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| **Course:** | BF10: Principles of Business and Finance |
| **Objective:** | NC CTE 1.01: Apply verbal skills to obtain and convey information. (CO:053, QS LAP 29) (CO:084) (CO:061) (CO:114) |

**1.01A-Ticket out the Door Activity- Managing Communication Styles**

The goal of any study about communication styles is to figure out how to communicate more effectively. A good communicator must be open and flexible to the styles of other people. On a half sheet of paper, identify five characteristics of effective communicators who are open and flexible.

***Responses:***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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**1.01B Cause and Effect: Barriers to New Ideas, Creativity and Innovation**

**Directions:** There are a number of workforce barriers to new ideas, creativity and innovation. List six barriers points that keep employers from accepting new ideas. Also, list their causes and effects as well as strategies to overcome these barriers.

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Cause:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cause:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effect:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Problem:*Barriers are established to keep from accepting new ideas**

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Cause:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cause:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effect:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List strategies for overcoming each the barriers you indicated above.

**1.01B-Defend Your Ideas**

Directions: After reading the articles *“Selling Your Ideas by Jim Dawson “and “How to Defend Your Ideas without Becoming Defensive*”, students are to work on developing a brief 2-3 minute oral presentation designed to sell an idea or opinion (original or existing). Students may use visual aids if desired.

Each observer/audience member will complete the following survey for only one speaker and must make comments in the comments section.

When finished, write a paper, 2-3 paragraphs that discuss how to defend ideas objectively through effective communication. Include the skills needed to prevent conflicts as well as promote buy-in to ideas. The paper can include examples from the student’s personal experiences.

Speaker’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRESENTATION

YES NO

\_\_\_ \_\_\_ The speaker seems to be interested in the topic she or he is discussing.

\_\_\_ \_\_\_ The speaker speaks clearly in an appropriate tone.

\_\_\_ \_\_\_ The speaker seems to consider the audience members and relates to them.

\_\_\_ \_\_\_ The speaker’s non-verbal communications are appropriate

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DEFENDED IDEA OBJECTIVELY

YES NO

\_\_\_ \_\_\_ 1. The speaker defined the opportunity/problem

\_\_\_ \_\_\_ 2. The speaker anticipated oppositions and was prepared to answer audience questions

\_\_\_ \_\_\_ 3. The speaker thanked the critics/accepted the criticism

\_\_\_ \_\_\_ 4. The speaker sold the idea/closed the deal

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1.01C-How to Answer the Telephone Properly**

Directions: Go to: <http://sbinfocanada.about.com/cs/management/qt/telephonetips.htm>, and read the article about how to answer the phone properly. When answering a phone call, it is important to remember that someone has taken the time to call you. Before you hang up, ensure that you have completed everything that you can, and it may be nice to ask, “Is there anything else I can help you with?”

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|  | **Key Tips to Answer the Phone Properly** | **Example** |
| DO’s |
| 1 | Answer the \_\_\_\_\_\_\_\_\_\_\_ before the \_\_\_\_\_\_\_\_\_\_\_ ring | *Ex. Ring, Ring, Hello* |
| 2 | Be \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ |  |
| 3 | Identify \_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_ |  |
| 4 | Speak \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ words |  |
| 5 | \_\_\_\_\_\_\_\_\_\_\_ all calls within \_\_\_\_\_\_\_\_\_\_\_ business day |  |
| 6 | Use an \_\_\_\_\_\_\_\_\_\_\_ machine to answer calls when you can \_\_\_\_\_\_\_\_\_\_\_ |  |
| 7 | Take phone messages \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. |  |
| DO NOT’S |
| 1 | Don’t use \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_. |  |
| 2 | Don’t use a \_\_\_\_\_\_\_\_\_\_\_ phone unless \_\_\_\_\_\_\_\_\_\_\_ necessary. |  |
| 3 | Do not put a caller on \_\_\_\_\_\_\_\_\_\_\_ without asking them \_\_\_\_\_\_\_\_\_\_\_. Provide callers on hold with progress reports every \_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_ seconds. |  |

**1.01C-Business Call Role Play**

Form groups of three. Using one of the caller/receiver scenarios listed below (or creating your own scenario), write and perform a short skit for the scenario. The cast will consist of one person being the caller and the other two members will act as the receivers. Two versions of the same scenario will be acted out for the class, one where the receiver will answer the phone in an inappropriate manner, and the second version, where the other receiver will answer the phone in an appropriate business-like manner.

|  |  |  |
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|  | **Caller** | **Receiver** |
|  | Confused about how to use the product | Having a bad day, you just spilt coffee or other liquid on your desk |
|  | Wants to know what the operating hours are | Is very busy writing an email and making a to do list |
|  | Needs to leave a message for someone | Loves your job and is happy to be a work |
|  | Wants to make a purchase | Just got hired and is new to answering phones |
|  | Wants to pay their bill | Has recently learned that the company has been bought out and expects there will be job eliminations. |
|  | Wants to reduce cell phone expenses | One sale away from being the top salesperson for the month |

**1.01D Group Discussions – Pair and Share Activity**

Have students pair up with a classmate. Each pair will be assigned to read a short article on group discussions found at the website <http://www.exforsys.com/career-center/group-discussions.html> (the 17 articles listed below have been formatted into Word documents and can be found in the resource folder). Allow students 10 minutes to read, discuss and highlight at least 4-5 key points (ideas) about group discussions found in their assigned article and then the class as a whole will come together to share their findings, compare the similarities of key points among the articles as well as recognize new points.

* [Group Discussion Tips](http://www.exforsys.com/career-center/group-discussions/strategies-that-can-allow-your-group-discussion-to-succeed.html%22%20%5Co%20%22Group%20Discussion%20Tips)
* [How To Get The Most Out Of Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-get-the-most-out-of-group-discussions.html%22%20%5Co%20%22How%20To%20Get%20The%20Most%20Out%20Of%20Group%20Discussions)
* [Resource For Succeeding In Group Discussion](http://www.exforsys.com/career-center/group-discussions/resource-for-succeeding-in-group-discussion.html%22%20%5Co%20%22Resource%20For%20Succeeding%20In%20Group%20Discussion)
* [Group Discussion – Discussing On Topics Selected By Hiring Company](http://www.exforsys.com/career-center/group-discussions/discussing-on-topics-selected-by-hiring-company.html%22%20%5Co%20%22Group%20Discussion%20%E2%80%93%20Discussing%20On%20Topics%20Selected%20By%20Hiring%20Company)
* [Do’s and Don’ts in a Group Discussion](http://www.exforsys.com/career-center/group-discussions/dos-and-donts-in-a-group-discussion.html%22%20%5Co%20%22Do%E2%80%99s%20and%20Dont%E2%80%99s%20in%20a%20Group%20Discussion)
* [How To Discuss In a Group](http://www.exforsys.com/career-center/group-discussions/how-to-discuss-in-a-group.html%22%20%5Co%20%22How%20To%20Discuss%20In%20a%20Group)
* [Group Discussion Etiquette](http://www.exforsys.com/career-center/group-discussions/group-discussion-etiquette.html%22%20%5Co%20%22Group%20Discussion%20Etiquette)
* [How To Speak Properly During Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-speak-properly-during-group-discussions.html%22%20%5Co%20%22How%20To%20Speak%20Properly%20During%20Group%20Discussions)
* [Tips For Running a Successful Group Discussion](http://www.exforsys.com/career-center/group-discussions/tips-for-running-a-successful-group-discussion.html%22%20%5Co%20%22Tips%20For%20Running%20a%20Successful%20Group%20Discussion)
* [Selecting Topics for Group Discussion](http://www.exforsys.com/career-center/group-discussions/selecting-topics-for-a-discussion.html%22%20%5Co%20%22Selecting%20Topics%20for%20Group%20Discussion)
* [How To Encourage Members During Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-encourage-members-during-group-discussions.html%22%20%5Co%20%22How%20To%20Encourage%20Members%20During%20Group%20Discussions)
* [Group Discussion Challenges](http://www.exforsys.com/career-center/group-discussions/group-discussion-challenges.html%22%20%5Co%20%22Group%20Discussion%20Challenges)
* [How To Avoid Problems During Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-avoid-problems-during-group-discussions.html%22%20%5Co%20%22How%20To%20Avoid%20Problems%20During%20Group%20Discussions)
* [How To Work With Group Members during Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-work-with-group-members.html%22%20%5Co%20%22How%20To%20Work%20With%20Group%20Members%20during%20Group%20Discussions)
* [Successful Group Discussion Techniques](http://www.exforsys.com/career-center/group-discussions/successful-group-discussion-techniques.html%22%20%5Co%20%22Successful%20Group%20Discussion%20Techniques)
* [What Should Happen During a Group Discussion](http://www.exforsys.com/career-center/group-discussions/what-should-happen-during-a-group-discussion.html%22%20%5Co%20%22What%20Should%20Happen%20During%20a%20Group%20Discussion)
* [How To Prepare For Group Discussions](http://www.exforsys.com/career-center/group-discussions/how-to-prepare-for-group-discussions.html)

**1.01D-Group Discussion Worksheet**

When participating in group discussions, it is important that you mentally do a self-evaluation. Each group member should keep in mind the following questions when participating in the group discussion:

* Did I contribute prior knowledge to the discussion?
* Did I ask open-ended questions?
* Did I ask questions of group members in an open-minded way?
* Did I build on comments of other group members to enhance discussion?
* Did I help the group to summarize its progress?
* Did I identify missing information in the group answer?

Given an easily researched, current topic of interest/problem by your teacher, participate in a small group discussion about the topic/problem. Begin by selecting a group leader. Then, individually research the topic/problem. As a group, complete the Group Discussion Worksheet below. Have the group leader share your findings with the class.

1. Identify the issue/problem that your teacher identified.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Provide proof from your research that the issue/problem exists.

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1. Explain the causes of the issue/problem.

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1. Predict possible future effects of the issue/problem.

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1. Present possible solutions to the issue/problem.

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1. Determine advantages and disadvantages of each solution.

 Solution A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Advantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Disadvantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Solution B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Advantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Disadvantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Solution C:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Advantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Disadvantages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Select the best solutions.

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