

Business Communications

Teacher: Liva Korf

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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> • What are the foundations to communication? • How to complete a communication analysis? • How to communicate through voice, electronic, and written messages. • How to communicate through reports and business presentations? • How to communicate for employment? <p><i>UEQ</i></p> <ul style="list-style-type: none"> • <i>How to establish a framework for business communication?</i> • <i>How to focus on interpersonal and group communication?</i> 	<p>Communication Foundations</p> <p>1.1 Communication flow in organizations. 1.2 Levels of communication 1.3 Diversity challenges, changing technology, team environment 1.4 Legal and ethical constraints</p>	<p>Communication Foundations</p> <p>LT1. I can define communication and describe the value of communication in business. LT2. I can explain the communication process model and the ultimate objective of the communication process . LT3. I can discuss how information flows in an organization. LT4. I can explain the ethical constraints, diversity challenges, changing technology, and team environment act as contextual forces that influence the process of business communication.</p>	<p>Communication Foundations</p> <p>Defensive vs Supportive Activity pg. 20</p> <p>Review Card- Speak, Collaborate, Think Activities</p> <p>Practice quiz</p> <p>Chapter 1 Test</p>	<p>Communication Foundations</p> <p>Textbook: BCOM 9 by Lehman + Dufrene</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Key Vocabulary</u></p> <p>Interferences Organizational communication Formal communication network Informal communication network Downward communication Upward communication Horizontal communication Internal messages External messages Context Stakeholders Ethics Diversity skills Ethnocentrism</p>

<p>Communication Foundations</p> <p>1. Establishing A framework for Business Communication</p> <p>1.1 Value of communication</p> <p>1.2 The communication process</p> <p>1.3 Communicating with organizations</p> <p>1.4 Contextual forces influencing business communication</p>	<p>Communication Foundations.</p> <p>2.1. Recognizing human needs.</p> <p>2.2. Metacommunication</p> <p>2.3. Understanding nonverbal messages</p> <p>2.4. Listening for a specific purpose</p> <p>2.5. Increasing focus on groups</p> <p>2.6. Face-to-face meetings</p>	<p>Communication Foundations</p> <p>LT1. I can explain how behavioral theories about human needs, trust, and disclosure, and motivation relate to business communication</p> <p>LT2. I can describe the role of nonverbal messages in communication.</p> <p>LT3.I can identify aspects of effective listening.</p> <p>LT4. I can identify factors affecting group and team communication.</p> <p>LT5. I can discuss aspects of effective meeting management.</p>	<p>Communication Foundations</p> <p>Nonverbal and listening activity</p> <p>Listening habits personal inventory</p> <p>Create an agenda</p> <p>Chapter 2 Review Card: Speak, Think, Collaborate</p> <p>Practice quiz</p> <p>Chapter 2 Test</p>	<p>Stereotypes</p> <p>Chronemics</p> <p>Proxemics</p> <p>Kinesics</p> <p>Telecommuting</p> <p>Social media</p> <p>Virtual team</p> <p>Team Synergy</p> <p>Communication Foundations</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Key Vocabulary:</u></p> <p>Interpersonal intelligence</p> <p>Stroke</p> <p>Directive behavior</p> <p>Supportive behavior</p> <p>Total quality management</p> <p>Metacommunication</p> <p>Visual kinesic communication</p> <p>Vocal kinesic communication</p> <p>Casual listening</p>
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<p><i>UEQ</i> <i>How to focus on interpersonal and group communication?</i></p> <p>Communication Foundations</p> <p>2. Focusing on Interpersonal and Group Communication</p> <p>2.1. Behavioral theories that impact communication 2.2. Nonverbal communication 2.3. Listening as a communication skill 2.4. Group communication 2.5. Meeting management</p>	<p>Communication Analysis</p> <p>3.1 Organizational structure 3.2 Selecting a channel and medium 3.3 Audience’s point of view 3.4 Outline to benefit the sender and audience 3.5 Sequence ideas to achieve desired goals</p>	<p>Communication Analysis</p> <p>LT1. I can consider the contextual forces that may affect whether, how, to whom, and when a message is sent LT2. I can identify the purpose of the message and the appropriate channel and medium LT3.I can develop clear perceptions of the audience to enhance the impact and persuasiveness LT4. I can identify factors affecting group and team communication. LT5. I can discuss aspects of effective meeting management.</p>	<p>Communication Analysis</p> <p>Communication Media pg. 46</p> <p>Chapter 3 Review Card: Speak and Think</p> <p>Practice quiz</p> <p>Chapter 3 Test</p>	<p>Listening for information Intensive listening Active listening Empathetic listening Role Status Norm Task force Quality assurance Cross-functional team Product development team Forming Storming Norming Performing Agenda Brainstorming Consensus</p> <p>Communication Analysis Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Organizational culture Libel Slander Outlining</p>
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<p><i>UEQ</i></p> <ul style="list-style-type: none"> • <i>How to establish a framework for business communication?</i> • <i>How to focus on interpersonal and group communication?</i> <p>Communication Analysis</p> <p>3. Planning and Decision Making</p> <p>3.1 Consider the applicable contextual forces</p> <p>3.2 Determine the purpose, and select an appropriate channel and medium</p> <p>3.3 Envision the audience</p> <p>3.4 Adapt the message to the audiences needs and concerns</p> <p>3.5 Organize the message</p>	<p>Communication Analysis</p> <p>4.1 Develop coherent paragraphs</p> <p>4.2 Cultivate a frame of mind for effective revising and proofreading</p> <p>4.3 Communicate concisely</p> <p>4.4 Use connotative tone cautiously</p>	<p>Communication Analysis</p> <p>LT4.1 Apply techniques for developing effective introductions, sentences, and unified and coherent paragraphs</p> <p>LT4.2 Prepare visually appealing documents that grab the reader’s attention and increase comprehension</p> <p>LT4.3 Identify factors affecting readability, and revise messages to improve readability</p> <p>LT4.4 Revise and proofread a message for content, organization, style, and tone, as well as mechanics, format, and layout</p>	<p>Communication Analysis</p> <p>Passive vs Active voice activity</p> <p>Example letter</p> <p>Chapter 4 Review Card-Speak and Think</p> <p>Practice quiz</p> <p>Chapter 4 test</p>	<p>Deductive</p> <p>Inductive</p> <p>Communication Analysis</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u></p> <p>Topic sentence</p> <p>Deductive paragraph</p> <p>Inductive paragraph</p> <p>Coherence</p> <p>Passive voice</p> <p>Active voice</p> <p>Cliches</p> <p>Jargon</p> <p>Redundancy</p> <p>Tone</p> <p>Subjunctive sentences</p> <p>Euphemism</p> <p>Doublespeak</p> <p>Goodwill</p> <p>Denotative meaning</p> <p>Connotative meaning</p>
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<p>Communication Analysis 4. Preparing written messages</p> <p>4.1 Effective introductions, coherent paragraphs, and powerful sentences 4.2 Revise to grab your audience’s attention 4.3 Improve readability 4.4 Proofread and revise</p> <p><i>EUQ: How do you effectively communicate electronically?</i></p> <p>Communication through voice, electronic, and written messages</p> <p>5. Communicating Electronically</p>	<p>Communication through voice, electronic, and written messages</p> <p>5.1 Determine the purpose of the message 5.2 Decide whether positive human relations are sacrificed 5.3 Electronic messages and the law 5.4 Writing for a website 5.5 Voice mail communication 5.6 Channels of virtual collaboration</p> <p>Delivering good and neutral news messages</p> <p>6.1 Delivering positive news 6.2 Thank you and appreciation messages 6.3 Favorable response to a claim message 6.4 Form messages for routine responses 6.5 Acknowledge customer orders 6.6 Providing credit information</p>	<p>Communication through voice, electronic, and written messages</p> <p>LT5.1 Discuss the effective use of email, instant messaging, and text messaging in business communication LT5.2 Explain the principles for writing effectively for the web LT5.3 Discuss the effective use of voice and wireless technologies in business communication LT5.4 Consider the legal and ethical implications associated with the use of communication technology</p> <p>Delivering good and neutral news messages</p> <p>LT 6.1 Describe the deductive outline for good and neutral news and its adaptations for specific situations and for international audiences LT6.2 Prepare messages that convey good news,</p>	<p>Communication through voice, electronic, and written messages</p> <p>Email practice</p> <p>Social Media activity (good and poor use)</p> <p>Effective voicemail activity</p> <p>Chapter 5 Review Card-Speak, Think, and Collaborate</p> <p>Practice quiz</p> <p>Chapter 5 Test</p> <p>Delivering good and neutral news messages</p> <p>Good news memorandum</p> <p>Appreciation message</p> <p>Positive/Negative routine claim messages</p> <p>Email with attachment</p>	<p>Communication through voice, electronic, and written messages</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Netiquette Social networking sites Instant messaging Text messaging Weblog Webinars</p> <p>Delivering good and neutral news messages</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Good news messages Neutral news messages</p>
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<p>5.1 Data security 5.2 Appropriate use of technology 5.3 Electronic mail communication 5.4 Web page communication and social media 5.5 Voice and wireless communication 5.6 Collaborating in virtual terms</p> <p>Delivering good and neutral news messages</p> <p>6.1 Deductive organizational pattern 6.2 Good news messaging 6.3 Routine claims 6.4 Routine requests 6.5 Routine messages about orders and credit 6.6 Procedural messaging</p>	<p>Delivering Bad News Messages</p> <p>7.1 Channel choice and commitment to tact 7.2 Use of the inductive approach to build goodwill 7.3 Presenting with facts, analysis, and reasoning 7.4 offering a counterproposal or “silver lining idea” 7.5 Closing positively 7.6 Breaking bad news 7.7 Responding to crisis situations</p>	<p>including thank you and appreciation messages LT6.3 Write messages presenting routine claims and requests, and favorable responses to them LT6.4 Write messages acknowledging customer orders, providing credit information, and extending credit LT6.5 Prepare procedural messages that ensure clear and consistent application</p> <p>Delivering Bad News Messages</p> <p>LT7.1 Explain the steps in the inductive outline, and understand its use for specific situations LT7.2 Discuss strategies for developing the five components of a bad news message LT7.3 Prepare messages refusing requests and claims LT7.4 Prepare messages handling problems with</p>	<p>Chapter 6 Test</p> <p>Delivering Bad News Messages</p> <p>Outline for bad news message pg.118 Refusal note pg. 123 Announcement for emergency situation pg. 132 Chapter 7 review card: Speak, think, write, exercises Practice quiz Chapter 7 Test</p>	<p>Deductive sequence Claim Routine claim Persuasive claim Adjustment messages Resale Sales promotional material Routine requests Persuasive requests Acknowledgement message</p> <p>Delivering Bad News Messages</p> <p>Computer/Internet access for all students Internet Access Microsoft Office Software <u>Vocabulary</u> Counterproposal Fair Credit Reporting Act</p>
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<p>Delivering Bad News Messages</p> <p>7.1 Choosing an appropriate channel and organizational pattern</p> <p>7.2 Developing a bad news message</p> <p>7.3 Refusing a request</p> <p>7.4 Denying a claim</p> <p>7.6 Denying credit</p> <p>7.7 Delivering constructive criticism</p> <p>7.8 Communicating negative organizational news</p>	<p>Delivering Persuasive Messages</p> <p>8.1 Use inductive approach</p> <p>8.2 Create desire by providing convincing evidence</p> <p>8.3 Persuading within an organization</p> <p>Understanding the Report Process and Research Methods</p> <p>9.1 Types of reports</p>	<p>customers' orders and denying credit</p> <p>LT7.5 Prepare messages providing constructive criticism</p> <p>LT7.6 Prepare messages communicating negative organizational news</p> <p>LT7.7 Prepare messages responding to a crisis</p> <p>Delivering Persuasive Messages</p> <p>LT8.1 Develop effective outlines and appeals for messages that persuade</p> <p>LT8.2 Write effective sales messages</p> <p>LT8.3 Write effective persuasive requests and persuasion within an organization.</p> <p>Understanding the Report Process and Research Methods</p> <p>LT9.1 Identify the characteristics of a report and the various classifications of business reports</p>	<p>Delivering Persuasive Messages</p> <p>Persuasive outline pg. 141</p> <p>Promoting a service pg. 149</p> <p>Chapter 8 review card-Speak, think, write, and exercise</p> <p>Practice quiz</p> <p>Chapter 8 test</p> <p>Understanding the Report Process and Research Methods</p>	<p>Delivering Persuasive Messages</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u></p> <p>Persuasion</p> <p>AIDA</p> <p>Central selling point</p> <p>Understanding the Report Process and Research Methods</p> <p>Computer/Internet access for all students</p>
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<p>Delivering Persuasive Messages</p> <p>8.1 Persuasion strategies 8.2 Sales messages 8.3 Persuasive requests</p> <p><i>UEQ</i></p> <p>• <i>How do you communicate through reports and business presentations?</i></p> <p>Understanding the Report Process and Research Methods</p> <p>9.1 Characteristics of reports 9.2 Basis for reports: The problem solving process 9.3 Selecting a method of gathering information 9.4 Collecting and organizing the data</p>	<p>9.2 Recognizing and defining the problem 9.3 Secondary and primary research 9.4 Documenting sources of information 9.5 Analyzing and interpreting data</p> <p>Managing Data and Using Graphics</p> <p>10.2 Effective and ethical use of graphics 10.3 Tables 10.4 Positioning graphics in text</p>	<p>LT9.2 Apply the steps in the problem-solving process LT9.3 Use appropriate printed, electronic, and primary source information LT9.4 Demonstrate the appropriate methods of collecting, organizing, and referencing information LT9.5 Explain techniques for the logical analysis and interpretation of data</p> <p>Managing Data and Using Graphics</p> <p>LT10.1 Communicate quantitative information effectively LT10.2 Apply principles of effectiveness and ethical responsibilities in the construction of graphic aids LT10.3 Select and design appropriate and meaningful graphics LT10.4 Integrate graphics within documents</p>	<p>Create online database using Access</p> <p>Customer survey pg. 169</p> <p>Chapter 9 review card: Speak, collaborate, think</p> <p>Managing Data and Using Graphics</p> <p>Chapter 10 review card-speak, think and write</p> <p>Practice quiz</p> <p>Chapter 10 test</p>	<p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Formal report Informal report Informational report Proposal Problem statement Statement of purpose Primary/Secondary research Validity Reliability</p> <p>Managing Data and Using Graphics Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Common language Graphics Table Charts Map Flowchart</p>
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<p>Organizing and Preparing Reports and Proposals</p> <p>11.1 Parts of a formal report</p> <p>11.2 Organization of formal reports</p> <p>11.3 Choosing a writing style for formal reports</p> <p>11.4 Short reports</p> <p>11.5 Proposals</p> <p>Designing and Delivering Business Presentations</p> <p>12.1 Planning an effective business presentation</p> <p>12.2 Organizing content</p> <p>12.3 Designing compelling presentation visuals</p> <p>12.4 Refining your delivery</p> <p>12.5 Adapting to alternate delivery situations</p>	<p>12.2 Introduction, body, closing</p> <p>12.3 Design of presentation visuals</p> <p>12.4 Delivery method</p> <p>12.5 Culturally diverse audiences</p> <p>Preparing resumes and application messages</p> <p>13.1 Gathering essential information</p> <p>13.2 Types of resumes</p> <p>13.3 Preparing electronic submission resumes</p> <p>13.4 Professional portfolios</p> <p>13.5 Persuasive organization</p>	<p>LT12.2 Organize and develop the three parts of an effective presentation</p> <p>LT12.3 Select, design, and use presentation visuals effectively</p> <p>LT12.4 Deliver speeches with increasing confidence</p> <p>LT12.5 Discuss strategies for presenting in alternate delivery situations such as culturally diverse audiences, teams, and distance presentations</p> <p>Preparing resumes and application messages</p> <p>LT13.1 Prepare for employment by considering relevant information about yourself as it relates to job requirements</p> <p>LT13.2 Identify career opportunities using traditional and electronic methods</p> <p>LT13.3 Prepare an organized, persuasive resume that is adapted for print and electronic postings</p>	<p>Chapter 12 review card-think, write, collaborate</p> <p>Preparing resumes and application messages</p> <p>Exercise 1 pg. 290</p> <p>Exercise 2 pg. 292</p> <p>Exercise 3 pg. 293</p> <p>Exercise 4 pg. 295</p> <p>Exercise 5 pg. 296</p> <p>Exercise 6 pg. 298</p> <p>Exercise 7 pg. 300</p> <p>Resume practice</p> <p>Chapter 13 test</p>	<p>Internet conferencing</p> <p>Preparing resumes and application messages</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u></p> <p>Resume</p> <p>Targeted resume</p> <p>Chronological resume</p> <p>Functional resume</p> <p>Beamer</p> <p>Electronic applicant tracking systems</p> <p>Professional portfolio</p> <p>Application message</p> <p>Unsolicited application message</p>
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<p><i>UEQ</i> • <i>How do you communicate for employment?</i></p> <p>Preparing resumes and application messages 13.1 Preparing for the job search 13.2 Planning a targeted resume 13.3 Preparing resumes for print and electronic delivery 13.4 Supplementing a resume 13.5 Composing application messages</p>	<p>Interviewing for a Job and Preparing Employment Messages 14.1 Structured/Unstructured interviews 14.2 Research the company 14.3 The opening formalities 14.4 Application forms</p>	<p>LT13.4 Use employment tools other than the resume that can enhance employability LT13.5 Write an application message that effectively introduces an accompanying print or electronic resume</p> <p>Interviewing for a Job and Preparing Employment Messages LT14.1 I can explain the nature of structured, unstructured, stress, group, phone, and virtual interviews. LT14.2 I can explain the steps in the interview process LT14.3 I can prepare effective answers to questions often asked in job interviews, including illegal interview questions LT14.4 I can compose effective messages related to employment (including application, follow-up thank-you, job acceptance, job refusal, resignation,</p>	<p>Interviewing for a Job and Preparing Employment Messages</p> <p>Exercise 8 pg. 301 Exercise 9 pg. 302 Exercise 10 pg. 304 Exercise 11 pg. 305 Exercise 12 pg. 306 Exercise 13 pg. 308 Exercise 14 pg. 309</p> <p>Mock Interviews</p>	<p>Interviewing for a Job and Preparing Employment Messages</p> <p>Computer/Internet access for all students</p> <p>Internet Access</p> <p>Microsoft Office Software</p> <p><u>Vocabulary</u> Structured Interview Unstructured Interview Stress Interview Virtual Interview</p>
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<p><i>UEQ</i> • <i>How do you communicate for employment?</i></p> <p>Interviewing for a Job and Preparing Employment Messages 14.1 Understanding types of employment interviews 14.2 Preparing for an interview 14.3 Conducting a successful interview 14.4 Preparing other employment messages</p>		and recommendation request messages).		
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