

NEW YORK STATE EDUCATION DEPARTMENT
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION

BUSINESS AND MARKETING EDUCATION

BUSINESS COMMUNICATION

CONTENT MODULE

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MODULE DESCRIPTION

This module introduces students to the fundamentals of effective communication, the various forms of communication, and how communication impacts business effectiveness and workplace relationships. Students will learn and develop creative thinking strategies, listening skills, and communication methods, so they may relate to colleagues in a positive and productive manner. Students will also learn strategies to express themselves in different environments, to recognize and remove communication barriers, and to minimize conflict.

GUIDING QUESTION

What knowledge and skills are necessary to demonstrate an introductory understanding of the various modes, styles, and techniques of effective business communication?

MODULE CONTENT

1. WRITTEN COMMUNICATION

STUDENTS WILL:

- a) Analyze a business situation to determine the appropriate form of business communication to use such as memo, letter, email, etc.
- b) Demonstrate use of conventional formatting and language in written business communications
- c) Detail appropriate use of social media platforms for business communications
- d) Select software applications to efficiently produce business communications

2. VERBAL AND NONVERBAL COMMUNICATION

3. ACTIVE LISTENING

STUDENTS WILL:

- a) List skills associated with active listening, including clearing mind of distractions, facing the speaker, encouraging the speaker through verbal cues, resisting interruptions, and asking focused questions
- b) Describe ways businesses benefit from employees' active listening skills
- c) Demonstrate personal development of active listening skills through practice of these skills in simulated business applications

4. PUBLIC SPEAKING

STUDENTS WILL:

- a) List and describe common workplace situations requiring public speaking, such as team meetings, board presentations, conference presentations, teaching new hires, and virtual talks
- b) Understand and apply the elements of effective public speaking, including planning, practicing, pacing, engaging, evaluating, and revising based on feedback
- c) Show how to adjust presentations to address different audiences
- d) Demonstrate personal development of public speaking skills through practice of these skills in simulated business applications

5. GROUP DYNAMICS AND CONFLICT RESOLUTION

STUDENTS WILL:

- a) List and describe the characteristics of an effective group
- b) Compare and contrast formal (written) and informal (expectations) rules for group interactions in the workplace
- c) Explain how conflict can promote productive group work
- d) List and describe positive methods for managing group conflict
- e) Describe ways businesses benefit from effective group work by employees
- f) Demonstrate personal development of productive group membership through group work in simulated business situations

6. CAREER PATHWAYS

STUDENTS WILL:

- a) Identify career paths of personal interest
- b)



people with disabilities to effectively perform their job tasks. Accommodations presented might include variations in work space and equipment needed to do the task, communication of the work, the tasks themselves, and the time and place that the work is done. Following the presentation, students write reflections on ways accommodations promote effective group work by all employees.

PROBLEM SOLVING AND INNOVATION

BUILD A CHAIR

Students work in teams of three or four. Each team has the same set of materials, such as newspaper, tape, cardboard, and scissors. Team members work together for a set amount of time to build an "office" chair that can support one team member for one minute. Teams test the designs when finished. Following the tests, team members discuss the dynamics of the group in terms of cooperation, collaboration, and fun.

SUSTAINABILITY

GREEN OFFICE

Students collect a variety of "Green Office Checklists" from a variety of sources. Working together, students use these resources to develop a checklist for their classroom or the school. Potential categories include waste and energy use. Students improve green practices in their environment by publicizing the checklist through appropriate social media and applying the checklist in class.

STANDARDS ADDRESSED

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) STANDARDS

STANDARD 1: CAREER DEVELOPMENT

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

STANDARD 2: INTEGRATED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies

IV. Technological Communication Achievement Standard

Use technology to enhance the effectiveness of communication

RESOURCES

Disclaimer: Posting of resources on this form does not constitute an endorsement from the New York State Education Department nor does it imply that the following resources are mandatory or the only ones that can be used. Teachers and administrators ensure that resources align with local standards.

BUSINESS TEACHERS ASSOCIATION OF NEW YORK STATE (BTANYS)

<http://www.btanys.org/>

The Business Teachers Association of New York State provides networking, support, and professional growth opportunities for its members to effectively educate today's students for tomorrow's global economy.

CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER (CTE TAC) OF NEW YORK

<http://nyctecenter.org/>

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.