme:	BA		
Module:	International Business Communications	Module Level:	6
Module code:	M3X9089	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Antje Cockrill/Mr Huw Thomas	Internal Verifier:	Beth Cummings
Assignment Title:		Assignment No (x of x):	2 of 2
Hand Out Date:	03/10/17	Submission deadline:	19.1.18

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Only the Extenuating Circumstances Panel may grant an extension.	Date:	

Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.	YES	
	NO	✓

DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

Learning Outcomes tested
Evaluate and interpret divergent international cultures within business
Analyse business communication situations

TASK DESCRIPTION

You are required to undertake 1 task – a written report.

You are required to explain and critically evaluate the challenges and sensitivities of doing business with a particular country from a British perspective. Reference should be made where appropriate to the relevant theories of International Business Communications. Each student needs to analyse a different country and these will be allocated by the tutor. Your report needs to be 2500 words long.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

4. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to this assignment.

CRITICALLY REVIEW THEORIES OF INTERCULTURAL COMMUNICATION RELEVANT TO YOUR CHOSEN COUNTRY. USE A RANGE OF APPROPRIATE ACADEMIC REFERENCES, AVOID ONLINE SOURCES IF POSSIBLE.

Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and

understanding; ideally each should be complete and detailed, with comprehensive coverage. *Specific to this assignment:*

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed. *Specific to this assignment:*

EVALUATE & ANALYSE THE IMPORTANCE OF DIFFERENT THEORIES AND DIFFERENT ASPECTS OF BUSINESS CULTURE IN YOUR CHOSEN COUNTRY FROM A BRITISH PERSPECTIVE.

3. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts. *Specific to this assignment.*

Specific to this assignment. GIVE EXAMPLES OF DIFFERENCES IN GENERAL & BUSINESS CULTURE BETWEEN THE UK AND YOUR CHOSEN COUNTRY ANND EXPLAIN HOW IMPORTANT IT IS TO UNDERSTAND THEM WITHIN THE SPECIFIC BUSINESS CULTURAL CONTEXT.

Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: STUDENTS NEED TO COMMUNICATE CLEARLY IN GOOD ENGLISH. REFERENCING SHOULD BE CORRECT AND ARGUMENTS WELL-CRAFTED. YOUR WORK NEEDS TO SUBMITTED ON TURNITIN WITH A COPY OF THE FEEDBACK SHEET BELOW.

GRADING CRITERIA AND STUDENT FEEDBACK

PLEASE UPLOAD THIS ON TURNITIN WITH YOUR ASSIGNMENT SUBMISSION

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Percent age weighti ng	Grade
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
Task 1	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
Task 1	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
Task 1	25	
4. Practical Application and Deployment		

Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
Task 1	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
Task 1	15	

Assignment Result (Assessment grades are subject to ratification at the Exam Board. These comments and grades are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to one-week late		
	Over one week late		

GRADING CRITERIA

	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%

1. Research - informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Referencing conventions not always applied consistently.	Inclusion of research-informed literature, including sources retrieved independently. Some omissions and minor errors. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied
2. Knowledge and Understanding of Subject Extent of systematic	Major gaps in knowledge and understanding of material at this level. Substantive	Gaps in knowledge, with only superficial understanding. Some significant	Some evidence of knowledge and understanding of current and relevant concepts	Knowledge is generally accurate with a satisfactory understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established	Excellent mastery of a complex and specialised area of knowledge and skills, with an excellent	Exceptional mastery of a complex and specialised area of knowledge and

ic knowled ge, understa nding and critical awarene ss of concepts and underlyi ng principle s associate d with the disciplin e.	al inaccuraci es.	t inaccura cies.	and underlying principles but with gaps or errors.		and contempor ary views.	critical awareness of current problems and/or new insights at the forefront of the field. Clear awareness of challenges to established views and the limitations of the knowledge base.	skills, with an exception al critical awarenes s of current problems and/or new insights at the forefront of the field. A critical awarenes s of the ambiguiti es and limitation s of knowledg e.
3. Analysis Analysis, evaluatio n and synthesis ; logic, argumen t and judgeme nt; analytica l	Unsubsta ntiated generalisa tions, made without use of any credible evidence. Lack of logic, leading to unsupport able/	Some evidence of analytica l intellect ual skills, but for the most part descripti ve. Ideas/fin dings	Evidence of some logical, critical thinking and some attempts to synthesise, albeit with weaknesse s.	Evidence of some logical, analytical, critical thinking and synthesis. Can analyse new and/or complex data and	Evaluates methodolo gies, current research and ideas critically and, where appropriat e, proposes new hypotheses /ideas. Evaluates	Excellent critical evaluation of methodolo gies, current research and ideas and, where appropriat e, proposes new hypotheses	Exception al critical evaluatio n of methodol ogies, current research and ideas and, where appropria te, proposes

reflectio n; organisat ion of ideas and evidence	missing conclusio ns. Lack of any attempt to analyse, synthesis e or evaluate.	sometim es illogical and contradi ctory. Generali sed stateme nts made with scant evidence . Conclusi ons lack relevanc e.	Some evidence to support findings/ views, but evidence not consistentl y interpreted . Some relevant conclusions and recommen dations, But not always well linked to other material.	situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Some conclusions and recommen dations, where relevant	and synthesises complex issues both systematic ally and creatively. Makes sound judgement s and proposes convincing arguments in the absence of complete data. Sound, convincing conclusions / recommen dations.	/ ideas. Evaluates and synthesises complex issues systematic ally and creatively. Makes excellent judgement s and proposes convincing arguments in the absence of complete data. Strong, persuasive, conclusions , justifiable recommen dations. Work is of conference publishable quality.	new hypothes es/ ideas. Evaluates and synthesis es complex issues at a high level of mastery. Makes outstandi ng judgemen ts and proposes highly convincin g argument s in the absence of complete data. Highly persuasiv e conclusio ns. Work is of journal publishab le quality.
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4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative, original and	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	Some awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Some appreciation of the context of the application.	A satisfactory and appropriate application of standard methods, materials, tools and/or techniques. Satisfactory appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some originality, innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Originality, innovation and/or creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
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creative solutions to solve problems.							
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Communication is not clear. Limited independent work and limited involvement in group activities. Work lacks coherence in places and is in need of amendments to the structure.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively autonomously and as part of a team, with some involvement in group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well autonomously and as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally autonomously and within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally autonomously and within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent

(including written and oral); clarity and effectiveness in presentation and organisation.						presented professionally.	and is presented professionally.
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