

FBLA: BUSINESS COMMUNICATION

| Competency: Communication Concepts | |
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| Task | |
| 1. | Describe the forms of communication. |
| 2. | Identify the five C's of communication. |
| 3. | Discuss the role of letters, memos, and reports in business. |
| 4. | Manage telephone communications and use appropriate techniques to gather and record information. |
| 5. | Discuss communication techniques as they apply to internal and external customers. |
| 6. | Describe and analyze the impact of cultural diversity on the communication process. |
| 7. | Employ appropriate communication strategies for dealing with dissatisfied customers (e.g., face-to-face discussions, electronic correspondence, and writing). |
| 8. | Discuss the positive and negative aspects of the office "grapevine" and office politics. |
| 9. | Discuss discrimination and sexual harassment and its implications in the workplace. |
| 10. | Use bias-free language (e.g., gender, race, religion, physical challenges, and sexual orientation). |
| 11. | Plan a meeting to achieve an identified purpose (e.g., schedule the facilities, arrange for a speaker, and notify the participants). |
| 12. | Demonstrate effective negotiation and consensus-building techniques to provide or obtain appropriate feedback and resolve conflicts. |
| 13. | Evaluate appropriate and inappropriate methods of interacting with others in the workplace, including team-based workgroups. |
| 14. | Define and differentiate workplace relationships including supervisor, employee, client, and team member. |
| 15. | Define and interpret upward, downward, and horizontal communication and organizational structures. |
| 16. | Investigate and define the characteristics and advantages/disadvantages of team-based workgroups including members, roles, and expectations. |

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| Competency: Written and Report Applications | |
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| Task | |
| 1. | Produce organized, coherent, and developed paragraphs with a clear topic sentence, effective transitions, and a relevant conclusion. |
| 2. | Describe and demonstrate the stages of the writing process to include planning, writing, editing, proofreading, and revising. |
| 3. | Write and design a document (e.g., memo, letter, report) using the correct style, format and content (e.g., letter, memorandum, report, e-mail) that is appropriate for the type of correspondence (e.g., persuasive, positive, negative). |
| 4. | Plan, compose, and produce instructions/directions, and descriptions. |
| 5. | Conduct research using the five basic steps: planning the search, locating sources of information, organizing the information, evaluating the sources, and using the information to prepare a short report on a business topic. |
| 6. | Identify and utilize traditional and electronic research sources such as encyclopedias, reference manuals, periodicals, Internet, etc. |
| 7. | Interpret, analyze, and evaluate information for relevance, purpose, timeliness, and authenticity. |
| 8. | Document all sources (e.g., print and electronic) using current standards. |
| 9. | Distinguish between paraphrasing, documentation, and plagiarism. |
| 10. | Comprehend copyright laws and their applications to text, visual art, design, music, and photography. |
| 11. | Use scanning hardware and layout, design, and graphics software to enhance documents. |
| 12. | Compose and evaluate common types of business reports including informational reports, news releases, proposals, and policy statements. |
| 13. | Prepare presentation documents to include publicity, agenda, handouts, follow-up report, etc. |
| Competency: Reading Comprehension | |
| Task | |
| 1. | Read and follow directions. |
| 2. | Demonstrate reading comprehension by restating or summarizing. |
| 3. | Differentiate between fact and opinion. |
| 4. | Summarize the important points of a document. |
| 5. | Identify and explain enhancements such as graphs, charts, tables, and illustrations/photographs for visual impact. |
| 6. | Interpret information from articles, manuals, etc. |
| 7. | Select the appropriate reading method (e.g. skimming, scanning, speed-reading, and in-depth reading) for a particular situation. |
| 8. | Identify factors that affect readability of text (e.g., sentence length, word selection, and type size) |
| 9. | Investigate the need for various reading skills in the workplace such as reading for information, summarization, drawing conclusions, making judgments, and following directions. |
| 10. | Evaluate the quality and reliability of source information. |
| 11. | Analyze information presented in a variety of formats such as tables, lists, and figures. |
| 12. | Use note taking skills that incorporate critical listening and reading techniques. |

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| Competency: Grammar | |
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| Task | |
| 1. | Describe and identify the eight parts of speech in context sentences. |
| 2. | Identify the difference between adverbs and adjectives. |
| 3. | Identify the categories of pronouns and uses of reflexive pronouns. |
| 4. | Identify features of prepositions and uses of prepositional phrases. |
| 5. | Identify types of conjunctions. |
| 6. | Use a verb that correctly agrees with the subject of a sentence. |
| 7. | Describe the types of verbs and demonstrate the six tenses. |
| 8. | Use irregular verbs and their different forms properly and distinguish transitive and intransitive verbs. |
| 9. | Identify subjects, predicates, verbs, adverbs, pronouns, direct and indirect objects, and prepositional and infinitive phrases in sentences. |
| 10. | Select pronouns properly and use them correctly in a sentence. |
| 11. | Correctly use a possessive noun in a sentence. |
| 12. | Create the plural form of a noun. |
| 13. | Identify and correct misplaced and dangling modifiers. |
| 14. | Describe and write the four kinds of sentences—declarative, interrogative, imperative, and exclamatory. |
| 15. | Recognize types of sentence fragments, run-on sentences, and double negatives. |
| 16. | Recognize and correct problems in grammar and usage including, but not limited to, completeness, agreement, reference, and form. |
| 17. | Write clear, descriptive sentences in a variety of sentence patterns (e.g., simple, compound, complex, and compound-complex). |
| 18. | Write logical, coherent phrases, sentences, and paragraphs. Incorporate correct spelling, grammar, and punctuation. |
| Competency: Editing and Proofreading | |
| Task | |
| 1. | Proofread a paragraph and identify spelling, grammatical, and punctuation errors. |
| 2. | Proofread written communications with errors, using proofreader's marks. |
| 3. | Proofread and edit business documents to ensure they are clear, correct, concise, complete, consistent, and courteous. |
| 4. | Review and edit for the effectiveness of word choices and sentence structure. |

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| Competency: Oral and Nonverbal Communications | |
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| Task | |
| 1. | Demonstrate effective active listening techniques and identify major barriers to listening. |
| 2. | Listen objectively and record major points of a speaker's message. |
| 3. | Explain the differences between verbal and nonverbal communication. |
| 4. | List examples of how nonverbal messages have different meanings in various cultures. |
| 5. | Identify and interpret the major types of verbal and nonverbal communication. |
| 6. | Describe and demonstrate basic speaking skills and their implications in the communication process. |
| 7. | Discuss various methods of presentation delivery including oral, written, multimedia, teleconferencing, and interactive. |
| 8. | Design effective presentations to include multimedia components of presentation software packages. |
| 9. | Identify and evaluate different types of presentations to include information, persuasive, and debate. |
| 10. | Use proper techniques to make an oral presentation. |
| 11. | Ask questions to clarify information. |
| 12. | Describe and analyze problems and barriers with differences in languages and customs on business operations. |
| 13. | Provide a clear description of a simple system or process or give clear, concise directions. |
| 14. | Express opinions and discuss issues positively and tactfully. |
| Competency: Word Definition and Usage | |
| Task | |
| 1. | Recognize how word selection and usage affects communication. |
| 2. | Recognize slang, jargon, clichés, and common errors in word usage. |
| 3. | Use proper sentence structure. |
| 4. | Illustrate the proper way to divide words. |
| 5. | Identify homophones, synonyms, and homonyms. |
| 6. | Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning. |
| 7. | Use contextual clues to recognize word meaning. |

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| Competency: Punctuation and Capitalization | |
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| Task | |
| 1. | Determine appropriate use of periods, question marks, and exclamation points. |
| 2. | Explain the use of commas, colons, and semicolons. |
| 3. | Recognize and correct problems in punctuation including, but not limited to, commas, semicolons, and apostrophes. |
| 4. | Use apostrophes to indicate contractions and possessive constructions. |
| 5. | Use quotation marks to set off the words of a speaker or writer and to set off titles of short works and use punctuation with quotation marks. |
| 6. | Define the grammatical rules that govern the use of special punctuation marks such as the dash, hyphen, and parentheses. |
| 7. | Use appropriately ellipsis, italics, and underlining. |
| 8. | Identify how to capitalize sentences, proper nouns, abbreviations, adjectives, and titles correctly. |
| 9. | Write and use numbers according to standard practice in a sentence. |
| Competency: Spelling | |
| Tasks | |
| 1. | Illustrate the ability to spell correctly the words regularly used in writing. |
| 2. | Illustrate the ability to use a dictionary and thesaurus as an aid to spelling, pronunciation, and meaning. |
| 3. | Identify prefixes and suffixes. |
| 4. | Apply spelling rules to homonyms and commonly confusing words such as effect and affect. |
| 5. | Demonstrate application of spelling rules such as i before e, silent e, words ending in y, etc. |
| Competency: Digital Communications (e-mail, messaging, netiquette, etc.) | |
| Tasks | |
| 1. | Identify various forms of electronic communication, including new and emerging communication technologies. |
| 2. | Demonstrate and select the appropriate use of electronic messaging technologies (e.g., fax, voice mail, conference calls, chat rooms, and e-mail). |
| 3. | Manage e-mail to include composing and sending a message; retrieving, reading, and printing a message; and sending an attachment by e-mail. |
| 4. | Operate an e-mail account while using folders and address books. |
| 5. | Examine proper use of e-mail and other appropriate Internet/intranet communication capabilities, including business-related terminology and language. |
| 6. | Explain the concept of copyright laws and their applications to text, visual art, design, music, and photography. |
| 7. | Recognize the legal implications of violating federal and state laws in multimedia/digital publishing. |
| 8. | Apply the etiquette rules for electronic messaging (e.g., e-mail, cellular telephone, and voice mail). |
| 9. | Discuss ways to keep data secure from theft and destruction. |
| 10. | Identify and describe new and emerging communication technologies. |

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