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ABSTRACT

Developed as part of a high school quinmester unit on business speech, this guide provides the teacher with teaching strategies for a course designed to help people in the business world. The course covers the preparation and delivery of a speech and other business situations which require skill in speaking (sales techniques, committee and group discussion, conducting conferences and meetings, moderating programs, and oral reading of data, reports, and minutes of meetings) as well as the methods to use in the preparation of these forms of oral activities. Attention is also given to pronunciation and vocabulary to enable the student to use language which is clear, graphic, and persuasive. The range of content is divided into (1) recognition of the importance of oral communication; (2) practice of business etiquette and customs; (3) skills of salesmanship; and (4) participation in group speaking situations. The guide is arranged by performance objectives with the suggested teaching strategies listed under each objective. Appended is a list of student and teacher resources, including textbooks, reference materials, periodicals, and films. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Business Speech
5128.21

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BUSINESS SPEECH

5128.21

Language Arts, Business English

DIVISION OF INSTRUCTION
Dade County Public Schools
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1972

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COURSE
NUMBER
5128.21

COURSE TITLE: BUSINESS SPEECH

COURSE DESCRIPTION: A course designed to help people in the business world. It includes the preparation and delivery of a speech. It also includes other business situations which require skill in speaking - sales techniques, committee and group discussion, conducting conferences and meetings, moderating programs, and oral reading of data, reports, minutes of meetings, as well as the methods to use in preparing these forms of oral activities. Attention is given to pronunciation and vocabulary to enable the student to use language which is clear, graphic, and persuasive.

I. PERFORMANCE OBJECTIVES

- A. The student will recognize the need for effective communication in business situations.
- B. The student will illustrate his ability to employ business etiquette and customs.
- C. The student will demonstrate his ability to promote the sale of services and products.
- D. The student will demonstrate his ability to participate in group speaking situations including committees, conferences, and meetings.

II. COURSE CONTENT

A. Rationale

Today, in every field of endeavor, the spoken word outranks the written word as the medium of communication. Oral communication is the primary means of communicating in the business world as well as in the social settings. This course is designed to increase the student's awareness of the need for competence in the skills of oral communication as well as his performance in this area. The ability to establish satisfactory interpersonal relationships is an essential business skill. Being a good listener and a good speaker is a first step toward success in any career.

B. Range of content

1. Recognition of the importance of oral communication
2. Practice of business etiquette and customs
3. Skills of salesmanship
4. Participation in group speaking situations

III. TEACHING STRATEGIES

A. The student will recognize the need for effective communication in business situations.

1. Have students brainstorm the ways in which we communicate with others.
 - a. Attitudes and mannerisms
 - b. Posture
 - c. Voice
 - d. Gestures
2. Have students pantomime stereotypes such as the campus hero, a reluctant job seeker, "know-it-all," a hippy, etc. Have other members of the class react positively or negatively to these persons as job applicants. What attitudes or mannerisms affected their responses?
3. Have students draw from a hat box, or other container, slips of paper on which are written descriptive adjectives, such as jubilant, dejected, pushy, antagonistic, apathetic, exhausted. Have them assume postures they think illustrate their words. Have the class guess what the words are and analyze whether posture defined the word.
4. Have students listen to a tape on which various sounds have been recorded randomly. Have them discuss which sounds are pleasant/unpleasant and why.
5. Have interested students record a nursery rhyme, a page from the telephone directory, or a single sentence in a variety of tones ranging from tender

to angry. Does the emotional message transcend the verbal? Does the voice project a picture of the speaker?

6. Have students listen to a series of tapes and try to guess the occupations of the speakers. On what speech characteristics were the guesses based? Did dialect differences or usage patterns influence their judgments?
7. Have students tape record a two or three minute reading in order to analyze the quality of their speaking voices.
 - a. Is the voice pleasant sounding?
 - b. Is the speech garbled?
 - c. Are there annoying speech mannerisms such as -ah, -er, like, you know?

If the students have special problems, the teacher should devise exercises or activities for individual improvement. For example, if articulation problems are present drills such as the following tongue twisters might be used. Have students begin slowly and repeat until three error free readings have been accomplished.

- a. M clarity: Bring me some ice, not some mice.
- b. R clarity: Are our cars here?
Around the rough and rugged rock
the ragged rascal ran.
- c. B clarity: Better buy baby rubber buggy
bumpers.
The bright broom blossoms beneath
the brush.
- d. K clarity: The clumsy kitchen clock click-
clacked.
- e. S/sh clarity: Shave a single cedar shingle
thin.
National Shropshire Sheep
Association
The sun shines on the shop signs.

- f. Sibilant (whistling) S: Six slim slick
slender saplings
The sea ceaseth and sufficeth us.
Six thick thistle sticks; six
thick thistles stick
- g. Wh clarity: Many a wit is not a whit wittier
than Whittier.
- h. Clarity of ending st and sts:
Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.
8. Have students list in order from high to low the degree that skill in reading aloud is helpful to persons in the following occupations:
- a. Cab driver
 - b. Phone operator
 - c. Teacher
 - d. Sales clerk
 - e. Train station agent
 - f. TV repairman
 - g. TV newscaster
 - h. Secretary
 - i. Minister
 - j. Lawyer
 - k. Housewife
 - l. Author
9. Select two newspaper or magazine articles on controversial topics. Read one in a monotonous manner; the other, with attention to variety of pitch, stress, etc. Administer a short answer quiz on the content of each. Have students conclude why the receiver was "operating" during the time the reading was effective and "tuned out" when the reading was dull.

10. Have students select a favorite literary selection and prepare it for oral reading to the class. Before the class presentations review with the students effective use of voice and bodily actions to reinforce oral interpretation.
11. Pose this question to students: How do we as listeners communicate with someone who is speaking to us?
12. Have the students volunteer to be the "senders" in the following situation and assign the rest of the class to be the "receivers." Ask each of the "senders" to repeat a sentence such as: "There will be an announcement before the end of the period." Have the receivers take notes as to how the message changed even though the words remained the same. Have them analyze the factors involved: tone of voice, previous experience with the speaker; recollection of previous similar messages.
13. Have students view panel discussions or forums and TV, and report what factors impede or enhance communication. What part do interruptions, two or more participants talking at once, etc. play?
14. Have students investigate and report orally on topics such as:
 - a. Mnemonic devices for recalling names
 - b. Body language
 - c. Kinesics
 - d. Robert Ardley's Territorial Imperative
 - e. Can you "read" someone's eyes?
 - f. Nonverbal messages
 - g. Fashion as a communicator
 - h. Rumor as a force in communication

The school librarian should be able to furnish many books which would suggest other topics as well as support for these.

Have the class apply the information gained from the oral presentation to business situations.

15. Investigate the availability of listening exercises developed as part of the employee training programs of many major businesses. Trainers may even be willing to come to class to administer such tests.
- ◀ B. The student will illustrate his ability to employ business etiquette and customs
 1. Have students interview an adult in their family, an adult friend or neighbor, regarding their first interviews for jobs. Ask students to report interesting or amusing incidents to the class.
 2. In anticipation of an interview, have students make the following self-analysis:
 - a. Do I always look neat and clean?
 - b. Do I dress to please others, to shock others, to please only myself?
 - c. How is my posture? Do I stand upright to speak? Do I play with a ring, juggle coins in my pocket, hitch my thumbs in my belt? Put my weight on one hip? Sway?
 - e. How is my voice? Too soft so everyone must strain his ears? Too fast? Full of "pause fillers" such as "and um," "you know," "ah." Do I lull them to sleep with a monotone? Do I pitch it too high (from nervousness?) Do I pronounce clearly enough to be understood?

NOTE: Help your self analysis by listening to yourself on tape, watching yourself in the mirror, seeing yourself with video replay equipment. Add the suggestions and critiques of your teacher and classmates. Then start in trying to improve.

3. Have pairs of students participate in mock interview situations. The applicant should be prepared to give the following information to the employer:
 - a. How did he find out about the job?
 - b. Where is he presently employed?
 - c. What are his qualifications: training, job experience?
 - d. Does he have references?

4. Have students demonstrate appropriate office etiquette in the following situations:
 - a. Making introductions
 - b. Conversing with a business man waiting to see your employer
 - c. Introducing a new employee to co-workers at a coffee break
 - d. Soliciting donations for a co-worker
 - e. Calming the fears of a patient in a waiting room
5. Have students role play the following situations:
 - a. Receptionist and irate customer
 - b. Receptionist cancelling an appointment for her boss
 - c. Receptionist turning away people wanting to speak with her boss
 - d. Receptionist keeping a member of his family or friend from bothering her boss
6. Have students use the Bell System two-way phones and monitor equipment and role play the following situations:
 - a. Call for an appointment.
 - b. Call to ask for information.
 - c. Call for an interview concerning a job.
 - d. Call to postpone an interview for an important job.
 - e. Take a call from a displeased customer.
 - f. Make excuses for your boss' not wanting to speak to someone.
 - g. Do a preliminary job interview to screen applicants for appointments.

- h. Try selling something over the phone in a sales pitch.
 - i. Call in "sick" when you are really well.
 - 7. Have students share any experience they may have had in actual interviews. What advice can they offer classmates?
 - 8. Invite to class a prospective employer from the community. Ask him to pinpoint salable personal qualities and skills during his interaction with the students.
 - 9. Ask students how they discern the positive and negative aspects of an employment situation. If possible arrange field trips to a variety of offices or other places of employment to assist them in formulating opinions.
 - 10. Have a student pick out an ad from the classified section of the newspaper, something he could reasonably apply for in his present location and situation. Have another student fill in some particulars and interview him for the job. Several pairs of students might compare this assignment.
 - 11. Have three students in the class make up a job with all its particulars and interview for the job.
- C. The student will demonstrate his ability to promote the sale of services and products.
 - 1. Investigate the possibility of securing videotapes of popular TV commercials. (Local television stations will often provide teachers with these.) Have students analyze their appeal. If videotapes are not available, have students report on ads viewed out of class.
 - 2. Have students listen to ads on different radio stations and determine to what audience they are directed. What are the clues?
 - 3. Have each student bring to class an advertisement from a magazine and analyze its appeal, audience, etc.
 - 4. Have students bring an item to class and try to sell it using the following plan:

- a. Get attention
 - b. Create interest
 - c. Meet objections
 - d. Make strong appeal
 - e. Get action
5. Have students give two-minute sales speeches promoting something not visible.
 6. Have students use sales techniques to accomplish one of the following by approaching five people. Afterwards have them test their success by the positive responses.
 - a. Get a signature on a petition.
 - b. Sell an ad for the newspaper.
 - c. Sell a ticket to something.
 - d. Ask for a contribution for Red Cross, etc.
 - e. Try to borrow \$5.00 from a friend.
 - f. Sell an item to raise money.
 - g. Gain a vote for a candidate.
 7. Have students plan a two-minute speech in which they try to sell their classmates on an idea, a premise, a bit of philosophy.
 8. Have students conduct man-in-the-street situations in which they ask people to sign a petition based on the Bill of Rights. Have them tape the responses of the persons approached.
 9. Have students research the origin and significance of such terms as:
 - a. Soap opera
 - b. Madison Avenue
 - c. "There's a sucker born every minute"

- d. Brooks Brothers
 - e. Buy now - pay later
 - f. Semantic trap
10. Have students discuss the role of ethics in salesmanship. Interested students might wish to investigate flagrant violations which have resulted in lawsuits or other legal action.
- a. Misrepresented products
 - b. Supersalesmen
 - c. Religious or spiritual hoaxes
 - d. Role of Nader's Raiders
 - e. Truth in Advertising
11. On the basis of observation and discussion, have students synthesize a list of desirable qualities for the successful salesman.
- D. The student will demonstrate his ability to participate in group speaking situations including committees, conferences, and meetings.
- 1. Have students discuss the kinds of group speaking situations which occur in business. Have them hypothesize the purpose(s) of such meetings. They may conclude that most such situations arise because there are problems to be solved.
 - 2. Introduce students to brainstorming.
 - a. Have them choose a problem.
 - b. Have them elect a leader and recording secretary
 - c. Encourage them to offer a barrage of comments.
 - d. Point out that no idea, however divergent, is to be challenged at this time.
 - e. After all ideas have been offered and recorded, have class evaluate and select solutions that seem feasible.

3. Have students try solving a problem by "buzz" groups.
 - a. Select problem
 - b. Divide class into groups of three to five students.
 - c. Have each group choose recorder.
 - d. Allow ten minutes for idea-gathering
 - e. Have the recorders meet to compile a class list.
 - f. Have the entire class analyze the class list and reach consensus.
4. Have students check the etymology of the word committee and relate it to its present meaning.
5. Have students examine constitutions of local clubs, community action groups, etc. to determine what different kinds of committees may exist.
 - a. Standing committees
 - b. Ad hoc committees
 - c. Subcommittees

What are the functions of each?
6. Have students recall times they have served on committees. What have been some of the problems?
 - a. Chairman too strong/too weak
 - b. Problem not well defined or understood
 - c. Members uncertain of task or bent on getting their own way
 - d. Power plays (railroading, etc.)
7. Have students apply one of the previously studied methods of problem-solving (brainstorming or buzz sessions) to work on possible remedies for the problems identified in Activity #6. They should eventually produce lists clarifying the responsibilities of the group and the chairman. The lists should encompass at least the following points:

- a. Group members should:
 - (1) Be well-informed
 - (2) Be open-minded
 - (3) Judge information and ideas objectively
 - (4) Listen carefully
 - (5) Participate actively
 - (6) Act cooperatively
 - (7) Think as group members rather than individuals
 - b. The chairman should:
 - (1) Introduce participants
 - (2) State topic and task
 - (3) Keep the discussion moving on the track
 - (4) Recap strategically the main points
 - (5) Facilitate open discussion by all participants
 - (6) Make politic decisions to keep discussion moving
 - (7) Ask questions to prod the thinking of others
8. Have students examine the format of such information - giving forms of oral communication as the lecture, the panel, and the symposium. They may wish to invite outside authorities to make presentations in one of these formats or to view programs of this type on television.
 9. Have students experiment with such vis-a-vis forms of oral communication as the production conferences and the round table.
 10. Seek cooperation from local business organizations willing to have students attend meetings of various kinds. Have students report back to the class regarding format, effectiveness.

IV. STUDENT AND TEACHER RESOURCES

A. State-adopted textbooks

Aurner, et al. Effective English for Business Communications. New York: South-Western, 1970.

Himstreet, Porter, and Maxwell. Business English in Communications. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Stewart, Lanham and Zimmer. Business English and Communication. New York: McGraw-Hill, 1967.

Tolman. Charm and Poise for Getting Ahead. New York: Milady, 1969.

B. Non-state-adopted textbooks

Allen, R. R., et al. Speech in American Society. Columbus, Ohio: Charles E. Merrill, n.d.

Buys, William and James Copeland. Speech Activities in the High School. Skokie, Illinois: National Textbook, 1968.

Cortright, Henrietta, et al. Basic Speech in the Senior High School. Skokie, Illinois: National Textbook, 1968.

Gulley, Halbert. Discussion, Conference, and Group Process. New York: Holt, Rinehart and Winston, 1966.

Hibbs, Paul, et al. Speech for Today. New York: McGraw-Hill Book Co., 1965.

Irwin, John V., and Marjorie Rosenberger. Modern Speech. Rev. Ed. New York: Holt, Rinehart and Winston, Inc., 1966.

Robinson and Lee. Speech in Action. Glenview, Ill.: Scott, Foresman and Company, 1965.

C. Reference materials

Carney, Marie L. Etiquette in Business. New York: Gregg Publishing Co., 1949.

Sandford and Yeager. Effective Business Speech. New York: McGraw-Hill Book Co., Inc., 1960.

Vermes, Jean C. Secretary's Guide to Dealing with People. New York: Parker Publishing Co., Inc., 1964.

D. Periodicals

Brien and Ory, "An Experimental and Demonstration Project in Speech and Secretarial Training." The Speech Teacher. XVI:4, November, 1967.

Gruner, Charles R., "A Further Note on Stage Fright." The Speech Teacher. XIII:3, September, 1964.

Haakenson, Robert, "Speech Skills Essential to Business and Industry." Bulletin of the National Association of Secondary School Principals. 54:350, December, 1970.

Hirschfeld, Adeline G., "Videotape Recordings for Self-Analysis in the Speech Classroom." The Speech Teacher. XVII:2, March, 1968.

Nichols, Ralph, "Listening: Questions and Problems." Quarterly Journal of Speech. 33:84, February, 1947.

Zelko and Knapp, "Business and Professional Speech Communication in American Colleges and Universities: Status of Courses." The Speech Teacher. XV:3, September, 1966.

Zimmerman, L. L., "Speech in a Turbulent Age." The Southern Speech Journal. XXXLV:1, Fall, 1968.

E. Films

Functions of Gestures. McGraw-Hill, 10 min. 1-04514

Planning Your Talk. McGraw-Hill, 11 min. 1-04523

Stage Fright. McGraw-Hill, 10 min. 1-04510

Using Visuals. Color, 13 min. 1-11792