

**Business Management and Administration Program**  
**Blount County Schools**  
**Southeastern School, Remlap AL 35133**  
**Mrs. Amy Gunn**  
[agunn@blountboe.net](mailto:agunn@blountboe.net)

## **Business Communications**

### **Welcome to Business Communications!**

My goal is to ready each student for a successful future, regardless of college or career plans. To ensure this goal is achieved, students, parents and I all have important roles and responsibilities. Please make me aware of any concerns you may have regarding your student's success.

### **Communication, Website, and Conference Information**

- Each school day, I will check my email during my planning period. Please understand there may be times that your message is not received until the following school day, but I will be prompt in answering.
- Coursework and details are available in Schoology. Please create parent/guardian accounts to stay updated with my expectations for students.
- Please visit my school website at <http://agunn04.wix.com/shs-business>.
- I am available for conferences during my planning period or after school, provided prior arrangements have been made. You may contact me through the email address provided above.

### **Course Description**

Business Communications focuses on how employees and management interact with each other and with groups and individuals outside of the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations.

No prerequisite is required for this course.

### **Program/Instructional Delivery Plan**

All course information and coursework are detailed in the Schoology Learning Management System which students can access once enrolled in the course. Other online applications will be utilized to ensure content delivery.

**Course Goals**

Each foundational and content standard completes the stem “Students will ...”

**Foundational Standards Unit**

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

**General Communication Unit**

1. Describe the business communication process.
  - a. Explain the differences between nonverbal and verbal communication, giving examples of each type.
  - b. Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication.
  - c. Demonstrate effective nonverbal communication skills.

**Oral Communication Unit**

2. Demonstrate effective oral communication skills.
  - a. Speak using correct pronunciation, enunciation, tone, and cadence.
  - b. Compare and contrast basic communication, interpersonal communication, organizational communication,
  - c. and rhetorical communication.
  - d. Identify regional, international, and cultural differences in oral communication.
  - e. Plan and deliver an oral presentation based on individual or group research.
  - f. Identify ways in which audience and situation affect choices of style and tone.
3. Demonstrate proficient listening skills.
  - a. Follow oral directions by listening attentively, taking accurate notes, and asking questions.
  - b. Demonstrate business telephone techniques.
  - c. Demonstrate courtesy and respect for a speaker through attentive listening.

**Written Communication Unit**

4. Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
  - a. Compose sentences using the correct forms of commonly misused or misspelled words.  
Examples: accept/except, to/too/two, want/won't, their/there/they're
5. Utilize reading strategies to read efficiently, comprehend content, and retain information.
  - a. Select and utilize reading methods for a particular situation.  
Example: Use skim and scan techniques to preview a document, noting headings, topic sentences, vocabulary, words in bold print, titles, and questions within the text.
  - b. Read, follow, and create detailed written directions.

- c. Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.
- 6. Produce effective written documents.
  - a. Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.
  - b. Use the writing process to produce emails and letters appropriate to task, purpose, and audience.
  - c. Format business documents, including business letters, emails, and reports.
  - d. Utilize design elements to enhance written communications.  
Examples: layout, illustrations, tables, graphs, charts
- 7. Compose an effective business report.
  - a. Use research and the writing process to plan, draft, revise, edit, and publish a business report.
  - b. Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.
  - c. Compare and contrast analytical and informational reports and their appropriate uses.

#### Human Relations Unit

- 8. Apply communication skills in varied professional roles.
  - a. Demonstrate steps of a conflict-resolution process.
  - b. Describe effective leadership skills.  
Examples: planning, organizing, monitoring
  - c. Explain the stages of team development, indicating the procedures involved in each stage.  
Examples: forming, storming, norming, performing
  - d. Explain ethics and integrity as they relate to business communication.

#### Digital Technology Unit

- 9. Use technology to enhance the effectiveness of communication.
  - a. Utilize basic software applications.
  - b. Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics.
- 10. Demonstrate proficiency in word processing software to create, edit, and publish professional business documents.
  - a. Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document.
  - b. Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections.
  - c. Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index.
- 11. Use digital technologies, communication and networking tools, and social networks appropriately to access, manage, integrate, evaluate, and disseminate information in professional settings.
  - a. Distinguish between personal and professional use of social media outlets.
  - b. Evaluate the effectiveness of social media for business messaging and brand awareness.
  - c. Explain how individuals interpret messages differently and how values, points of view, and media influence beliefs and behaviors.
  - d. Apply a fundamental understanding of the ethical, legal, and privacy issues surrounding the access and use of media, including what to share and what not to share.

- e. Apply social media and digital technology etiquette when communicating with a target audience and in the business environment.
12. Demonstrate proficiency with presentation software to create, edit, publish, and deliver professional business presentations.
- a. Manage a presentation by adjusting views, manipulating presentation features, configuring quick access toolbar, and utilizing presentation file options.
  - b. Create a professional slide presentation by constructing and editing a photo album, changing slide orientation settings, adding and deleting slides, formatting slides, entering and editing text, and formatting text boxes.
  - c. Apply graphic and multimedia elements to a presentation by manipulating graphic elements, images, and/or audio and video elements.
  - d. Create charts and tables within a presentation and manipulate table and chart elements within the layout.
13. Create and present a digital portfolio of products highlighting the procedures and techniques involved in effective business communication.

#### Career Opportunities Unit

14. Demonstrate communication skills needed to gain and keep employment.
- a. Research job search strategies and sources for job placement.
  - b. Create an employment portfolio.
  - c. Describe and demonstrate the application and interview process for employment.
  - d. List the communication skills needed to maintain employment.

#### Career and Technical Student Organization Integration

Career and technical student organizations (CTSOs) are integral, cocurricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Future Business Leaders of America (FBLA) is the CTSO for this course.

FBLA dues are \$14 for the school year and an optional t-shirt may be purchased for \$10.

#### Embedded Numeracy Anchor Assignment

Mathematics and numeracy strategies are incorporated into CTE assignments and all aspects of learning in the CTE classroom, with frequent assignments that require students to apply mathematics skills to authentic problems found in the CTE field of study.

*FBLA members compete in the national Knowledge Matters Virtual Business Challenge: Personal Finance which employs financial vocabulary and activities such as investing and online banking.*

In this course, students will complete an anchor assignment which demonstrates the integration of mathematics and mathematic vocabulary appropriate to the program area.

#### **Business Industry Data Analysis Project – 200 points**

Students will research 6 business industry careers to compare and contrast wages and employment trends. Students will prepare a formal summary of their research findings in an MLA format essay and include tables, charts, and graphs to support their findings of the median hourly wages and median annual wages.

**Embedded Literacy Anchor Assignment**

Each course in the CTE program integrates reading and writing strategies into all aspects of learning in the CTE classroom. Assignments frequently require students to read, write, and make presentations related to the CTE field of study.

*FBLA members compete in the national Knowledge Matters Virtual Business Challenge: Personal Finance which employs technical reading skills to complete various financial forms and documents.*

In this course, students will complete an anchor assignment which demonstrates the integration of technical reading and writing appropriate to the program area.

**Business Industry Career Opportunities Research Project – 200 points**

Students will research 6 business industry careers to compare and contrast the various knowledge, skills, abilities, personality, technology, and educational and credentialing requirements to be successful in those careers. Students will prepare a formal summary of their research findings in an MLA format essay.

**Available Industry Recognized Credentials Offered**

Students will have the opportunity to demonstrate the skills needed to get the most out of Microsoft Office 2019 by earning a Microsoft Office Specialist certification in a specific Office program. MOS certification is offered for Word, Excel, PowerPoint, Access, and Outlook.

<b><u>Assessment Procedures</u></b>		<b><u>Grading Scale</u></b>
Students will be assessed at the completion of each unit in one or more of the following ways:		A 90-100 B 80-89 C 70-79 D 60-69 F 59 or below
<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Performances</li> <li>• Tests</li> <li>• Checklists</li> <li>• Rubrics</li> <li>• Online Activities</li> <li>• Scenarios</li> <li>• Oral Presentations</li> <li>• Research Papers</li> <li>• Portfolio</li> <li>• Journal Reflections</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Research Reports</li> <li>• Performance Tasks</li> <li>• Production Exams</li> <li>• Objective Tests</li> <li>• Group Presentations</li> <li>• Case Studies</li> <li>• Research Projects</li> <li>• Debate</li> <li>• Safety Tests</li> <li>• Simulations</li> <li>• Appropriate Business Dress</li> <li>• Participation Point Systems</li> </ul>	<b><u>Grading Policy</u></b> Grades are based on a points system. Typically, assessments and projects will be worth up to 200 points; classwork, quizzes and homework will be worth up to 100 points.

## **Supply List: CTE Business Management and Administration Program**

**Teacher: Amy Gunn**

### **Required Supplies and Fees**

Pens  
Folder with pockets and fasteners  
Notebook paper  
\$25 Computer Lab Fee (10<sup>th</sup> – 12<sup>th</sup> only)

### **Optional Supplies and Wish List Items**

Kleenex or Paper Towels  
Copy Paper or Cardstock  
Clorox Wipes or Monitor Wipes  
Earbuds  
USB Flash Drive