



Business Communications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H16
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (C12H26)
Credit:	1
Grade Level:	10 - 11
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Business, Marketing, or Finance</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Business Management</i> and <i>Office Management</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 031, 032, 033, 034, 036, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership. Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.

- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Plan, Client Service, Future Business Leader, Impromptu Speaking, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee DECA at <http://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | Informational interview with principal, or other school administrator, to discuss the school's policies on written, oral, and electronic media resources.
- **Standards 1.2-1.4** | Informational interview with human resources professional on the importance of workplace communication and conflict resolution techniques.
- **Standards 2.1-2.3** | Panel of guest speakers from business and industry to discuss and share real-world examples of the value of digital citizenship for communicating in the workplace.
- **Standard 3.1-3.3** | Workplace tours and job shadowing with business and industry professional to observe workplace communication processes and procedures.
- **Standards 5.1-5.3** | Students deliver presentations on topics related to the course to a guest panel of business and industry professionals for discussion and feedback.
- **Standards 6.1-6.3** | Virtual exchanges and presentations with business and industry professionals for students to gain experience planning and hosting a series of virtual meetings and/or web conferences.
- **Standards 7.1-7.4** | Informational interviews with business and industry professionals for students to present and receive feedback on electronic portfolios and career searches/interests.

Course Description

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Course Standards

1. Communication Components

- 1.1 Policies and Legal Considerations: Demonstrate compliance with the school's **ethics policy** regarding **copyrighted materials, plagiarism**, authenticity, proper **citations, privacy**, and **proper use of technology** resources.
- 1.2 Components of Communication: Identify, analyze, and critique the basic components of communications, such as the **message, the sender, the receiver, the mode, the noise, and the response**. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening.
- 1.3 Verbal and Nonverbal Communication: Differentiate between **verbal** and **nonverbal** communications when interacting with peers, subordinates, superiors, and customers. List specific **techniques for effective communications** and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques.
- 1.4 Interpersonal Relationships: Practice and implement proven communication techniques to foster **positive interpersonal relationships** in the business atmosphere. Demonstrate how to establish and maintain positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative). Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., **collaborating, compromising, accommodating**).

2. Digital Citizenship

- 2.1 Electronic Communication Tools: Create a rubric for evaluating and selecting the **best electronic communication tool** for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.

- 2.2 Technology Impacts: Research and analyze **various aspects of good digital citizenship**. In groups, discuss the **effects of technology** on day-to-day and **business communications** and society.
- 2.3 Messaging Essentials: Compile significant points regarding courtesy and propriety in a digital business and prepare a presentation or web page that includes the topics of **message priority levels, consent to share (property rights), confidential or sensitive information, and message formatting**.

3. Business Writing

- 3.1 Business Correspondence: Using word processing and spreadsheet programs, **evaluate, create, and revise business correspondence**, e-mail messages, short contracts and reports, electronic forms, and small legal documents for a business in standard, grammatically correct, English. Apply accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, and proper names.
- 3.2 Written Communication: Analyze examples of written digital communications (e.g., e-mails, instant messaging, digital media marketing, etc.). Compare and contrast **writing conventions** required to master this form of communications.
- 3.3 Website Analysis: Locate a website used by a business to **sell a product or service**. Evaluate the website's **design, content, text, images, layout, and color**. Discern the site's effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and **offer recommended revisions**.

4. Desktop Publishing

- 4.1 Design Concepts: Use common design concepts such as use of **white space, color, focal point, headlines, and captions** to design a poster, business card, or other business promotional item. Use **editing and revision markings** to incorporate desired changes by the author/editor.
- 4.2 Typography: **Configure and send typographic output** for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations.
- 4.3 Images: **Manipulate, enhance, and produce** digital photographs, graphics, and other art elements utilizing photographic and/or graphic editing software. Determine appropriate file format, resolution, and ink colors (Pantone, PMS).
- 4.4 Publication Layout: Set page layout options (e.g., **margins, columns, double-sided, page numbering, footers, headers**, etc.) for business documents (e.g., labels, business cards, and brochures).

- 4.5 Printing Process: Use **print preview** to examine attributes of a document before printing. **Convert to a PDF**, select appropriate **printer and printer attributes**, and print a document.

5. Oral Communications

- 5.1 Prepared Speeches: Draft, edit, and deliver two speeches: (1) **to persuade**, and (2) **to inform**. Incorporate planning and preparation to deliver speeches that are appropriate and structured for the **intended audience**. Include **research**, claims and counter claims, delivered with enthusiasm, and demonstrate appropriate **body language**.
- 5.2 Communication Evaluation: Critique the purpose of various speaking assignments to identify the **design and goal**, such as to **inform, educate, convince, persuade, or lead to action**.
- 5.3 Problem-Solving Discussions: Promote, organize, and practice **creative problem-solving** using brainstorming, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.

6. Meetings

- 6.1 Meeting Documents: Prepare an **invitation** (e.g., document, calendar invite, etc.), **agenda, minutes**, outline for educational content, and other related **meeting documents**.
- 6.2 In-Person Meetings: Use the basic principles of *Robert's Rule of Order* to plan, prepare, and **conduct a short business meeting**, including following up after the meeting. Write an agenda, develop, and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation, and summarizing key takeaways and action items.
- 6.3 Virtual Meetings: Explore platforms and platform requirements to host virtual meetings and lead a simulated or real virtual meeting that follows a prepared agenda. Use **platform tools** for engagement that could include screen sharing, chat, breakout rooms, recording, and polling. Create minutes or other follow-up content to share with attendees.
- 6.4 Meeting Engagement: Use effective communication and engagement strategies (i.e., effective meetings facilitation) to encourage **active participation** by all parties connected to the meeting. Explore the differences of an **informal educational training** and a formal **business meeting**. Explore engagement techniques for an informal training (i.e., interactive slide decks, and ice breakers).

7. Communication for Career Preparedness

- 7.1 Career Portfolio: Prepare an electronic portfolio that includes a **resume, cover letter** and other items demonstrating career preparation skills.

- 7.2 Interview Preparation: **Research interview questions** focused on **engaging with the potential employer**. Identify one company and **conduct mock job interviews** to practice asking clear questions and providing **clear job interview responses**.
- 7.3 Job Search: **Conduct a job search** of positions in one or more career areas of interest using tools such as <https://www.jobs4tn.gov> and other online employment resources; **complete a job application**; participate in **mock interviews** with partner businesses and/or through participation in a student organization event.
- 7.4 Impact of Social Media: Address the appropriate **use of and ethics related to social media** in **personal and professional situations** and its impact on career search **processes**, as well as its **impact on the professional reputation** of a person.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.