

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016 /17**

Part I Course Overview

Strategic Business Communication in English

Course Title:	_____
	EN4564
Course Code:	_____
	One Semester
Course Duration:	_____
	3
Credit Units:	_____
	B4
Level:	_____
	<input type="checkbox"/> Arts and Humanities
	<input type="checkbox"/> Study of Societies, Social and Business Organisations
	<input type="checkbox"/> Science and Technology
Proposed Area: <i>(for GE courses only)</i>	_____
	English
Medium of Instruction:	_____
	English
Medium of Assessment:	_____
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to use a case based approach to:

1. Help students learn and apply the strategic model of communication to business settings.
2. Provide opportunities for students to apply a range of communication strategies for successful oral and written communication in writing a business plan.
3. Improve students' competence in negotiating with others in English through numerous role-plays and simulations using a frame work of principled communication.
4. Enhance students' oral presentation skills and to expose students to different types of business presentation

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting * (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply the strategic communication model when communicating.		✓	✓	✓
2.	Plan and use strategies for successful negotiations in business meetings.		✓	✓	✓
3.	Write a business plan		✓	✓	✓
4.	Combine a range of oral presentation skills necessary to communicate effectively to audiences.		✓	✓	✓
5.	Critically examine the quality of communication in an oral presentation.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing

knowledge across disciplines or applying academic knowledge to self-life problems.
 A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	<p><i>Applying the Strategic Communication Model in all business communication situations</i> Students learn to apply the five components of the communication model.</p>	✓	✓	✓	✓	✓	Throughout the course
2	<p><i>Planning and using strategies for successful negotiations in business meetings</i></p> <ul style="list-style-type: none"> • The activities enable students to use the stages of negotiation to plan effective business meetings that requires considerable negotiation. • The students apply the identified language and structure related to negotiation in meeting simulations. • The teaching and learning activities enable students to apply negotiation strategies they learn in the course in a business meeting to achieve the meeting's purpose. • The activities enable students to understand the elements of communication (including body language, voice and word choice) and how they can effect business negotiations. Students critically discuss strategies that worked and did not work and examine why and discuss alternative approaches. 	✓	✓	✓			

4	<p>Writing an analytical Business Plan</p> <ul style="list-style-type: none"> The student teams analyse field research data and collaboratively write a business plan. They experience issues related to collaborative writing in the work place. Students are required to critically discuss the feasibility of their business plan and persuade their audience(s) to accept their plan. 	✓			✓		
5	<p>Planning and giving a team oral presentation</p> <ul style="list-style-type: none"> The student team applies the skills and structures they have learnt and plan and give an effective oral presentation. Student teams attend real world presentations and critically comment on the positive and negative qualities of the presentations. The student team writes a critical self-evaluation of their oral presentation in which they identify strengths & weakness and suggest improvements. 	✓			✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: _100 %							
<p>Assignment 1 Negotiation Meeting Simulation 1- allows students to apply skills and knowledge acquired in the course.</p>	✓	✓				15%	Group work; individually assessed
<p>Assignment 2 Business Plan in groups collect data, plan and write an analytical Business Plan – allows students to apply skills and knowledge acquired in the course.</p>	✓		✓			30%	Group work
<p>Assignment 3 Negotiation Meeting</p>	✓	✓				15%	Group work; individually assessed

Simulation 2 - allows students to apply skills and knowledge acquired in the course.									
Assignment 4A Team Oral - Students in groups plan and give an oral presentation in class on their business plans. Assignment 4B Self-evaluation of oral presentation students write a critical self- evaluation of their group's presentations - allows students to apply the knowledge acquired in the course.							15%	Group work; individually assessed	
							10%	Group work	
Quiz Assess students' understanding of key issues and concepts	✓	✓	✓	✓	✓		15%	Individual work	
Examination: ____% (duration: _____, if applicable)									
* The weightings should add up to 100%.							100%		

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task 1 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Negotiation 1	Content					
	Ideas	Very useful ideas	Useful ideas	Somewhat useful ideas	Poor ideas	Very poor ideas
	Objectives	Completely achieved meeting objective(s)	Largely achieved meeting objective(s)	Somewhat met some of the meeting objective(s)	Hardly achieved any meeting objectives	Did not achieve meeting objective(s) at all
	Contribution	Totally adequate contribution for role	Adequate contribution for role	Somewhat adequate contribution for role	Inadequate contribution for role	Hardly any contribution for role
	Research and analysis of the issues	Evidence of very adequate research and analysis of issues	Evidence of adequate research and analysis of issues	Limited evidence of research and analysis of issues	Lacks evidence of research and analysis of issues	No evidence of research and analysis of issues
	Ability to identify bottom line	Very sensitive in identifying bottom line	Sensitive in identifying bottom line	Somewhat sensitive in identifying bottom lines	Somewhat insensitive in identifying bottom lines	Unable to identify bottom lines
	Show willingness to concede	Handled very well	Handled adequately	Somewhat handled adequately	Conceded on too few/ too many issues	Not willing to concede on any issues
	Use negotiation strategies/ tactics	Excellent application of suitable strategies/ tactic used	Very good application of suitable strategies/ tactic used	Some application of strategies / tactic used	Unsuitable/hardly any strategies/ tactic used	No strategies/ tactic used
	Sensitive to needs, wants & desires of others	Very sensitive to the needs, wants & desires of others	Sensitive to the needs, wants & desires of other	Somewhat sensitive to the needs, wants & desires of other	Somewhat insensitive to the needs, wants & desires of other	Very insensitive to the needs, wants & desires of other

	Ability to carry out role	Very competently carried out role	Competently carried out role	Somewhat acceptable role	Ineffective role	Very ineffective role
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Assessment Task 1 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
	Presentation					
	Presentation of ideas	Very clear and effective presentation of ideas	Clear and effective presentation of ideas most of the time	Somewhat unclear and ineffective presentation of ideas at times	Mostly unclear and ineffective presentation of ideas at most times	Completely unclear and ineffective presentation of ideas throughout meeting
	Interaction	Very effective and natural interaction	Effective and somewhat natural interaction	Somewhat effective but unnatural interaction at times	Ineffective and unnatural interaction at times	Ineffective and unnatural interaction throughout meeting
	Body language	Very suitable body language	Suitable body language at most times.	Somewhat suitable body language at most times.	Unsuitable body language at times.	Unsuitable body language at most times
	Eye contact	Very good eye contact	Adequate eye contact at most times	Limited eye contact in parts - over dependence on notes.	Very little eye contact – reading from notes most of the time	No eye contact – reading from notes throughout meeting
	Voice quality (pitch, volume and speed)	Voice quality very good	Voice quality good	Voice quality somewhat ineffective in parts	Voice quality poor in many parts	Voice quality very poor in most parts
	LANGUAGE					
	Grammar and word choice	Hardly any language errors-	Some noticeable language errors	Many language errors	So many language errors that it affects listener's comprehension of the message	So many language errors that it is very difficult for listener to understand the message –
	Language of meetings	Very adequate use of meeting language	Mostly adequate use of meeting language	Some use of meeting language	Hardly any use of meeting language	No use of meeting language
	Tentative language	Very competent use of tentative language	Competent use of tentative language	Somewhat competent use of tentative language	Hardly any tentative language used	No tentative language Used

Assessment Task 2 30%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Business Plan	Content 40%					
		Purpose of the report is completely achieved	Purpose of the report is achieved to a large extent	Purpose of the report is partially achieved	Purpose of the report is only achieved to a limited extent	Purpose of the report is not achieved
		Content is very well selected and developed	Content is well selected and developed	Content selected for analysis is somewhat sufficient	Content selected for analysis is sketchy and inadequate	Content selected for analysis is highly inadequate
		Information is comprehensively analyzed and explained	Information is sufficiently analyzed and explained	Only part of the information is analyzed and explained	Analysis is not informative and comprehensive	Analysis is not at all comprehensible
	Language 30%	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
		Language (grammar, spelling, punctuation, syntax etc) is highly accurate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, exhibit a great deal of residual and editorial problems	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, exhibit very serious of residual and editorial problems
		Use of vocabulary is very concise, precise and varied	Use of vocabulary is concise, precise and varied	Use of vocabulary is somewhat concise, precise and varied	Use of vocabulary is limited and repetitive	Use of vocabulary is not concise, varied, and incomprehensible
		Style and tone are highly appropriate	Style and tone are appropriate	Style and tone are somewhat appropriate	Style and tone are generally inappropriate	Style and tone are totally inappropriate
		Paragraph development and ideas are very coherently linked	Paragraph development and ideas are coherently linked	Paragraph development and ideas are somewhat coherently linked	Paragraph development and ideas are generally not coherently linked	Paragraph development and ideas are not at all coherently linked

Assessment Task 2 30%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Business Plan	Format and organization 30%	Executive summary very effectively expressed	Executive summary effectively expressed	Executive summary is somewhat acceptable	Executive Summary provided but poorly written	Executive summary is either missing or provided but very poorly written
		Introduction of the memo report is very effectively developed	Introduction of the memo report is included and developed	Introduction of the memo report is included, but not adequately developed	Part of the introduction is not logically developed	Introduction of the memo report is either missing or included but fails to achieve its purpose
		Findings are very relevant & clear and very effectively expressed	Findings are relevant and clear and expressed clearly	Findings although to some extent relevant are not clearly expressed	Not all findings are relevant & expressed adequately	Most findings are not relevant and not clearly expressed.
		Conclusion is very effectively expressed	Conclusion is effectively expressed	Conclusion is somewhat acceptable	Conclusion is provided but poorly written.	Conclusion is either missing or provided but very poorly written
		Recommendation(s) is/are very effectively expressed	Recommendation(s) is/are effectively expressed	Recommendation(s) is/are are somewhat acceptable	Recommendation(s) is/are provided but poorly written.	Recommendation(s) is/are either missing or provided but very poorly written
		Heading-sub-headings are very effectively used	Heading-sub-headings are effectively used	Heading-sub-headings are used but exhibit some inconsistency	Heading-sub-headings exhibit quite a lot inconsistency	Heading-sub-headings are incorrectly used or hardly used
		Reference list is written in completely correct format	Reference list is written in correct format	Reference list is written in somewhat correct format	Reference list is provided but not written in correct format	Reference list is missing

Assessment Task 3 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Negotiation 2	Content					
	Ideas	Very useful ideas	Useful ideas	Somewhat useful ideas	Poor ideas	Very poor ideas
	Objectives	Completely achieved meeting objective(s)	Largely achieved meeting objective(s)	Somewhat met some of the meeting objective(s)	Hardly achieved any meeting objectives	Did not achieve meeting objective(s) at all
	Contribution	Totally adequate contribution for role	Adequate contribution for role	Somewhat adequate contribution for role	Inadequate contribution for role	Hardly any contribution for role
	Research and analysis of the issues	Evidence of very adequate research and analysis of issues	Evidence of adequate research and analysis of issues	Limited evidence of research and analysis of issues	Lacks evidence of research and analysis of issues	No evidence of research and analysis of issues
	Ability to identify bottom line	Very sensitive in identifying bottom line	Sensitive in identifying bottom line	Somewhat sensitive in identifying bottom lines	Somewhat insensitive in identifying bottom lines	Unable to identify bottom lines
	Show willingness to concede	Handled very well	Handled adequately	Somewhat handled adequately	Conceded on too few/ too many issues	Not willing to concede on any issues
	Use negotiation strategies/ tactics	Excellent application of suitable strategies/ tactic used	Very good application of suitable strategies/ tactic used	Some application of strategies / tactic used	Unsuitable/hardly any strategies/ tactic used	No strategies/ tactic used
	Sensitive to needs, wants & desires of others	Very sensitive to the needs, wants & desires of others	Sensitive to the needs, wants & desires of other	Somewhat sensitive to the needs, wants & desires of other	Somewhat insensitive to the needs, wants & desires of other	Very insensitive to the needs, wants & desires of other
	Ability to carry out role	Very competently carried out role	Competently carried out role	Somewhat acceptable role	Ineffective role	Very ineffective role

Assessment Task 3 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Negotiation 2	Presentation					
	Presentation of ideas	Very clear and effective presentation of ideas	Clear and effective presentation of ideas most of the time	Somewhat unclear and ineffective presentation of ideas at times	Mostly unclear and ineffective presentation of ideas at most times	Completely unclear and ineffective presentation of ideas throughout meeting
	Interaction	Very effective and natural interaction	Effective and somewhat natural interaction	Somewhat effective but unnatural interaction at times	Ineffective and unnatural interaction at times	Ineffective and unnatural interaction throughout meeting
	Body language	Very suitable body language	Suitable body language at most times.	Somewhat suitable body language at most times.	Unsuitable body language at times.	Unsuitable body language at most times
	Eye contact	Very good eye contact	Adequate eye contact at most times	Limited eye contact in parts - over dependence on notes.	Very little eye contact – reading from notes most of the time	No eye contact – reading from notes throughout meeting
	Voice quality (pitch, volume and speed)	Voice quality very good	Voice quality good	Voice quality somewhat ineffective in parts	Voice quality poor in many parts	Voice quality very poor in most parts
	LANGUAGE 30%					
	Grammar and word choice	Hardly any language errors-	Some noticeable language errors	Many language errors	So many language errors that it affects listener's comprehension of the message	So many language errors that it is very difficult for listener to understand the message –
	Language of meetings	Very adequate use of meeting language	Mostly adequate use of meeting language	Some use of meeting language	Hardly any use of meeting language	No use of meeting language
	Tentative language	Very competent use of tentative language	Competent use of tentative language	Somewhat competent use of tentative language	Hardly any tentative language used	No tentative language Used

Assessment Task 4 A 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Team Oral Presentation	Content & Organization 25%					
	Introduction <ul style="list-style-type: none"> Greeting Attn getter Topic Purpose Preview 	Very effectively sets the stage for the presentation. Has all the required elements.	Effectively sets the stage for the presentation. Has most of the required elements.	Somewhat sets the stage for the presentation. Some elements missing.	Somewhat does not set the stage for the presentation. Quite a few elements missing	Does not set the stage. Most elements missing
	Body	Completely adequate information	Adequate information	Somewhat adequate but just some points glossed over	Somewhat inadequate information. Majority of points glossed over	Inadequate information, all points glossed over
	Conclusion	Concludes very strongly	Moderately strong ending	Somewhat weak ending	Weak ending	No ending
	LANGUAGE 25%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
	Fluency Grammar Pronunciation Transitionals Tone Vocalized pauses (uh, well uh, um)	<ul style="list-style-type: none"> Fluent Grammatically accurate Natural pronunciation Transitionals natural Highly positive & persuasive No vocalized pauses noticed 	<ul style="list-style-type: none"> Mostly fluent Only minor grammar errors Pronunciation mostly clear Transitionals adequate Moderately positive/persuasive Hardly any vocalized pauses noticed 	<ul style="list-style-type: none"> Fairly fluent Frequent grammatical errors Pronunciation affects listener comprehension Moderate use of transitionals Slightly persuasive Some vocalized pauses noticed 	<ul style="list-style-type: none"> Limited fluency Excessive grammatical errors Pronunciation unclear Transitionals barely used Barely persuasive pauses noticed 	Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task 4 A 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Team Oral Presentation	DELIVERY 30%					
	Pace	Natural pace	Pace occasionally erratic	Speed interferes with comprehension and/or audience interest	Erratic pace distracts	Pace impedes audience comprehension
	Voice/ volume	Natural volume	Volume occasionally variable	Inaudible at times	Volume inadequate	Volume impedes audiences comprehension
	Cue cards	Unobtrusive use of cue	Some dependence on cue cards/notes	Too dependent on cue cards/ notes. Reading in some parts.	Over use of cue cards/notes. Reading in many parts	Totally dependent on cue cards/ notes. Reading all the time.
	Eye Contact	Constant eye contact	Partial eye contact	Periodic eye contact	Minimal eye contact	No eye contact
	Facial Expressions	Very appropriate expression, no deadpan or conflicting expression	Appropriate expressions, Hardly any deadpan or conflicting expressions	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Has a deadpan expression and/or shows a conflicting expression during entire presentation
	Gestures	Very natural hand gestures are demonstrated	Natural hand gestures are demonstrated	Hand gestures at times unnatural	Hand gestures unnatural most of the time	No gestures are noticed
	Posture	Stands up straight with both feet on the ground during entire presentation	Stands up straight with both feet on the ground during most of the presentation	Occasionally slums during presentation	Slums quite a lot during the presentation	Slums during whole presentation
	Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrates a strong positive feeling about topic during most of the presentation	Occasionally shows positive feelings about topic	Shows hardly any interest in the topic during most of the presentation	Shows absolutely no interest in topic during entire presentation

Assessment Task 4 A 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Team Oral Presentation	Time frame	Very well managed	Suitable length	Slightly too short/long	Presentation is too short/ too long	Presentation is far too short
	<u>Teamwork</u> co-operation among team members transition between speakers	Strong teamwork Smooth transition between speakers	Mostly smooth teamwork Mostly smooth transition between speakers	Weak team co-ordination Weak handover between speakers	Interruptions with teamwork Poor handover between speakers	Teamwork very weak No handover between speakers
	VISUAL AIDS 10%					
	<ul style="list-style-type: none"> • Relevance • Design • Handling 	Very well executed & managed. Enhances presentation a lot.	Mostly well executed & managed. Enhances presentation.	Partly well executed & managed. Somewhat enhances presentation.	Weakly executed and managed. Adds nothing to presentation.	Poorly executed and managed. Adds nothing to presentation.
	Qs & As 10%					
	Handling & content	Strong rapport with questioner; Complete answers	Good interaction with questioner; Mostly complete answers	Weak interaction with questioner; Inadequate answer	Questions handled poorly and/or not fully answered	Failed to answer questions

Assessment Task 4 B 10%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Oral Presentation Self Evaluation	Self Evaluation of Presentation <i>Content</i> Key features Objective reflection Balanced comments Specific description Constructive advice	Excellent	Good	Fair	Below average	Poor
	Self Evaluation of Presentation <i>Organization</i> Logical grouping Logical sequence Coherent linking	Excellent	Good	Fair	Below average	Poor
	Self Evaluation of Presentation <i>Language</i> Accurate Appropriate Clear, concise Helpful, constructive	Excellent	Good	Fair	Below average	Poor
	Data Collected for Presentations Attended Quality Quantity	Excellent	Good	Fair	Below average	Poor
	Evidence of Preparation for Presentation Outline Note cards Power point slides	Excellent	Good	Fair	Below average	Poor

Assessment Task 5 15%	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Adequate Grade C+, C, or C-	Marginal Grade D	Failure Grade F
Quiz	Strong evidence of firm grasp of the subject knowledge and achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Sufficient evidence of achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Some evidence of achieving the stated CILOs	Excellent	Good	Fair	Below average	Poor
	Marginal familiarity with the subject knowledge	Excellent	Good	Fair	Below average	Poor
	Little evidence of familiarity with the subject knowledge	Excellent	Good	Fair	Below average	Poor

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Strategic Communication: Interpersonal communication; communicative competence; organizational and audience awareness; critical thinking skills; audience interaction and principles, business plan, participating in and conducting professional meetings, negotiations and oral presentations,.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Power point slides and notes provided by Lecturer
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended readings:

1.	Biennvenu, S Sherron & Timm, P. (2002). <i>Business Communication: Discovering Strategy, Developing Skills</i> . New Jersey: Pearson Education.
2.	Hartley. P, & Bruckmann, C. G. (2002). <i>Business Communication</i> . London: Routledge.
3.	Hattersley, M. E., & McJannet, L. (1997). <i>Management Communication Principles and Practice</i> . New York: McGraw-Hill.
4.	Miller, K. (1999). <i>Organizational Communication: Approaches and Processes</i> . (2 nd Ed.). Belmont, CA: Wadsworth.
5.	Neher, W. (1997). <i>Organizational Communication: Challenges of Change, Diversity, and Continuity</i> . Boston: Allyn and Bacon.
6.	Roger Fisher and William Ury. (1991). <i>Getting to Yes: Negotiating Agreement Without Giving</i> (Second Edition), New York, NY: Penguin Books.
7.	Roy J. Lewicki et al (2004). <i>Essentials of Negotiation (Third Edition)</i> , New York, NY: McGraw-Hill/Irwin
8.	O'Hair, D., Friedrich, G. W., & Dixon, L. D. (2002). <i>Strategic Communication in Business and the Professions</i> (4 th ed.). Boston: Houghton Mifflin.
9.	Guffey, M. E. & Du-Babcock (2010). <i>Essentials of Business Communication</i> (2 nd Asian edition). Singapore: Thomson Learning