Business Multi-Disciplinary Projects (BMDPs) in ESP Classes to Develop Workplace Communication Skills

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Abstract

Business Multi-Disciplinary Projects (BMDPs) have been utilized as a tool towards the contextualization of the teaching and learning of several technical communication skills in a business communication course taught to business students in a private university in the United Arab Emirates. Students are assigned to teams of mixed majors (e.g., finance, management, accounting, etc.) with each team comprising a minimum of four students and a maximum of five. Team members are required to collectively identify and choose a research topic that warrants the involvement of all business majors/disciplines in its development, execution and completion. Students call for meetings, prepare research proposals, decide on budgets and communication tools, search for and contact vendors, concerned authorities for inquiries and consultations, academicians, and field experts and communicate with them through emails, formal letters and planning face-to-face interviews with some of them. Furthermore, they have to send copies of all correspondence within the team members and amongst them and members from the outside community to the course instructor. By mid semester, students deliver powerpoint-supported oral progress reports of their research projects followed by the submission of a detailed written report by the end of the semester. Students' performance in on-going written exams, tests and quizzes and oral presentations during the three-month- long semester reflect great improvements in writing fluency, clarity and cohesion and coherence. Furthermore, students' end of semester comments on the course's effectiveness show favourable responses measured in light of their level before the start of the course.

Key Words: Professional communication skills, contextualized teaching and learning, learners'

autonomy, business multidisciplinary projects.

1. Introduction

The teaching and learning of highly required workplace business communication skills (i.e. writing reports; calling for meetings, preparing meeting agendas and taking, writing and editing minutes; writing and sending formal email messages and letters; etc.) outside their relevant contextual settings does not guarantee full student involvement in the learning process and may be futile (Mercer 2006; Yu 2008; Chun 2010). Contextualizing the teaching of these skills opens students' eyes to their proper and appropriate uses in authentic communication situations (Amare and Brammer 2005; Predmore 2005). It is the purpose of this research to report on the procedures the present researcher employed in teaching several workplace business communication skills through several business multidisciplinary projects. In these projects students are divided into teams, with each team comprising a minimum of four and a maximum of five students from different business majors/disciplines. The students choose and appoint a team leader, decide on a research topic that requires input from all team members and collaboration from all students, each in his/her respective discipline, in its development and execution. Team members choose the topics, obtain approval of the topics from the three cooperating business faculty and the course instructor (the present writer), and then prepare detailed research proposals. They receive specialist feedback on their proposals, and based on how detailed and comprehensive their proposals are, are given the green light to proceed with their research. The execution of the research project requires the use of several technical communication skills such as, internet searches; sending email messages; writing formal letters; meeting with whole sale traders, government officials, business academics and experts, as well as giving oral presentations and submitting end of research reports. The enthusiasm with which

the students have approached the tasks, their positive feedback on the course assessment surveys and the final exam results point to the success of contextualized teaching and learning workplace communication skills.

2. Context

The activities described in this paper are carried out in a Business Communication Course taught to the College of Business Administration students at a private higher education institution in the United Arab Emirates (see Appendix A for a brief description of the old course particulars). In this course, business students are supposed to study and learn several technical communication skills required for the workplace. Like any other language course, students are taught how to write and produce several technical written communication genres addressed to assumed and imagined readers, which makes the course lack authenticity and deprive the students from the real pleasures of writing to and interacting with a real audience.

Business Multidisciplinary Projects-based teaching and learning can provide the appropriate context for introducing, developing and implementing not only research skills, but also the technical communication skills stated in the course learning objectives (see Appendix B). The section below shows the modifications introduced into the structure and the components of the old syllabus.

In the old syllabus, students were individually required to choose a business related research topic, conduct research on it, give an in-class oral presentation, and finally submit a written report.

a. Old Syllabus

<u>Individual Technical Presentations</u>

- Proposal

- Progress report

- Technical presentation

By contrast, in the new syllabus, the multidisciplinary business project has been introduced and used as a tool for teaching and giving students hands on research and writing several business communication genres through collectively planning and writing business related research projects in addition to creating and providing them with an environment where they can implement and practice several workplace communication skills in authentic and real contexts as shown below:

b. New Syllabus

<u>Multi-Disciplinary Presentation </u>(MDP)

- Topic Choice and Approval

- Proposal Submission

- Oral Progress report

- Submission of written progress report

- Submission of Final Written Report

<u>Meeting, Planning and Documentation</u>

- Minutes of official team meetings

- Documentation of informal team meetings

- Documentation of key decision-making

- Documentation of team meetings/team representative(s) with officials, academicians and experts and task assignment

- Documentation of planning

- Timeline for BMDP execution and submission

3. Theoretical Bases

3.1 Language

In the new syllabus communication skills, teamwork and management were underpinned by language, which represents the essential base from which all else is developed. It was important that the changes be guided by a model that gave due emphasis to the primacy of language in the process of change implementation. Halliday's (1985:12) systemic-functional linguistics, an approach to linguistics that treats language as foundational for the building of human experience, provided such a model. Three key notions, *field, tenor* and *mode* which collectively constitute the register of a text, offered a linguistic framework for guiding the changes in the new syllabus and giving due importance to the language that underpins the course.

Field is defined as what is happening, as the nature of the social interaction taking place. *Tenor* relates to those taking part, to the participants, their social/professional roles, their relationships and their status. *Mode* refers to the organization of text, to rhetorical modes such as persuasion, exposition, didacticism, description, narration and so forth; to the channel of communication whether spoken or written, monologic or dialogic, whether with visual contact or via computer-mediated communication or telephone and so forth. The framework assumes language functions common in engineering (definition, description, instruction, exemplification, comparison and

contrast, sequencing, hypothesizing and drawing conclusions) and thus the language structures that convey these functions. For instance, in terms of document organization an internship letter (realization) is in the 'field' of an applicant to unknown professional/specialist, the 'tenor' of the participants is novice to expert so the relationship is an inferior to superior relationship while the mode is written, descriptive, expository and persuasive. These relationships are fully set out in Appendix B.

3.2 Bloom's Taxonomy and Course Outcomes

In this course the objectives, program outcomes and assessment activities address educational objectives in Bloom and Krathwohle's (1956) three domains: affective, psychomotor and cognitive.   The course objectives embody particularly affective and cognitive skills and especially the higher order skills in the affective domain: valuing, organizing, characterizing; and in the cognitive domain: analysis, synthesis, evaluation.   Furthermore, the course objectives address the competencies that have been identified in the studies cited earlier in this paper as essential to a successful business career. Through BMDPs students are expected to attain the following objectives:

- Exhibit use of appropriate and effective standards and strategies in professional business communication

- Demonstrate writing and presentation style sensitive to audience and message function

- Exhibiting individual, collaborative and multidisciplinary technical communication skills

- Demonstrate understanding of appropriate content, format and graphics for professional (business) documentation and presentations

- Display awareness of ethical and social responsibility issues that arise in technical research and documentation

At an affective level these objectives embody skills of valuing information, accommodating diverse ideas and ideals. Attainment of these skills enables students to compare and to elaborate on what is known and what has been learned in order to establish beliefs and standards. Preparing and presenting the BMDP as oral and written discourse with supporting organizational documentation exemplifies cognitive skills. The project work requires students to use analysis, inference and synthesis in the compilation and patterning of the discourse and the information. The skill of evaluation, in the presentation and defense of project work requires making judgments about information, and attesting the validity of ideas and quality of work based on given criteria.

3.3. Self-regulation

This study is also predicated on Zimmerman's (2002) concept of 'self-regulation'. He states that self-regulation is the "self-directive process by which learners transform their mental abilities into academic skills. Self-regulated learners are "metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989, p. 329). To accomplish their goals, learners set personal goals, perform strategically, monitor their progress, and adapt their approach. These skills are essential for lifelong learners. Zimmerman (2002) identified a number of strategies for self-regulation:

- self evaluation
- organizing and transforming
- goal-setting and planning

- seeking information

- keeping records and monitoring

- environmental structuring

- self consequating

- rehearsing and memorizing

- seeking social assistance

- reviewing records

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Self-regulated learning is the deliberate planning and monitoring of the cognitive and affective processes involved in completing academic tasks (Corno and Mandinach, 1983). According to Schunk and Zimmerman (1998), self-regulation is not a specific mental ability, instead it involves a series of component skills including:

- setting specific proximal goals for oneself

- adopting powerful strategies for attaining the goals

- monitoring one's performance selectively for signs of progress

- restructuring one's physical and social context to make it compatible with one's goals

- managing one's time use efficiently

- self-evaluating one's methods

- attributing causation to results

- adapting future methods.

Overall the work carried out through BMDPs shows a coherent relationship to degree program outcomes specified in the curricula in the following terms:

- Evaluate written and oral communication, identify key ideas and establish hierarchies of information, work collaboratively in teams.

- Structure clear and persuasive arguments based on an analysis and presentation of evidence.

4. Curriculum, Tasks, and Materials

The chart below shows the phases and procedures followed in adopting the concept of multidisciplinary projects as a pedagogical tool and as a means towards executing the teaching and learning of several business communication skills stipulated in the course syllabus' learning objectives.
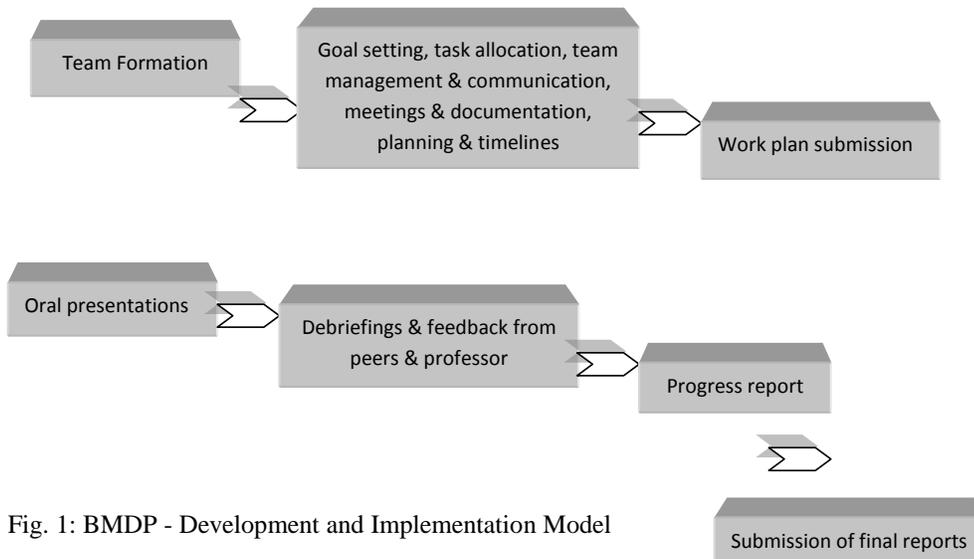
Team Formation → Goal setting, task allocation, team management & communication, meetings & documentation, planning & timelines → Work plan submission

Oral presentations → Debriefings & feedback from peers & professor → Progress report → Submission of final reports

Fig. 1: BMDP - Development and Implementation Model

4.1. The Pre-Task Phase:

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition of the skills mentioned earlier. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. Dornyei (2001) also emphasizes the importance of presenting a task in a way that motivates learners. Like Lee, he sees value in explaining the purpose and utility of the task.

Stage 1

This stage involves the steps detailed below:

Steps

At the beginning of the semester, course contents are organized, prioritized and presented on a first-needed-first taught basis. That is, the syllabus contents are presented in the order that students would need to fulfill the required tasks assigned to them. Students are given clear and detailed information on the nature of the BMDPs and how these are going to be used as vehicles for the teaching and learning of workplace communication skills. The following steps are presented and discussed with the students:

Step 1: Choice of topic for the BMDPs

Students are told that the topics should warrant the involvement of more than one business major in their solution. Students propose possible topics for projects in class and all students participate in discussing and refining them. Once the choice of topics is completed, then the whole class moves to the second step.

Step 2: Team Formation

Students are requested to voluntarily assign themselves to a team based on the proposed research topics, their major and their interests. However, they are told that each team should have from 4/5 members and that at least three members should be from different business disciplines. Following the teams formation, team members are requested to do the following:

a. Select a team leader/contact person who will act as the link between the course instructor and the group.

b. Call for meetings (see Appendix C for samples).

c. The leader will also be responsible for ensuring that the group achieves its mission on time, completes the tasks assigned and keeps minutes of all meetings.

d. To rotate group leadership so that each member has an opportunity to experience the challenges of being a leader and has the chance to develop the appropriate skills that the role demands.

e. Create and establish a group email for the group for an efficient communication system.

f. Assign project tasks to team members in accordance with their major and interests.

g. Course instructor is to be cc-ed of all communication activities between the team members by the team leader. He, sometimes, made comments on content of email messages that he received.

h. Decide on times and venue for team meetings.

i. Prepare a timeline for the stages of the report and the communication tools they are going to use to disseminate and impart information to group members and course instructor.

j. Choose and appoint a secretary to take minutes in meetings. This is done by rotation so that each team member is given an opportunity to practice taking, typing, editing and dispatching minutes by email to others for approval and documentation.

Step 3: Preparing Written Research Proposals

In this phase, team leaders send emails to team members calling for a meeting to prepare a research proposal on the topic. This requires all team members to make full use of library and internet resources. This research proposal should include a definition of the problem, review of previous studies in the field, research methodology, possible solutions, timelines for the oral progress report, schedule for team meetings, team communication procedures, etc.

Step 4: Feedback on Research Proposals & Assessment

During the first week of the course, and after the preparation of the teams' research proposals, team leaders arrange for meetings with business faculty, each in his/her respective field, and show their proposals for feedback and approval. Once the topics are approved, students embark on the work and are given guidelines (i.e., assessment rubric) for the assessment of project. These parts are as follows:

a. An in-class progress report which is about 6-8 minute oral account of the state-of–the-art of the research project and should address the following components:

- Summary of the situation, problem, proposed solution(s), evaluation, structure of the presentation,
- A direct quote from some resource (online or print) with an explanation of how this is relevant to the presentation,

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- A paraphrase (indirect quote) of an information source with an explanation of how this is relevant to the presentation,

- References in APA format for the resources referred to above.

- Each component will be supported by a visual element.

- Each team member will talk about the task assigned to him/her and what he/she has done and intends to do.

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Stage 2: Submission of Written Progress Reports

Students are given detailed constructive feedback on the strengths and weaknesses of the report.

Stage 3: Submission of Final Research Projects

This stage consists of the following:

- In-Class Presentations followed by questions/comments from all class members,

- Presentation and submission of final projects in the format of situation, problem, solution and evaluation and the submission of course Portfolio (this comprises documentation of meetings, e.g., calls for meetings, meeting agendas, meeting minutes, communication with experts in the field, etc.),

- Evaluation of projects by all the students, the course instructor and the cooperating business faculty.

Stage 4: Outcomes, and Faculty and Students' Reflections

This stage takes place at the end of the course where the students, the course instructor, and the business faculty involved in the project meet and reflect on the strengths and weaknesses of the whole process.

Qualitative Analysis

The indexes to the course's success are mainly based on the students' achievement tests as exhibited in quizzes and exams students sat for, presentations they delivered and course evaluative responses given in the course assessment sheet that the University requires the students to fill in for each course they study. Students' performance in on-going written exams, tests and quizzes and oral presentations during the three-month- long semester reflect great improvements in writing fluency, clarity and cohesion and coherence. Furthermore, students' end of semester comments on the course's effectiveness show favourable responses measured in light of their level before the start of the course.

The following are some of the remarks and comments made in this stage.

4.1. Academic/professional communication interface

4.1.1. Business Context

- BMDPs help bring into the classroom cooperation between field specialists, academicians, and the English language course instructor.

4.1.2. University Library Support

- The library has played an active role by arranging training sessions for the students in how to find and locate relevant sources and in APA documentation style.

4.1.3. Academic Skills

- Students are better able to use and apply paraphrase, summary, quoting, and synthesizing skills in addition to citing sources in their BMDPs. The use of visuals and the tense and aspect of phrases and expressions used to tag these visuals to the texts they accompany is enhanced and mastered (see Appendix D for samples).

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- Course learning objectives have been materialized and practiced in a naturalistic and authentic context.

- Maturity in the use of hedged predictions, approximators, expressions of likelihood, passivization, attribution and many other hedging devices (Pindi 1988) (see Appendix E for examples).

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4.1.4. Professional Communication Skills

- Students' email messages, calls for meetings, minute taking and editing skills exhibited greater development and accuracy in terms of language, context of use and status of recipients.

- Through BMDPs, students deliver presentations, interview and consulting field and academic experts, write research proposals, engage in and respond to audience's questions and comments during the oral presentation.

- Students have direct contact with whole and retail sale traders when asking for price quotations to estimate cost (see Appendix F for a sample quote).

- Students' powerpoint preparation and presentation skills are enhanced.

4.1.5. Organizational Skills

- Students, through BMDPs, are given authentic tasks through which they can practice several organizational skills such as, forming teams, assigning individual and group tasks, calling for, organizing and managing meetings and taking minutes.

4.1.6. Assessment- Formative & Summative

Assessment represented an ongoing process of the work on the BMDPs till the end of the course.

4.1.7. Strategic Planning

Students have learnt to plan how they will perform the task. This involves 'strategic planning' which involves the students in considering the forms they will need to execute the task workplan they have set for themselves.

4.1.8. Students' Autonomy

Students practice full autonomy in planning, proposing and executing the whole work with little guidance, when needed, from the course instructor and the cooperating business instructors (see Appendix G for a sample research project's table of contents).

5.   Reflections: BMDPs have helped achieve the following:

- Shift focus from teacher-centered practices to students' collaborative learning-centered environments.

- Realize Swales' (1990) & Mercer's (2006) concept of "community membership" through exposing students to and giving them access to workplace needed communication skills.

- Provide learners with real opportunities to create their own texts, engage in real communication tasks with real audiences, and reflect on the outcome of their communication process.

- Students are not told or asked to pretend, imagine, or assume a role or an audience; by contrast they are engaged in real and authentic communication tasks using several communication skills and genres, and negotiating and producing specified preset goals.

- Students use language for real purposes, involving discussions, negotiations, and decision making. Rilling and Dantas-Whitney (2009) rightly argue that "The goal of using and creating language for real-world purposes within language instruction is to bring authenticity to the learning experience, not to the texts themselves". (p.2).

- Students study items of the course contents and then use the information they have gained in real life-task-based activities.

- Course contents are organized, prioritized and presented on a first-needed-first taught basis. That is, the syllabus contents are presented in the order that students would need to fulfill the required tasks assigned to them.

- Develop in students "transferrable skills and knowledge" (Chun 2010:24) that they can use during their study, when working on their graduation projects, during their internship and after graduation.

- Teaching, learning, and assessment all take place as the students perform the task (Chun, ibid).

- Utilize a scaffolding technique that involved practicing language skills already covered in class as well as covering new skills to be developed both before and after the project.

- Provide an "interdisciplinary, student-centered approach to teaching focused around student-generated projects (Stipe and Yasen 2009:130).

- Students function in both initiating and responding roles and thus perform a wide range of language functions (e.g. asking and giving information, agreeing and disagreeing).

- Provided opportunities to negotiate meaning when communication problems arise.

5.1. Students' views (69 students) on the pilot course

Positive aspects:

- Oral presentations in multidisciplinary teams are a plus

- Working with students from different disciplines and gaining knowledge on these disciplines

- Development of leadership characteristics and shared responsibility

- Personal responsibility towards other group members

- Development of report and research writing skills

- Development of decision-making skills

- Taught respect for deadlines

- Confidence-building

- Library data base training session & learning to use APA conventions which strongly promotes and builds research skills

- Highly relevant to the world beyond university environment

- Excellent preparation for graduation projects

- Use of timelines by professors very helpful to our planning

5.2. Negative aspects

- Difficulty of organizing meeting times due to differences in students' timetables

- Difficulty of finding an appropriate research topic for the projects (see recommendations below)

- Imbalanced distribution of students' majors in class (too many management students and less of other majors)

4.3. <u>Students' recommendations (Three cohorts comprising a total of 69 students)</u>

- Leadership & group cooperation training is necessary

- Word processing skills improvement where required/desired

- Limit number of disciplines in a group to three; if all five disciplines are in a group the project becomes unmanageable

- List of College of Business approved topics for research projects is needed to save time

- Reduce examination weighting and give more weighting in the BMDP

- More writing throughout the semester prior to the final BMDP

- Grade and assess students on group and individual skills in oral presentations

4.4. <u>Faculty views on the pilot course (three business faculty, two English language faculty and the course instructor)</u>

- There is a general perception that this way of working is beneficial to students and produces strong results

- The work in groups facilitates communication & organization in and out of the classroom

- All the students' recommendations should be incorporated into the BMDP

4.5. <u>Faculty recommendations</u>

- List of approved research topics for multidisciplinary projects is necessary

> **Примечание [P1]:** ARE. Proofreading is necessary. Verb refers to singular noun "list".

- The discipline mix of students in sections must be managed at the time of registration

- The following resources are requested to meet a number of the faculty and student recommendations for the development of the business communication course:

1. Resources that will support the meeting, personal and interpersonal management and organizational aspects of the BMDP (these requirements reflect Faculty & student recommendations). The listed below video and digital resources are required to lend support to the new skills included in the new syllabus:

   1.1. Managing Problem People Series

   - Big Mouth Billy (MPP2,VH)

   - Lazy Linda (MPP5,VH)

   - Moaning Minnie (MPP3,VH)

   - Rule Bound Reggie (MPP1,VH)

   - Silent Sam (MPP6,VH)

   - Wimpy Wendy (MPP4,VH)

   1.2. Meetings, Bloody Meetings (Revised) (DVD) (MBM1D)

   1.3. DVD (up-to-date) on *How to Give a Successful Technical Presentation*

   1.4. List of specific projects for multi-disciplinary group work for each semester-from College of Business Administration (repeats student recommendation).

6. Conclusion

BMDPs have proven to be an effectively rich and successful vehicle for developing several

technical communication skills that business students need to master to be successful

communicators in the workplace. These have shifted the focus from the instructor-based classes to student-based classes, thus achieving more student autonomy, confidence and responsibility. Overall grade results expressed as percentage for the last two semesters for classes involved in the trial of the revised syllabus have averaged 84.77 with a median of 84.84. Classes studying under the former syllabus averaged 83.93 with a median of 84.37. The gains may appear modest but it should be remembered that the revised syllabus requires students to undertake a far greater variety of tasks, there is a greater quantity of work and the cognitive demands are more consistently higher order. There is also a significant increase in personal responsibility mandated in the revised syllabus.

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Appendix A

Department of English

Writing for Business

Spring 200x

Business Multi-Disciplinary Projects (BMDPs) in ESP Classes to Develop Workplace Communication Skills
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Instructor:

Name: Office:

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Office hours:

Course Description (catalog):

Aims at developing students' skills in writing business documents such as CVs, correspondence, memoranda, short and long reports, and proposals necessary to communicate effectively in the business world.

Prerequisite(s): COM/ENG 203 or 204 and Junior standing

Textbook(s) and/or Other Required Materials:

Thill, J. V., & Bovee, C. L. (2008). Excellence in business communication (8th ed.). Upper
 Saddle River, NJ: Pearson Education.

Course Objectives: This course is designed to help the student:

- Become familiar with standard procedures in business communication.

- Learn to use appropriate and effective strategies in business writing.

- Learn to tailor writing style to message.

- Strengthen business communicative skills in the writing of routine, good-news, goodwill, and bad-news letters, memoranda, resumes, and application letters.

Course Outcomes	Assessment Methods

Explain why effective communication is important to the success of organizations.	Quizzes, Exams
Recognize the typical stages in the business communication process.	Quizzes, Exams, Written assignments
Identify and discuss how to overcome various types of barriers in business communication.	Class discussion, Written assignments
Differentiate between an ethical dilemma and an ethical lapse and make a conscious effort to develop ethical business documents.	Class discussion, Written assignments
Understand the importance of recognizing cultural differences in business messages.	Class discussion, Quizzes, Written assignments
Clearly identify the purpose of a specific business message and plan accordingly.	Written assignments
Choose the most appropriate channel and medium for a business message.	Textbook exercises, Written assignments
Tailor business messages to maintain a good relationship with the audience.	Textbook exercises, Written assignments
Use an objective and businesslike tone in business messages.	Written assignments, Quizzes, Textbook exercises

Employ a clear and concise style in business messages.	Written assignments, Quizzes, Textbook exercises
Select words that are correct and effective in business messages.	Textbook exercises, Written assignments
Revise, edit, and proofread business messages effectively.	Written assignments, Quizzes, Exams
Implement appropriate strategies for writing successful positive, negative, and persuasive messages.	Written assignments, Quizzes, Textbook exercises
Adopt appropriate direct and indirect organizational approaches in negative and persuasive messages.	Written assignments, Quizzes, Textbook exercises
Avoid defamation in negative messages.	Class discussion, Textbook exercises, Written assignments
Balance emotional and logical appeals in persuasive messages.	Class discussion, Textbook exercises, Written assignments
Use appropriate strategies in writing persuasive messages.	Class discussion, Textbook exercises, Written assignments
Choose appropriate structures for various types of reports and proposals.	Textbook exercises, Report or Proposal
Write reports and proposals that are appropriate for their	Report or Proposal

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purpose and audience.	
Plan an effective resume/CV.	Class discussion, Textbook exercises
Use an appropriate organization to develop an effective resume/CV.	Class discussion, Textbook exercises, Written assignments
Write an effective application letter.	Written assignments

Tentative Schedule:

Week 1	Course Introduction
Week 2	Chapter 1: Achieving Success through Effective Business Communication
Week 3	Chapter 4: Planning Business Messages
Week 4	Chapter 5: Writing Business Messages
Week 5	Chapter 6: Completing Business Messages
Week 6	Chapter 8: Writing Routine and Positive Messages
Week 7	Chapter 9: Writing Negative Messages
Week 8	Chapter 9: Writing Negative Messages (continued)
	Midterm Exam
Week 9	Chapter 10: Writing Persuasive Messages

Week 10   Chapter 10: Writing Persuasive Messages (continued)

Week 11   Chapter 11: Planning Reports and Proposals

Week 12   Chapter 12: Writing Reports and Proposals

Week 13   Chapter 13: Completing Reports and Proposals

Week 14   Chapter 15: Building Careers and Writing Resumes

Week 15   Chapter 16: Writing Application Letters and Other Employment

                 Messages

Week 16   Final Exam

Appendix B

Application of Halliday's framework reveals the following relationships.

Text		Field	Tenor	Mode
Document Organization	Curriculum vitae	business student to recruitment professional	Novice/expert Inferior/superior relationship	Written Descriptive Factual
	Internship letter	Applicant to unknown professional/specialist	Novice/expert Inferior/superior	Written Descriptive Expository

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			relationship	Persuasive
Multi-Disciplinary Oral Presentation	Topic choice & approval	Business students to English & business faculty	Learners/experts Inferior/superior relationship	Written Descriptive Expository Factual
	Proposal submission	Business students to English faculty	Learners/expert Inferior/superior relationship	Written Descriptive Expository Factual
	Progress report	Business students to English faculty & peer audience	Learners/expert Students/peers Interpersonal	Oral Factual Persuasive Explanatory Collaborative
	Final presentation	Business students to English faculty, PG students & peer audience	Learners/expert Students/educated non experts Students/peers Interpersonal	Oral Factual Persuasive Explanatory Collaborative
Meeting, Planning Documentation	Minutes of official team meetings	Business students to team members & English faculty	Students/peers Interpersonal Learners/expert	Written Factual Transactional

				Collaborative
	Documentation of informal team meetings	Business students to team members & English faculty	Students/peers Interpersonal Learners/expert	Written Factual Transactional Collaborative
	Documentation of key decision making	Business students to team members	Students/peers Interpersonal	Written Factual Transactional
	Documentation of planning	Business students to team members	Students/peers Interpersonal	Written Factual Transactional
	Timeline	Business students to team members	Students/peers Interpersonal	Written Transactional
Engineering multi-disciplinary report (EMDP)	Proposal & draft	Business students to English faculty	Learners/expert Inferior/superior relationship	Written Factual Explanatory Coherent
	Executive summary	Business students to English faculty	Learners/expert Inferior/superior relationship	Written Factual Summative
	Final report	Business students to English faculty	Learners/expert Inferior/superior	Written Factual

			relationship	Explanatory Expository Persuasive
Peer evaluation	Six point attribute rating scale	Business students to team members	Students/peers	Written Evaluative
Test & examination	Mid-semester reflection	Business students to English faculty	Learners/expert Inferior/superior relationship	Written Reflective Analytical Critical
	Final examination	Business students to English faculty	Learners/expert Inferior/superior relationship	Written Analytical Explanatory Evaluative

Appendix C

Sample 1

Business Multi-Disciplinary Projects (BMDPs) in ESP Classes to Develop Workplace Communication Skills
Dr. Tharwat M. EL-Sakran, Dr. David Prescott, Dr. Ahmed Ankit

----- Original Message -----

From: b0023329@tus.edu

To: b0025281@tus.edu, Mohammad Abdula Bin Kumbir <b0025389@tus.edu>, Tarvenaz

Mossein, <g00021929@tus.edu>

Cc: telsakran <telsakran@tus.edu>

Sent: Mon, 28 Jun 2010 22:58:39 +0400 (GST)

Subject: Meeting, Tuesday June 29th

Hey guys,

This is Alim Al-Ansarim

I am sending this email to inform you that we will have a meeting on Tuesday, June 29th, in the

library first floor at 2pm. The meeting will last almost 30 minutes.

In our meeting, our discussion will be focused on the BMDP.   And we will be discussing any

other issues that might be raised by you.

Please inform me if you have a conflict, or would like to discuss something of importance in the

meeting so i can inform the rest of the group, and prepare. The agenda will follow shortly.

For any clarification, please contact me at 050-198-3940

Sample 2

Date: Tue, 22 Jun 2010 11:07:19 +0400 (GST)

Business Multi-Disciplinary Projects (BMDPs) in ESP Classes to Develop Workplace Communication Skills
Dr. Tharwat M. EL-Sakran, Dr. David Prescott, Dr. Ahmed Ankit

To: b0014279<b00014279@tus.edu>; b0022498<b00024298@tus.edu>;

b0024248<b00024248@tus.edu>; b0024961<b00024961@tus.edu>

Cc: telsakran<telsakran@tus.edu>

Subject: Meeting

Dear Team Members,

I'm sending this email to inform you that we are going to have a meeting on Thursday June 24th, 2010 right after the ENG225 class. If the date and time are not suitable for any of you, please feel free to say so, so we can reschedule it. If I receive no reply by tomorrow 5:00 pm, then the time and date are final.

Sincerely,

Ahmet Fammani

Sample 3

Dear colleagues,

Regarding our project for ENG 225 class, I would like to call for a meeting tomorrow in the library first floor (study room 1) at 11:00 am. In this meeting we will:

1) Discuss what each member has done.

2) Prepare for the progress oral presentation.

3) Schedule the next meeting.

*If you have any other ideas to share, please notify all the other members.
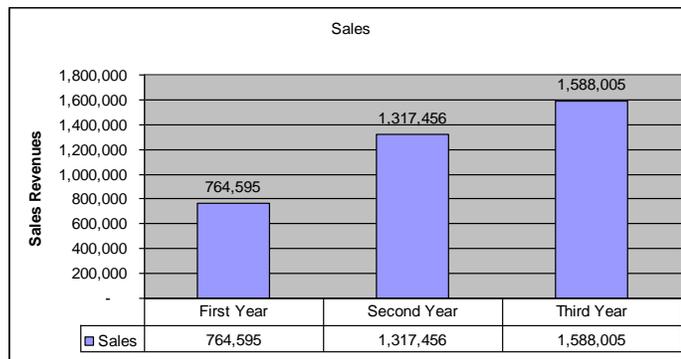
Good luck in your courses.

Regards,

--

Daha Maisal Halil

Mob: 0097150-8000959

Appendix D

5.5 Sales Forecast

The following chart shows sales projections for our first three years. Our total cost of goods sold is capped at 57% of total sales. We expect sales to be only 40% of production potential at the beginning and to increase 10% each 3 month in the first year.

For more information, refer to Income Statements in the Finance Chapter and also the last chapter (Finance Information and Calculation).

Appendix E

Example 1

The business will start with an investment of 230,000 Dh in assets and start-up expenses plus 32,000 cash to operate. We expect to pass Break Even point in one year and return the full investment of 262,000 Dhs in 2 years and 6 months.

Example 2

Which Marketing Program to choose?

The overall goal of any marketing program is to increase sells, *so we have to predict* that by spending 10,000 Dhs on marketing, how much the sells will increase? Unfortunately, *we are not able to specify the exact relation between marketing expense and sells increase.* So our goal of expending on marketing programs is to achieve at least the sales levels specified at sales forecast and income statements.

However, *considering the cost and the market area to reach*, *we believe* that the best programs are the Brochures and Bounce-backs (Free item with purchase). These programs are direct, specific to the potential customers and cost much less than other programs.

Assuming no change in sales, applying the aggressive Brochures and Bounce-backs programs will increase the costs and cause a major change in the start-up cash account from 32,000 to 74,000 Dhs and the total fund required from 263,000 to 305,000 Dhs.

Because we don't know the exact relation between marketing expense and sales increase, adding marketing expenses and benefits in the financial statements will be inaccurate and unreliable. The marketing expenses are not included in the Financial Statements.

Appendix F

QUOTATION

No.	11454	Date:		28/03/2009	
	Mr.	Hassan A. El-Issa		Tel:	
	Attn:			Fax:	
	E-mail:	hassan20@gmail.com		Mob:	050- 29 33 931

We are pleased to quote to you our best prices for the following items:

ITEM	DESCRIPTION	QTY	Rate	Amount
	18/10AISI 304,1.2mmS/steel heavy duty Six burners gas cooking range, with under gas maxi oven, Italy made, Soget brand, Dim: 120x90x85cm	1	16500	16500
	18/10AISI 304,1.2mmS/steel heavy duty six burners gas cooking range, with under gas oven, Turkisk made, Cusom brand, Dim: 128x90x85cm	1	12500	12500
	18/10AISI 304,1.2mmS/steel heavy duty six	1	8500	8500

burners gas cooking range, with under Electric oven, China made, Royal Kitchen brand, Dim: 120x90x85cm			
18/10 AISI 304,1.2mm, S/steel heavy duty custom made Single skine wall type kitchen hood with baffel filters and light and greas box Dim: 1500x100x55cm	1	4000	4000
Heavy duty gas floor mounted iranian cooker, high pressure, Size: 75x75x45cm	4	1500	6000
18/10AISI 304,1.2mm, S/steel heavy duty custom made open type Work table, with two drawers10cm back splash & one bottom shelf , 4x4cm square legs & ajustable feet. Dim: 100x700x90cm	1	1800	1800
18/10AISI 304,1.2mm, S/steel heavy duty custom made open type Work table, with two drawers10cm back splash & one bottom shelf , 4x4cm square legs & ajustable feet. Dim: 200x700x90cm	1	3000	3000
18/10 AISI 304, 1.2mm, S/steel heavy duty custom made closed type wall mounted Cabinet with one intermidiate shelf & Sliding doors. Dim: 200x40x60cm	1	5800	5800

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18/10 AISI 304, 1.2mmS/steel heavy duty free standing open type double bowl sink with drainer with one under shelve 10cm back splash, Italy made.Dim: 150x70x90cm	2	2800	5600	
Heavy duty Electric Blender, S/steel jar, 2.8ltr capacity, two speed, & sensored cover, ITALMAN	2	1250	2500	
Heavy duty Electric Orange Juicer, Taiwan made	1	600	600	
Heavy duty Electric Ice Crusher, CHINA made	1	850	850	
Heavy duty Electric Ice Crusher, ITALY made	1	1950	1950	
Heavy duty Elec ICE MAKER, 40KG/24H, SIMAG Brand, ITALY made	1	6500	6500	
Heavy duty two glass doors Upright CHILLER 1200lt cap, with 8 adjustable shelvese inside, 220v, 750w, upmounted refrigeration unit, Digetal thermometer control, temprature +0~+10, TAIWAN made.	1	4500	4500	
18/10AISI 304,1.2mm,S/steel heavy duty two S/STEEL doors Upright CHILLER 1400lt cap, with 6 adjustable shelvese inside, 220v, 750w, upmounted refrigeration unit, Digetal thermometer control, temprature +0~+10, TECNOFRIGO brand, Italy made. Dim:	1	9200	9200	

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	148x80x205cm			
	18/10AISI 304,1.2mm,S/steel heavy duty two s/steel doors Upright Freezer 1400lt cap, with 6 adjustable shelvese inside, 220v, 750w, upmounted refrigeration unit, Digetal thermometer control, temprature +0~ -10, TECNOFRIGO brand, Italy made. Dim: 148x80x205cm	1	9800	9800
Total in UAE Dhs				
Special Discount 10 %				
Final in UAE Dhs				

Sales Conditions: Payment : Cash payment

50% advance

50% balance before delivery

Validity: One week from the date of Quotation

Appendix G

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