

## TASK BRIEF

# Group Presentation Task

## Corporate Cultures in Telecommunication Engineering

English II · Unit I | Groups of 3–5 | Presentation ≤ 6 minutes | AY 2025–26

### Overview

This task asks you to do what engineers actually do: research an unfamiliar organisational context, synthesise information from multiple sources, and communicate your findings compellingly to a professional audience.

You will work in a **group of 3 to 5** to investigate **corporate culture** as it manifests in the telecommunications industry — how companies think, decide, communicate, innovate and fail — and present your findings, analysis and recommendations in a **live presentation of no more than 6 minutes**.

*Your presentation should demonstrate not only what you know about corporate culture, but also that you can apply the communication frameworks, rhetorical tools and professional register conventions covered in Weeks 1–4. The best groups will not merely report information — they will argue a position.*

## 1. Learning Outcomes

By completing this task, you will demonstrate that you:

- **Understand corporate culture frameworks** and can apply them to real telecom companies and professional situations.
- **Have assimilated the communication concepts from Weeks 1–4:** the Pyramid Principle, register spectrum, debate frameworks, presentation styles, narrative frameworks, vocal modulation and rhetorical devices.
- **Can speak and present professionally in English** using appropriate register, vocal profile, non-verbal cues and structured argumentation.
- **Know how to use TIC, AI tools and internet repositories critically** — finding, selecting, evaluating and citing sources rather than uncritically reproducing them.
- **Can identify a real professional problem**, reason about it at an abstract level, and propose an evidence-based solution.
- **Can collaborate effectively in a group**, managing turn-taking, listening actively, and presenting as a coherent unit.

## 2. The Task

### 2.1 Topic — Corporate Cultures in Telecom Engineering

*Corporate culture refers to the shared values, assumptions, communication norms and behavioural patterns that define how an organisation operates. It shapes everything from how decisions are made and how knowledge is shared, to how teams handle failure and how companies approach innovation.*

In the telecommunications sector, corporate culture has direct consequences: it affects the speed of technology adoption, the quality of cross-functional collaboration, the ability to attract and retain talent, and the capacity to navigate regulatory and market disruptions.

**Your presentation must address THREE elements:**

1. **A description and critical analysis** of the corporate culture of **one real telecommunications company** (e.g. Ericsson, Nokia, Huawei, Vodafone, Telefónica, Deutsche Telekom, Orange, NTT, Qualcomm, Samsung Networks...).
2. **An identification and analysis of one real tension or challenge** that corporate culture creates or has created for that company — grounded in evidence (news, reports, academic sources, employee accounts).
3. **A reasoned, actionable recommendation** for how that company should address the challenge — justified using both corporate culture theory and at least one communication framework from the unit.

### 2.2 Suggested Corporate Culture Frameworks

You are expected to **research and apply at least one of the following theoretical frameworks**. You are free to use additional frameworks beyond this list:

- Hofstede's Cultural Dimensions (power distance, individualism, uncertainty avoidance, long-term orientation, indulgence).
- Deal & Kennedy's Corporate Culture Types (tough-guy macho, work hard/play hard, bet-your-company, process culture).
- The Competing Values Framework (Quinn & Rohrbaugh): Hierarchy, Market, Clan, Adhocracy.
- Schein's Three Levels of Culture (artefacts, espoused values, underlying assumptions).
- Cameron & Quinn's Organisational Culture Assessment Instrument (OCAI).

*i Depth is more valuable than breadth. Choose the framework(s) that best illuminate your chosen company's culture and the specific challenge you are analysing.*

### 2.3 Possible Research Angles

These are suggestions — you are encouraged to identify your own based on your research:

#### Organisational tensions

- Innovation culture: Encourages trying new ideas and taking calculated risks to create better products and services.
- Regulatory compliance: Focuses on strictly following rules and laws, even if that slows down change or experimentation.
- Historically co-located: Assumes “real work” happens together in the same office or site.
- Remote-first: Designs work so people can fully participate from anywhere,

#### Communication & people challenges

- Multicultural teams mix different languages, norms, and communication styles.
- This can create misunderstandings but also richer ideas and better problem-solving when managed well.
- Knowledge silos keep important information trapped in one team instead of shared.
- Ops and software teams then struggle to fix issues quickly or improve systems effectively.

making remote the default, not the exception.

- After a merger, different habits, values, and work styles suddenly have to coexist.
- This can cause conflicts about decision speed, priorities, and what “good work” looks like.
- Hierarchical decisions move slowly up and down chains of command with many approvals.
- 5G deployment needs fast, local decisions to keep up with rapid technical and market changes.
- “Move fast and break things” accepts failures in exchange for rapid experimentation and releases.
- Telecom networks must be highly reliable, so changes must be carefully planned, tested, and controlled.
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- Technical staff talk in details, risks, and constraints, while leaders focus on strategy and business outcomes.
- If they don’t translate for each other, key problems and opportunities get missed or misjudged.
- Diversity culture is about who feels welcome, respected, and able to progress.
- In male-dominated sectors, subtle barriers can exclude women and minorities unless inclusion is actively supported.
- A blame culture punishes individuals for mistakes, so people hide problems and avoid speaking up.
- A blameless post-mortem culture focuses on learning from incidents to improve systems and prevent repeats.

### 3. Presentation Delivery

#### 3.1 Format & Structure

Your group will deliver a live presentation. The presentation must be **no longer than 6 minutes**. A short Q&A of approximately 2 minutes will follow, in which any group member may be asked a question by the instructor or peers.

| Component                          | Time             | Notes   |
|------------------------------------|------------------|---|
| <b>Opening / Attention-grabber</b> | <b>~45 sec</b>   | Must use at least one rhetorical device from the unit (analogy, contrast framing, cold open, story hook...) |
| Corporate culture analysis         | <b>~2 min</b>    | Framework applied clearly. Company evidence cited.  |
| Problem / tension identification   | <b>~1 min 30</b> | Evidence-based. Abstract thinking visible.  |
| Recommendation & justification     | <b>~1 min</b>    | Reasoned. Linked to communication theory from the unit.   |
| Closing / call to action           | <b>~30 sec</b>   | Memorable. Consistent with chosen pitch type.   |
| <b>Q&amp;A (instructor-led)</b>    | <b>~2 min</b>    | Not included in the 6-min limit. All members may be questioned.   |

### 3.2 Presentation Style

You must make a conscious, justified choice about which presentation style(s) to use. Your choice should be appropriate to your content, audience and purpose. Briefly explain your stylistic choice during the presentation — this demonstrates metacognitive awareness of the concepts from the unit.

- **Instructor** — if your primary purpose is to **explain or teach a framework** to the audience.
- **Coach** — if your primary purpose is to **motivate and engage** through story and guiding questions.
- **Lessig** — if your primary purpose is **maximum impact** with minimal text at executive pace.
- **Takahashi** — if your primary purpose is **emotional emphasis and memorability** through single-word slides.

*i Mixed styles are acceptable — but the choice must be intentional and consistent with your content and audience analysis.*

### 3.3 Slides & Visual Design

There is no mandatory template, but your slides must reflect intentional design choices aligned with your chosen presentation style:

- No unmodified default PowerPoint or Google Slides templates. Any adapted template must show visible customisation.
- Density must match the declared style (Lessig/Takahashi: very low; Instructor: structured; Coach: visual and narrative).
- All data, statistics, quotes and case study evidence must include a source reference on the slide.
- AI-generated images, graphics or text are permitted — but must be declared as such and critically contextualised, not blindly reproduced.

## 4. Preparation Workflow & Milestones

This task requires significant out-of-class work. The following workflow is recommended:

| Phase                                 | When               | Activities  |
|---------------------------------------|--------------------|---|
| <b>Phase 1 Setup</b>                  | Week of assignment | Choose your company and cultural framework. Divide research responsibilities. Agree on your angle (the tension/challenge you will investigate). Create a shared workspace.  |
| <b>Phase 2 Research</b>               | Week of assignment | Use academic databases (Google Scholar, IEEE Xplore, ACM DL), industry sources (annual reports, press releases, Glassdoor) and news archives. Use AI tools for initial scoping — but verify every claim and cite primary sources. |
| <b>Phase 3 Script &amp; Structure</b> | Week of assignment | Apply the Pyramid Principle to your overall narrative. Assign speaking roles. Draft your recommendation using Claim–Evidence–Impact. Script your opening. Choose and justify your presentation style.                             |
| <b>Phase 4 Slides</b>                 | Week of assignment | Build slides consistent with your chosen style. Ensure every data point is sourced. Review visual density and hierarchy.  |
| <b>Phase 5 Rehearsal</b>              | Week of assignment | Practise at least twice in full. Time yourselves strictly. Record a rehearsal and review vocal profiles, transitions and non-verbal cues. Anticipate Q&A questions.   |

## 5. Assessment Rubric

Your presentation will be assessed against six criteria. Each criterion is weighted as indicated. The overall mark is a weighted average.

| CRITERION                                    | WT         | 4 – Excellent   | 3 – Good   | 2 – Developing   | 1 – Insufficient   |
|--|------------|---|--|--|--|
| <b>1. Corporate Culture Knowledge</b>        | <b>25%</b> | Precise command of at least one framework (e.g. Hofstede, Deal & Kennedy, CVF, Schein). Correctly mapped to the telecom company with specific, verified evidence.                       | Solid understanding of at least one framework, clearly linked to telecom context.                                  | Framework mentioned but vaguely applied. Examples generic or not telecom-specific.             | Little or no evidence of understanding corporate culture frameworks. Content superficial.      |
| <b>2. Communication Concepts Integration</b> | <b>25%</b> | Consistently applies Week 1–4 concepts (register, Pyramid Principle, rhetorical devices, vocal modulation, narrative frameworks) both IN the presentation AND in the content discussed. | Applies most communication concepts correctly. Minor inconsistencies between stated concept and delivery.          | Some concepts present but applied mechanically. Delivery does not reflect stated approach.     | Communication concepts from the unit are absent or misapplied. No reflective practice evident. |
| <b>3. Speaking &amp; Delivery</b>            | <b>20%</b> | Vocal profile matches context (pitch, pace, tone, volume). Strong non-verbal cues. Fluent transitions. Consistent register. Time precisely managed (≤6 min).                            | Good vocal presence and mostly appropriate register. Minor pace or tone inconsistencies. Time within 10% of limit. | Readable but monotone or inconsistent register. Some non-verbal distractions. Pacing issues.   | Reading from notes, inappropriate register, major pacing issues, or time limit exceeded.       |
| <b>4. Listening &amp; Group Dynamics</b>     | <b>10%</b> | All members contribute meaningfully. Turn-taking smooth and intentional. Q&A shows active listening. Group presents as a coherent unit.   | Most members contribute. Turn-taking adequate. Q&A responses relevant if not always deep.                          | Uneven participation. One or two members dominate. Q&A responses brief or partially off-topic. | Minimal group coordination. One member presents alone or Q&A reveals serious listening gaps.   |
| <b>5. Use of TIC, AI &amp; Digital Tools</b> | <b>10%</b> | Slides are visually compelling and intentional (style-consistent). AI/internet tools are cited and critically   | Slides are clear and appropriate to style. Digital tools acknowledged. Sources cited but limited                   | Slides are functional but generic (default templates, dense text). No reflection on tool use.  | No evidence of intentional tool use. Slides improvised or absent. No sources cited.            |

|   |            |   |  |   |  |
|---|------------|---|--|---|--|
|   |            | evaluated — not blindly reproduced.   | critical evaluation.   |   |  |
| <b>6. Abstract Thinking &amp; Problem-Solving</b> | <b>10%</b> | A genuine tension in telecom corporate culture identified and analysed. Evidence-based recommendation with real professional stakes and reasoned justification. | Relevant problem explored with some evidence. Resolution plausible though not fully developed. | Problem stated but analysis shallow. Resolution generic ('better communication') with no specificity. | No clear problem identified. Presentation purely descriptive with no analytical dimension. |

**Score interpretation:** 4.0–3.5 = A | 3.4–2.8 = B | 2.7–2.0 = C | 1.9–1.0 = D | Below 1.0 = Fail

**Individual vs. group marks:** Criteria 1, 2, 5 and 6 are assessed at **group level**. Criteria 3 (Speaking) and 4 (Listening & Group Dynamics) are assessed **individually** — group members may receive different marks on these.

## 6. Using AI, TIC & Digital Tools

You are actively encouraged to use AI tools, digital repositories and online resources. However, the use of these tools is itself part of what is being assessed.

| ✓ Encouraged uses   | ✗ Not acceptable  |
|---|---|
| <ul style="list-style-type: none"> <li>Use AI for initial scoping, brainstorming or summarising academic sources</li> <li>Use Perplexity, Claude, ChatGPT to generate candidate frameworks or company background</li> <li>Use AI image tools for slide visuals (must be declared)</li> <li>Use IEEE Xplore, Google Scholar, ACM DL for academic sources</li> <li>Use company annual reports, LinkedIn Talent Insights, Glassdoor for evidence</li> <li>Use AI to check your English grammar and vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Paste AI-generated text directly into your script or slides without revision or attribution</li> <li>Use AI output as a primary source — it must be verified against real sources</li> <li>Reproduce Wikipedia content as a main reference</li> <li>Use AI to write the full script, then read it aloud without internalising it</li> <li>Present AI-generated arguments as your own analysis without critical evaluation</li> </ul> |

*i During the Q&A, the instructor may ask any group member to explain the source of a claim. If a student cannot answer questions about their own slides, this will affect their individual mark on Criteria 3 and 4.*

## 7. Communication Framework Checklist

Before delivering your presentation, review this checklist — it mirrors what the assessor will look for:

### Weeks 1–2 · Listening & Speaking

- Have we chosen and declared a presentation style (Instructor / Coach / Lessig / Takahashi)?
- Does our vocal profile match our purpose (pitch range, tone, pace, volume per the Week 2 modulation table)?
- Have we used non-verbal communication deliberately (eye contact, stance, gesture)?
- Does our register match the audience and context (students + academic panel = formal but accessible)?

### Week 3 · Personal & Professional Narratives

- Does our presentation use a recognisable narrative framework (B-A-B, CAR, SOAR, Hero's Journey)?
- Have we used at least one rhetorical device deliberately (analogy, repetition, contrast, triad, emotional framing)?
- Does our opening use a recognised attention-grabber (cold open, story hook, metaphorical opening, contrast framing)?

### Week 4 · Structuring & Delivering Compelling Arguments

- Is our overall argument structured top-down (Pyramid Principle — answer first, then reasons, then evidence)?
- Is our recommendation argued using Claim–Evidence–Impact?
- Have we balanced ethos (credibility), logos (evidence) and pathos (emotional stakes)?
- Does our conclusion include a clear call to action or 'Now What?' close?

## 8. Practical Information

|                                    |  |
|------------------------------------|--|
| <b>Group size</b>                  | 3 to 5 students. Groups of 2 or 6+ will not be accepted.   |
| <b>Presentation length</b>         | Maximum 6 minutes. Groups that exceed 6 minutes by more than 15 seconds will have Criterion 3 (Speaking & Delivery) capped at 3/4.               |
| <b>Q&amp;A</b>                     | ~2 minutes immediately after the presentation. Any group member may be questioned. Non-participation in Q&A affects individual Criterion 4 mark. |
| <b>Slides submission</b>           | Upload your slide deck (PDF) to Moodle before your presentation slot. No submission = Criterion 5 capped at 1/4.                                 |
| <b>Source list</b>                 | Include a brief source list on your final slide or as a slide annex. Minimum 3 independent sources, of which at least 1 must be academic.        |
| <b>Language</b>                    | Presentation must be delivered entirely in English. Code-switching to Spanish is not permitted during the presentation itself.                   |
| <b>Dress &amp; professionalism</b> | Smart casual or better. This is a simulated professional environment — dress and conduct are part of the ethos dimension of Criterion 2.         |