



Facts about our innovative new programs in Professional & Organisational Communication

Probably no other program in Communication Studies in the world is attracting such high-level participants, coming from all sectors of the Australian and international community and including professionals, managers and consultants of all kinds.

Australian and international students can move through a full suite of postgraduate courses in

Communication in Professions and Organisations

which now extends from Postgraduate Certificate, Diploma, and Masters degrees to the newly-established Professional Doctorate (DProfCom), which had its first intake in 2007. This new Doctor of Professional Communication program offers advanced level critical study of a wide range of professional and organisational communication issues. The program consists of coursework, research training, and on-line research seminars, linked to close, personalised research supervision. A key feature for students is the chance to design and implement a set of inter-connected workplace-related applied research projects as their doctorate thesis.

The courses in the program for Communication in Professions and Organisations are designed to appeal to those in a broad range of professional and organisational roles: managers at all levels, trainers, human resource professionals, professionals with communication responsibilities, and learning and development managers. These courses highlight and focus on issues and communication challenges arising from participants' own workplaces, and all assignments are tailored to be directly relevant to their own organizational and professional needs.

Our guiding premise is that high level expertise in communication provides professional and organizational specialists with a competitive edge and increases their effectiveness both with their clients and with the public at large. Our program highlights the need for strategic communicative expertise among those with managerial responsibilities. It focuses on developing leaders who value communication expertise in organisational and professional cultures in line with 21st century organizational and professional theory and its practical goals.

Our current students come from across the working community:

- ***Lawyers from established legal firms***
- ***Medical Practitioners and practitioner trainers***
- ***Allied Health Care professionals***
- ***Trainers in the PR industry***
- ***Learning & Development Managers***
- ***Communication Consultants***
- ***CEOs and Managers at every level***
- ***Accountants and Insolvency experts***
- ***Marketing and Sales Executives***
- ***Software Designers and Programmers***
- ***Senior personnel from the Australian Defence Forces***
- ***Academics specialising in Graphic Art and Design***

Inquiries for our programs come from all the above sectors as well as others, some from institutions and organisations with which we are building relationships, and from applicants who welcome our specialised focus, its workplace-centred philosophy, and the chance to be members of a learning community with shared interests.

[NOTE: Some students follow a more traditional PhD route to degrees in the fields of these programs, and we welcome that alternative.]

Current students are researching practice-related communication-focused themes such as:

- *Effective communication in oncology care and in General Practice*
- *Reflective practice in medical training contexts*
- *Quality management in public organizations*
- *Interpersonal IT-related communication issues in organizations*
- *Mentoring and managing workplace change in legal firms*
- *Managing the transition to management*
- *Negotiating trust in supply-chain communication*
- *Discourses of trust in business contexts*
- *Professional socialisation of marketing students*
- *Writing apprehension and assertiveness in the PR industry*
- *Court-room interpreting and the judicial process*
- *Lawyer client conferencing in private practice*
- *Discourses of risk in social work*

Our innovative programs

1. *Push the boundaries of applied linguistics and communication studies – from practice to models and back to practice*
2. *Focus on reflective practice and the place of communication in organisational, professional and institutional change*
3. *Enhance our knowledge of communication in public and private sector organizations*
4. *Link communicative expertise to professional expertise*
5. *Acknowledge and encourage the management of diversity in workplace communication*
6. *Generate a network of strategically placed alumni, building networks for them, their organizations, and for Macquarie*

Reflective Teaching & Practice-led Research

Our teaching reflects our mode of researching: to be participatory and to jointly problematise communication challenges with our students. To do that:

We adopt

a critical-reflexive approach
focus on strategies not skills
focus on capacity not competencies

We

identify crucial sites
investigate critical moments
work closely with practitioners

So, teaching and learning in these programs becomes itself a reflective and reflexive research project multiplied and deepened by the diversity of our classroom students – and heightened by the situated research of every independent Master’s and Doctoral level research student.

As applied linguists and communication experts our mode of practice is to engage with and learn from the diverse professional experiences of our students, focusing on the site-specific communication challenges they bring to the program.

Our objective is to learn from every single student, discovering and exploring resources to enable them to develop their own critical and communicative understanding and expertise; in that sense teachers are learners in these programs, and organising teaching is about organising discovery and searching learning.

So, we need to draw on a special kind of teacher-learner if we want to retain and satisfy the needs of our professionally-focused students. Ideally, our colleagues will have firsthand experience of professional and organizational workplaces, both public and private, and their communicative practices and contexts, and how this experience can be researched and transformed into teaching, both face-to-face and online. The challenge to teachers is to engage with the areas of concern to students, and co-develop with them new fields of inquiry and expertise.

In the same way, we need to engage with a special kind of student - ones with specialist expertise in their particular workplaces, of course - but also students with a burning interest in how communication ‘works’ in those workplaces, and what the questions, challenges and issues are that such communication practices evoke. Research outcomes are important for them and for their teachers, so we frequently co-publish with our students both in applied linguistics and communication journals and increasingly in journals and magazines devoted to particular professional and organizational specialisms.

If these challenges interest you, either as a teacher or as a student, then contact:

Dr Alan Jones (Convener) ajones@ling.mq.edu.au	Or:	Professor Christopher N Candlin ccandlin@optusnet.com.au
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The above programs are designed to create research and teaching synergies across institutions and disciplines – linking us to prestigious business and management programs world-wide, to key centres devoted to enhancing professional expertise through applied research, as well as to other centres of professional organisational research with a focus on communication that, unlike ourselves, may not be situated in a Department of Linguistics.

We have established links with a number of international groupings and/or programs such as:

- Language in the Workplace Project (Victoria University of Wellington; Professor Janet Holmes)
- Centre for Health Communication Research (Cardiff; Professor Srikant Sarangi)
- Health & Language Research Centre (Nottingham; Professor Ron Carter)
- Aarhus School of Business: MBA in Knowledge Communication (Professor Peter Kastberg, Denmark)

For more information, you can start browsing at:

<http://www.ling.mq.edu.au/postgraduate/coursework/cpop.htm>

Program structure

Postgraduate Certificate (12 credit points)

For the Postgraduate certificate you will need to complete 3 core units, worth a total of 12 credit points.

LING947	Discourse in Professional and Organisational Contexts
LING948	Evaluating Communication Systems, Processes and Products
LING956	Acquiring Professional Communicative Expertise

Postgraduate Diploma (24 credit points)

For the Postgraduate Diploma you will build on the foundation set by the Postgraduate Certificate and complete another 3 optional units, worth another 12 credit points, to be chosen from the following:

LING900	Grammar, Meaning and Discourse
LING967	Researching Professional and Organisational Communication
LING957	Inter- and intra-cultural Communication
LING958	Professional-client Communication
LING959	Mediated Communication
LING960	Organisational Communication

Masters Level (32 credit points)

The Masters program allows you to extend the Postgraduate Diploma by the completion of another 2 course units (dissertation), worth an additional 8 credit points:

LING934	Communication-based Study (I)
LING935	Communication-based Study (II)

If you wish to take LING934 and LING935 you must also complete LING967.

Doctor of Professional Communication (96 credit points)

This program offers a world class, professional doctorate for professionals, information managers and communication specialists throughout the world. The course provides advanced level academic study of a range of professional and organisational communication issues through a program of initial coursework, followed by a substantial research component supervised and coordinated through a tightly-structured program of web-based interaction. It offers the opportunity for candidates to undertake doctoral level study in the context of their workplaces.

It is important to note that it is normally expected that candidates will obtain a Credit average in their coursework units in order to proceed to the research component of the degree.

Duration:	Three years full time or 4-6 years part time.
Availability:	Online only.