

## **ES2002 Business Communication for Leaders**

This module aims to equip students with the business communication skills they need to be recognized as leaders among stakeholders – colleagues, superiors, and customers/clients. Working within a dynamic 21st century simulated workplace, students as “interns” in a consultancy firm will work on a team project to propose a solution for a company of their choice to meet unmet/poorly met customer needs and/or seize business opportunities to fuel the company’s further growth. They will learn critical skill-sets in influential leadership communication in a variety of business settings: pitching; teamwork, meeting and negotiation; relationship, goodwill and trust-building; and thinking on their feet. The module will emphasise core principles of audience-centred, objective driven, and context-sensitive communication. It also focuses on intentional communication where students employ communication fundamentals of verbal, vocal, visual and listening skills, and the 7 C’s of effective business communication to produce desired impact and/or impressions on their audience in the relational, transformational, informational, and promotional aspects of leadership communication.<sup>1</sup>

### ***Course Objectives***

By the time students finish this module, they will have learnt to:

- craft and deliver clear, strategic, and persuasive messages that are pitched appropriately for different audiences and business contexts,
- engage others in various interpersonal settings by listening empathetically, and processing key information and nuances critically,
- develop a confident and credible professional presence as future leaders through verbal and non-verbal communication strategies, and
- chart their growth through peer feedback and self-reflections.

### ***Teaching Modes***

The module employs a blended learning approach which comprises 3-hr face to face tutorials and an average of 1-hr online learning per week over 13 weeks. The online learning may require students to view explanatory videos of theoretical concepts, or interviews with the industry on professional communication practices, review online resources in the forms of articles and videos, and participate in pre-tutorial/post-tutorial activities such as taking part in discussion forums or carrying out peer/self-evaluations. There will also be tutor-student conferencing in small groups either face to face or through a video conference. In summary, the teaching modes adopted will be geared towards a learner-centric, experiential and self-directed approach.

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1. Quinn, R., et al. (1991). *A Competing Values Framework for Analysing Presentational Communication in Management Contexts*. The Journal of Business Communication, 28(3), 213 – 231.

### ***Course Assessments***

This is a 100% continual assessment module; there is no exam.

The assessment breakdown is as follows:

Concept Proposal (25%)

Team Pitch and Q&A (30%)

Negotiation (20%)

Learning Reflection (10%)

Class Participation (15%)