

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	BUSINESS COMMUNICATIONS		
SDPTE Course ID	BE 0175	IBED	IBED 12009

A course designed to provide essential skills and knowledge required in workplace and business settings. The course content addresses written and oral communication and competencies that include writing, speaking, listening, and interpreting. Technology is applied as an integral aspect of business communication.

Term	Semester/Trimester/Year	Preq	None
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Notes:

## Communications *Comm\_1: Demonstrate Knowledge of Foundations of Communications*

**Comm\_1.1 Through vocal expression, communicate in a clear, courteous, concise, and correct manner on personal and professional levels.**

- Learning Indicator: Comm\_1.1.1 Express wants, needs and feelings
- Learning Indicator: Comm\_1.1.2 Differentiate between and practice correct pronunciation and enunciation
- Learning Indicator: Comm\_1.1.3 Select language appropriate to the situation
- Learning Indicator: Comm\_1.1.4 Ask questions with confidence to elicit general and/or specific
- Learning Indicator: Comm\_1.1.5 Use proper telephone techniques and etiquette
- Learning Indicator: Comm\_1.1.6 Organize thoughts to reflect logical thinking before speaking
- Learning Indicator: Comm\_1.1.7 Express opinions and discuss issues positively and tactfully
- Learning Indicator: Comm\_1.1.8 Use appropriate techniques to organize impromptu speeches and deliver one
- Learning Indicator: Comm\_1.1.9 Identify regional and cultural differences in spoken communications
- Learning Indicator: Comm\_1.1.10 Plan and present short presentations, individually or as a member of a group
- Learning Indicator: Comm\_1.1.11 Prepare, outline, and deliver a short oral presentation with attention to audience, suitable topic, and scope, with preparation including practicing speech on tape
- Learning Indicator: Comm\_1.1.12 Prepare visual material to support an oral presentation with attention to audience, site, appropriateness to topic, and necessary equipment to be used
- Learning Indicator: Comm\_1.1.13 Demonstrate an awareness and acceptance of international, regional, and multicultural speech
- Learning Indicator: Comm\_1.1.14 Exchange ideas in a formal/informal setting
- Learning Indicator: Comm\_1.1.15 Participate in group discussion and role playing
- Learning Indicator: Comm\_1.1.16 Participate in group discussions for problem resolution
- Learning Indicator: Comm\_1.1.17 Identify various roles within the group and practice listening, synthesizing, and restating information
- Learning Indicator: Comm\_1.1.18 Organize and lead discussions
- Learning Indicator: Comm\_1.1.19 Preside at meetings
- Learning Indicator: Comm\_1.1.20 Answer questions in formal and informal situations
- Learning Indicator: Comm\_1.1.21 Dictate using recording equipment

**Comm\_1.3 Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.**

- Learning Indicator: Comm\_1.3.1 Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing
- Learning Indicator: Comm\_1.3.2 Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage

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Learning Indicator: Comm_1.3.3	Compose simple requests for information, reports, and summaries; edit and revise written work
Learning Indicator: Comm_1.3.4	Outline to facilitate logical and understandable written documents
Learning Indicator: Comm_1.3.5	Use acceptable standards for grammar, mechanics, and word usage
Learning Indicator: Comm_1.3.6	Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats
Learning Indicator: Comm_1.3.7	Proofread documents to ensure correct grammar, spelling, and punctuation
Learning Indicator: Comm_1.3.8	Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism
Learning Indicator: Comm_1.3.9	Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias
Learning Indicator: Comm_1.3.10	Use note taking skills incorporating critical listening and reading techniques
Learning Indicator: Comm_1.3.11	Identify factors affecting the readability of text
Learning Indicator: Comm_1.3.12	Compare drafts to final documents and make editorial changes
Learning Indicator: Comm_1.3.13	Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
Learning Indicator: Comm_1.3.14	Compose messages that promote positive human behavior
Learning Indicator: Comm_1.3.15	Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents
Learning Indicator: Comm_1.3.16	Write formal and informal reports using suitable format supported by appropriate graphic aids
Learning Indicator: Comm_1.3.17	Use the direct or indirect approach in appropriate correspondence situations
Learning Indicator: Comm_1.3.18	Analyze and respond in writing to routine business problems both individually and collaboratively
Learning Indicator: Comm_1.3.19	Write business communications that are sensitive to multicultural situations
Learning Indicator: Comm_1.3.20	Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements
Learning Indicator: Comm_1.3.21	Write business communications that reflect international differences and address current practice and protocol

## **Comm\_1.4 Students will demonstrate active listening skills.**

Learning Indicator: Comm_1.4.1	Follow oral directions
Learning Indicator: Comm_1.4.2	Demonstrate courtesy and respect for the speaker through attentive listening
Learning Indicator: Comm_1.4.3	Listen for meaning
Learning Indicator: Comm_1.4.4	Record complete and accurate telephone messages
Learning Indicator: Comm_1.4.5	Determine when more information is needed and ask appropriate questions
Learning Indicator: Comm_1.4.6	Identify relevant information in oral messages
Learning Indicator: Comm_1.4.7	Listen attentively for the purpose of taking accurate notes or completing forms
Learning Indicator: Comm_1.4.8	Include nonverbal cues in message interpretation
Learning Indicator: Comm_1.4.9	Use active listening techniques
Learning Indicator: Comm_1.4.10	Listen discriminately to separate fact from opinion
Learning Indicator: Comm_1.4.11	Evaluate media and oral presentations analytically and critically
Learning Indicator: Comm_1.4.12	Assess and respond to a speaker's nonverbal messages
Learning Indicator: Comm_1.4.13	Identify and overcome major barriers to listening

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Learning Indicator: Comm_1.4.14	Discuss the value of silence in communication as a nonverbal cue
Learning Indicator: Comm_1.4.15	Direct courteous attention to multiple speakers within a group to obtain key facts
Learning Indicator: Comm_1.4.16	Give examples of how nonverbal messages have different meanings in different cultures

## Communications *Comm\_2: Demonstrate Knowledge of Social Communications*

### Comm\_2.1 Demonstrate the development of a positive self-concept through personal appearance and interaction with others.

Learning Indicator: Comm_2.1.1	Analyze personal self-concept and design a program for improvement
Learning Indicator: Comm_2.1.2	Use courtesy, basic etiquette, and tact when dealing with others
Learning Indicator: Comm_2.1.3	Discuss personal hygiene and grooming
Learning Indicator: Comm_2.1.4	Identify characteristics of both negative and positive role models
Learning Indicator: Comm_2.1.5	List characteristics inherent in a positive attitude
Learning Indicator: Comm_2.1.6	Demonstrate respect for differences of others
Learning Indicator: Comm_2.1.7	Apply principles of manners and etiquette in a variety of situations
Learning Indicator: Comm_2.1.8	Practice simple introductions in a variety of situations
Learning Indicator: Comm_2.1.9	Initiate conversations with people outside one's inner circle
Learning Indicator: Comm_2.1.10	Demonstrate confidence through participation in group activities
Learning Indicator: Comm_2.1.11	Explain the role that self-concept plays in one's personal and professional life
Learning Indicator: Comm_2.1.12	Exhibit professional behavior in the work environment
Learning Indicator: Comm_2.1.13	Discuss the impact of careless performance on professional image and job retention
Learning Indicator: Comm_2.1.14	Discuss the impact of time management practices on one's personal and professional image
Learning Indicator: Comm_2.1.15	Demonstrate an understanding of and respect for diverse international business manners and etiquette
Learning Indicator: Comm_2.1.16	Respect and adapt to the perspectives and opinions of the establishment and mature workers in the business environment
Learning Indicator: Comm_2.1.17	Participate in a shadowing or mentoring program with a positive, professional role model
Learning Indicator: Comm_2.1.18	Display a positive attitude in personal and professional settings
Learning Indicator: Comm_2.1.19	Participate in school, community, and/or volunteer activities
Learning Indicator: Comm_2.1.20	Demonstrate appropriate work ethic in a business environment
Learning Indicator: Comm_2.1.21	Apply team skills in a business environment
Learning Indicator: Comm_2.1.22	Use leadership abilities in a business setting
Learning Indicator: Comm_2.1.23	Establish a work-related network through social contacts
Learning Indicator: Comm_2.1.24	Differentiate among appropriate business attire (e.g., casual, business-casual, professional business, and formal attire)

### Comm\_2.2 Apply basic social communication skills in personal and professional situations.

Learning Indicator: Comm_2.2.1	Define interpersonal communications and human relations skills
Learning Indicator: Comm_2.2.2	Respect the rights and feelings of others
Learning Indicator: Comm_2.2.3	Demonstrate proper respect for authority
Learning Indicator: Comm_2.2.4	Work cooperatively with one's peers and authority figures

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Learning Indicator: Comm_2.2.5	Develop a sensitivity for and awareness of cultural diversity
Learning Indicator: Comm_2.2.6	Practice tact and courtesy in relationships with peers and authority figures
Learning Indicator: Comm_2.2.7	Explain the value of interpersonal communications in personal/social relationships
Learning Indicator: Comm_2.2.8	Model the process for conflict resolution
Learning Indicator: Comm_2.2.9	Address cultural conflicts and identify appropriate solutions
Learning Indicator: Comm_2.2.10	Explain the basic principles of group dynamics
Learning Indicator: Comm_2.2.11	Discuss the types of discrimination and their impact on interpersonal relationships
Learning Indicator: Comm_2.2.12	Explain the purpose of authority
Learning Indicator: Comm_2.2.13	Differentiate among passive, assertive, and aggressive behaviors
Learning Indicator: Comm_2.2.14	Demonstrate appropriate responses to passive, assertive, and aggressive behaviors
Learning Indicator: Comm_2.2.15	Explain the value and impact of interpersonal relationships in the business environment
Learning Indicator: Comm_2.2.16	Practice conflict resolution in academic, social, and business environments
Learning Indicator: Comm_2.2.17	Discuss the negative impact of different types of discrimination
Learning Indicator: Comm_2.2.18	Apply the principles of group dynamics in structured activities
Learning Indicator: Comm_2.2.19	Explain the importance of following chains of command
Learning Indicator: Comm_2.2.20	Discuss discrimination cases and legal precedents

## Communications *Comm\_3: Demonstrate Knowledge of Technological Communications*

### Comm\_3.1 Use technology to enhance the effectiveness of communications.

Learning Indicator: Comm_3.1.1	Demonstrate proper telephone etiquette, including cellular phones
Learning Indicator: Comm_3.1.2	Demonstrate basic keyboarding and computer functions
Learning Indicator: Comm_3.1.3	Use basic software applications (e.g., word processing, spreadsheets, etc.)
Learning Indicator: Comm_3.1.4	Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition
Learning Indicator: Comm_3.1.5	Project a positive first impression on the telephone
Learning Indicator: Comm_3.1.6	Use the telephone to gather personal and consumer information
Learning Indicator: Comm_3.1.7	Use basic functions of databases, spreadsheets, and programming languages by formatting documents
Learning Indicator: Comm_3.1.8	Refine documents using an electronic spell checker, a thesaurus and a grammar checker
Learning Indicator: Comm_3.1.9	Use a wide variety of references and research resources such as electronic bulletin boards and information services
Learning Indicator: Comm_3.1.10	Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail
Learning Indicator: Comm_3.1.11	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
Learning Indicator: Comm_3.1.12	Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation
Learning Indicator: Comm_3.1.13	Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
Learning Indicator: Comm_3.1.14	Address the ethical issues regarding ownership of information generated electronically
Learning Indicator: Comm_3.1.15	Apply the rules of electronic messaging etiquette

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- Learning Indicator: Comm\_3.1.16 Evaluate the select messages which may be addressed best by electronic media
- Learning Indicator: Comm\_3.1.17 Incorporate the use of international electronic resources such as the Internet to complete higher level projects
- Learning Indicator: Comm\_3.1.18 Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

## Communications *Comm\_5: Demonstrate Knowledge of Organizational Communications*

### Comm\_5.2 Incorporate appropriate standards of personal ethics to communicate effectively with various business constituencies.

- Learning Indicator: Comm\_5.2.1 Discuss the fact that all organizations are political entities because they distribute the power, resources, and rewards
- Learning Indicator: Comm\_5.2.2 Define and discuss office politics
- Learning Indicator: Comm\_5.2.3 Express gratitude to colleagues when appropriate
- Learning Indicator: Comm\_5.2.4 Discuss the pros and cons of romantic relationships in the workplace
- Learning Indicator: Comm\_5.2.5 Discuss the career impact of decisions relating to family and friends
- Learning Indicator: Comm\_5.2.6 Discuss sexual harassment and its implications
- Learning Indicator: Comm\_5.2.7 Discuss the positive and negative aspects of the "grapevine"
- Learning Indicator: Comm\_5.2.8 Promote and gain acceptance for one's ideas and retain credit for them
- Learning Indicator: Comm\_5.2.9 Show interest in and support of the ideas of others
- Learning Indicator: Comm\_5.2.10 Write personal notes to business colleagues in special circumstances (e.g., congratulations, sympathy, appreciation, etc.)
- Learning Indicator: Comm\_5.2.11 Discuss the potential relationship between nonverbal cues and political posturing
- Learning Indicator: Comm\_5.2.12 Use assertiveness to overcome feelings of intimidation
- Learning Indicator: Comm\_5.2.13 Assess an audience in a social situation and select conversation and behavior accordingly
- Learning Indicator: Comm\_5.2.14 Discuss the ramifications of social behavior on professional image

### Comm\_5.5 Incorporate standards of personal ethics to communicate effectively with various business constituencies.

- Learning Indicator: Comm\_5.5.1 Discuss common types of unethical behavior in the workplace
- Learning Indicator: Comm\_5.5.2 Define ethics and identify the process by which individuals develop the foundation for making ethical decisions
- Learning Indicator: Comm\_5.5.3 Discuss the importance of taking moral responsibility for all oral and written communications and actions taken
- Learning Indicator: Comm\_5.5.4 Solve problems using techniques which include considerations of personal and ethical values

## Information Systems *IS\_1: Demonstrate Knowledge of the Foundations of Information Systems*

### IS\_1.3 Identify the need for applications of technology in business, industry, society and on a global scale.

- Learning Indicator: IS\_1.3.1 Demonstrate the ability to access information regarding applications of computers and technology in business, industry, society and on a global scale
- Learning Indicator: IS\_1.3.2 Cite uses of computer and technology in business, industry, society and on a global scale

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Learning Indicator: IS\_1.3.3 Create a brief list of business, industry, society and global references and sources where information about applications of computers and technology can be found

## Information Systems IS\_2: Demonstrate Knowledge of Industry Standard Software Applications

### IS\_2.1 Select and apply word processing software.

Learning Indicator: IS\_2.1.1 Explain the purposes, functions, and common features of word processing software

Learning Indicator: IS\_2.1.2 Explain the meaning of common word processing terminology

Learning Indicator: IS\_2.1.3 Sequence and define steps of an information processing cycle

Learning Indicator: IS\_2.1.4 Use word processing software to demonstrate file functions including creating, modifying, storing, retrieving, printing, and merging documents

Learning Indicator: IS\_2.1.5 Demonstrate editing functions including cutting, pasting, importing and exporting text and graphics

Learning Indicator: IS\_2.1.6 Apply layout and insert functions including tabs, margins, hanging indents, word-wrap, columns, headers/footers, and tables

Learning Indicator: IS\_2.1.7 Apply formatting functions including fonts, sizes, styles, and positioning

Learning Indicator: IS\_2.1.8 Apply word processing functions including spell checking, thesaurus, grammar checking, and the help functions of the software

Learning Indicator: IS\_2.1.9 Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation

Learning Indicator: IS\_2.1.10 Input, edit, store, and output letters, memorandums, tables, and reports

Learning Indicator: IS\_2.1.11 Use an office operations manual

## Information Systems IS\_3: Demonstrate Knowledge of Common Applications of Information Systems

### IS\_3.1 Identify, select, evaluate, and use application software.

Learning Indicator: IS\_3.1.1 Identify the types of application software and explain their purpose or use

Learning Indicator: IS\_3.1.2 Select application software types appropriate for specific tasks

Learning Indicator: IS\_3.1.3 Describe emerging application software

Learning Indicator: IS\_3.1.4 Use reference materials, such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software

Learning Indicator: IS\_3.1.5 Identify, select, and apply the features of software products, such as galleries, templates, and macros

Learning Indicator: IS\_3.1.6 Evaluate application software products in terms of their features

Learning Indicator: IS\_3.1.7 Select application software products appropriate to various computer platforms

Learning Indicator: IS\_3.1.8 Import and export text, data, and images between software programs

## Information Systems IS\_5: Demonstrate Knowledge of Communications Systems and Networking

### IS\_5.1 Use, select, and evaluate communications and networking systems software and hardware to include hubs, switches and routers.

Learning Indicator: IS\_5.1.1 Identify the types of communications hardware and explain their functions and use

Learning Indicator: IS\_5.1.2 Identify the types of communications software and explain their functions and use

Learning Indicator: IS\_5.1.3 Select communications hardware appropriate for specific tasks

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Learning Indicator: IS_5.1.4	Select communications software appropriate for specific tasks
Learning Indicator: IS_5.1.5	Demonstrate knowledge of basic telecommunication concepts in relation to technology, applications, and system components
Learning Indicator: IS_5.1.6	Perform computer activities in communications with modems
Learning Indicator: IS_5.1.7	Identify and describe the different components of the telecommunications industry
Learning Indicator: IS_5.1.8	Identify and explain various types of on-line services (e.g., Internet, Intranet, and Extranet)
Learning Indicator: IS_5.1.9	Access, navigate, and use on-line services (e.g., Internet, Intranet, and Extranet)
Learning Indicator: IS_5.1.10	Send and receive e-mail messages, voice messages, and faxes
Learning Indicator: IS_5.1.11	Identify the basic components of any communications system
Learning Indicator: IS_5.1.12	Transfer files between varying types of computers, both local and remote
Learning Indicator: IS_5.1.13	Communicate between varying computer platforms