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Business Languages for Intercultural and International Business Communication: A Canadian Case Study.. Association for Business Communication, Mar-13.

Abstract :

Specialists in international education maintain that all undergraduates require contact with and understanding of other nations, languages, and cultures to develop intercultural communication skills. To determine if the business school at a small comprehensive university provides sufficient intercultural communication training, feedback from two surveys and an interview with the international business (IB) coordinator were analysed. Results revealed that the business school has implemented a multicomponent IB concentration, but that business language initiatives were unsustainable because of inadequate administrative commitment. Thus, efforts directed at internationalising the curriculum fail unless they are fully integrated into all programs and engage all stakeholders. [ABSTRACT FROM PUBLISHER]

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Blewitt, Joan M.; Parsons, Amy; Shane, Jordana M. Y.

Service learning as a high-impact practice: Integrating business communication skills to benefit others.. Taylor & Francis Ltd, Nov/Dec2018.

Abstract :

Business schools today must implement teaching approaches that develop graduates who are ethical, socially responsible, and globally aware. One approach to achieving this goal is to implement mission consistent curriculum. The authors describe the process of developing a service learning project administered in a business communications course at a small liberal arts college. The process included creating learning goals, identifying target markets, developing project ideas, planning the project, implementing a fundraising event, and measuring learning outcomes. By completing the project, students developed their communication and teamwork skills and became more globally and socially aware. [ABSTRACT FROM AUTHOR] Copyright of Journal of Education for Business is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Cardon, Peter W.

USING FILMS TO LEARN ABOUT THE NATURE OF CROSS-CULTURAL STEREOTYPES IN INTERCULTURAL BUSINESS COMMUNICATION COURSES.. Association for Business Communication, Jun-10.

Abstract :

The article presents an overview of the ways that films can be used in international business communication courses at universities to teach students about the nature of cross-cultural stereotypes. In the article the authors discuss ways that teaching about the award winning film "Slumdog Millionaire," can be used to explain concepts related to stereotypes that are discussed in intercultural communication textbooks. A discussion of the ways that results from a survey which asked Indian people their opinions of "Slumdog Millionaire" can be used to enrich class discussions is presented.

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Cardon, Peter W.; Okoro, Ephraim

A Measured Approach to Adopting New Media in the Business Communication Classroom.. Association for Business Communication, Dec-10.

Abstract :

The authors offer opinions on the use of social media and Web 2.0 technologies in teaching business communication, particularly at the undergraduate college level. A series of questions is presented for business communications teachers on Web 2.0 technologies is presented to support the authors' contention that stressing their use in business communication teaching is premature. It is argued that business enterprises still employ older technologies such as electronic mail messages for the bulk of their communication, and that the use of Web 2.0 technology in instruction does not encourage students to learn the skills of interpersonal communication.

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Carradini, Stephen

A Comparison of Research Topics Associated With Technical Communication, Business Communication, and Professional Communication, 1963–2017.. IEEE, May-Jun2020.

Abstract :

Background: Technical communication, business communication, and professional communication are potentially overlapping disciplines with open disciplinary questions. A comparative topical analysis of research topics can identify similarities and differences between them, addressing intellectual and physical concerns for each. Literature review: Recent topical analyses have been done for technical communication. Historical topical analyses have been done for business communication. Few professional communication topical analyses exist. Some studies were done 15 or more years ago, and one related comparative study exists. Research questions: 1. What research topics are unique to each of the disciplines of technical communication, business communication, and professional communication in a corpus of research abstracts spanning 1963–2017? 2. What topics are shared among the disciplines of technical communication, business communication, and professional communication in a corpus of research abstracts spanning 1963–2017? Research methodology: I used collocation analysis on the target phrases technical communication, business communication, and professional communication from a 4822-abstract corpus. I compared words collocated with target phrases to find words unique to a single term, those shared with two terms, or those shared with all three terms. Results/discussion: Findings identified science communication as a technical communication topic; other findings corroborated previous research. Business communication findings corroborated previous research and identified an emphasis on global communication. Findings show professional communication as a rhetorically flexible term that creates a space for emerging concepts and expands disciplinary boundaries. The three shared communication, pedagogy, international, and disciplinary concerns. Conclusions: The disciplines feature some overlap but maintain distinct research foci. Professional communication is a distinctive discipline that assists technical communication and business communication by incubation of emerging concepts. [ABSTRACT FROM AUTHOR]

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Cooley, Amanda Harmon

"PIGGYBACKING" ON BUSINESS COMMUNICATION THROUGH INTERDISCIPLINARITY: DEVELOPING STUDENT COMMUNICATION SKILLS IN LEGAL ENVIRONMENT OF BUSINESS COURSES.. Association for Business Communication, Dec-09.

Abstract :

The article discusses an assignment for a legal environment of business course that reinforces strong business communication practices. The assignment describes "Piggybacking," which is the unauthorized use of another person's wireless Internet connection. For the assignment, the students are required to evaluate business issues in a critical way and produce a report based on a selected position that demonstrates professional writing skill and an understanding of the business law implications of their position. The assignment's use of report writing and a simulated meeting emphasizing oral presentation skills encourages students to more effective forms of business communication.

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Crews, Tena B.; Stitt-Gohdes, Wanda L.

Incorporating Facebook and Twitter in a Service-Learning Project in a Business Communication Course.. Association for Business Communication, Mar-12.

Abstract :

Implementing real-world business writing situations and service learning into business communication courses are not new concepts. Business communication students work through a service-learning project with nonprofit organizations to create communication documents to improve the nonprofit's communication with the public. Writing for social networking sites is also included in the project. Students are asked to create a Facebook slogan for the nonprofit as well as various other Facebook announcements. Students also write tweets to encourage people to donate and to promote various activities. These activities help students write more concisely and think critically about the key elements of writing and of the nonprofit's mission. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Dave, Anish

CONSULTING BY BUSINESS COLLEGE ACADEMICS: LESSONS FOR BUSINESS COMMUNICATION COURSES.. Association for Business Communication, Sep-09.

Abstract :

The article discusses the impact that the consulting practices of business academics can have on the lessons taught by business communication (BC) instructors. Lessons that can be taught are discussed including the importance of making BC concise, the importance of business consultants listening to their clients and the importance of BC being directed to specific audiences. The relationship that the author feels exists between BC instructors being consultants and the lessons that they can teach their students is discussed.

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Decarie, Christina

Facebook: Challenges and Opportunities for Business Communication Students.. Association for Business Communication, Dec-10.

Abstract :

The author offers opinions on the role of the online social network Facebook in the study and teaching of business communication. After acknowledging her initial personal personal discomfort with social media as a form of communication, the author states that using participation in the network by business students offers a means of instructing them in valuable communication skills. These include the development of skill in written communication and authorship and the importance of social networking in business as a means of self-representation and self-promotion.

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Drury-Grogan, Meghann L.; Russ, Travis L.

A Contemporary Simulation Infused in the Business Communication Curriculum: A Case Study.. Association for Business Communication, Sep-13.

Abstract :

This research examines students' reactions to a contemporary simulation infused in the business communication curriculum. Results show that students indicated the experience helped them learn how to work better as a team, how to maintain composure, how the business world works, and how to improve their communication. Students also verified the validity of the simulation, stating that it prepared them for the business world by providing them with a challenging yet positive experience to demonstrate learned business communication principles. Details about the pedagogical framework of the business communication simulation and possible explanations and implications behind the findings are discussed. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Dubinsky, James M; Getchell, Kristen

The Disappearance of Business Communication From Professional Communication Programs in English Departments.. Sage Publications Inc., Oct-21.

Abstract :

Since 1985, the field of professional communication has grown in size and reputation while maintaining a space within its primary disciplinary home of the English department. This article relies on historical evidence to examine how a field that was once evenly divided between business communication and technical communication is now technical communication-centric, almost to the exclusion of business communication. The authors pose questions about the field of professional communication and how faculty who consider business communication to be their primary discipline (regardless of their disciplinary home) might play a role in future discussions related to disciplinarity and domains of knowledge. [ABSTRACT FROM AUTHOR] Copyright of Journal of Business & Technical Communication is the property of Sage Publications Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Dyrud, Marilyn A.

Social Networking and Business Communication Pedagogy: Plugging Into the Facebook Generation.. Association for Business Communication, Dec-11.

Abstract :

The article discusses the growth and popularity of social networking services like Facebook and reflects on their relevance for business communication pedagogy. Topics include the increase of Internet usage time, specifically on email and social networking services like Facebook, MySpace, and Twitter; the professional social networking website LinkedIn and its application for managing professional profiles and advertising; and social media's utility in pedagogical methodologies. The article also references topics from articles appearing elsewhere in the issue, including the use of online internet games, student group projects, and social media to enhance business communication courses.

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Flynn, Catherine; Olson, Joel; Reinhardt, Michelle

Self-Regulated Learning in Online Graduate Business Communication Courses: A Qualitative Inquiry.. Association for Business Communication, Mar-20.

Abstract :

This qualitative study reviewed student application of self-regulated learning (SRL) processes in self-paced graduate business communication courses. It was preceded by a quantitative analysis of the same courses. In both studies, researchers sought to understand student experience in a self-paced learning environment, and how this experience demonstrated SRL and increased student performance. Neither study established a clear connection between a self-paced learning environment, SRL, and student performance. However, both studies confirmed the importance of student predisposition for the cyclical phases of preparation, performance, and appraisal and highlighted the critical role of support in readying students for learning strategy changes. [ABSTRACT FROM AUTHOR]

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Greer, Rachelle R.

Introducing Plain Language Principles to Business Communication Students.. Association for Business Communication, Jun-12.

Abstract :

In response to current federal mandates requiring selected businesses and government agencies to use plain language (PL) when reporting information to the public, this article advocates the introduction of PL principles into current business communication curricula. Despite recent PL mandates and advances, many current business textbooks and curricula omit PL principles. Students must become familiar with PL principles in their business communication courses in order to apply PL effectively in the workplace. To accomplish this goal, the author focuses on defining PL, outlining the history and recent developments of PL, and listing the resources and exercises instructors can use to incorporate PL principles into business communication courses. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Hemby, K. Virginia

AIN'T MISCOMMUNICATING: BUSINESS COMMUNICATION AT A DISTANCE.. Association for Business Communication, Mar-10.

Abstract :

In this article the author discusses a number of issues related to mobile workers in the United States. Mobile workers are employees who work on the move, keeping in touch with their base through computers and devices such as smartphones, or who telecommute. The article serves as an introduction to two pieces contained in this issue of the magazine: Sam DeKay's investigation of the use and misuse of email messaging in American business, and Gina Genova's discussion of the legal liability of mobile workers.

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HUMMER, REBECCA L.

Do You Want to Work in Tall Buildings?: The Art of Good Business Communication.. Wolters Kluwer Legal & Regulatory, Winter2018.

Abstract :

We communicate every day with texts, emails, and phone calls to clients, advisors, and other professionals. Our days are filled with communications. Far too often, though, little or no attention is given to the way we communicate. The reality is that a little effort can have a big impact. This article will discuss some very practical ways to strengthen your communications. [ABSTRACT FROM AUTHOR] Copyright of Journal of Pension Benefits: Issues in Administration is the property of Wolters Kluwer Legal & Regulatory and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Jameson, Daphne A.

New Options for Usability Testing Projects in Business Communication Courses.. Association for Business Communication, Dec-13.

Abstract :

The increasing availability of recording technologies makes it easier to include usability testing projects in business communication courses. Usability testing is a method of discovering whether people can navigate, read, and understand a print or electronic communication well enough to achieve a particular purpose in a reasonable time frame. Usability projects increase students' knowledge and motivation by forcing them to experience the audience's frustrations with poorly written and designed communications. By following the suggestions and examples provided, faculty can develop effective usability project materials and capitalize on new technologies for data collection and sharing. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Jennings, Susan Evans

Virtually Endless Possibilities for Business Communication.. Association for Business Communication, Dec-10.

Abstract :

The article examines the use of virtual reality in the study and teaching of business communication. The introduction of participation in the computer game Second Life in an Internet communication course is described in which students were assigned to participate in a mock job interview for their avatar in the game and in which Second Life was used as a means of offering team business presentations. Computer hardware and software requirements for Second Life are discussed. It is noted the Second Life Web site offers examples of how the game is used in both education and by organizations.

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Kan, Hoi-Yi Katy; Ismail, Norhayati

Competing Values Framework as Decoding Tool: Signature Pedagogy in Teaching Business Communication.. Association for Business Communication, Mar-21.

Abstract :

This article explicates the operationalization of a theoretically robust framework in the teaching of business communication at an institute of higher learning. This article reimagines the design of a business communication course that focuses on the coalescence of both decoding and encoding processes of messages as a unified pedagogical approach in teaching business communication. This approach is in contrast with more conventional approaches in designing communication courses, which tend to prioritize one process over the other. Participants in the study acknowledged the instrumentality in the course design in promoting communicative values with real-world impact. [ABSTRACT FROM AUTHOR]

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Laster, Nicole M.; Russ, Travis L.

LOOKING ACROSS THE DIVIDE: ANALYZING CROSS-DISCIPLINARY APPROACHES FOR TEACHING BUSINESS COMMUNICATION.. Association for Business Communication, Sep-10.

Abstract :

This study elucidates pedagogical differences and similarities between the ways in which instructors from business and communication disciplines teach the introductory business communication course. During the spring of 2008, the authors surveyed 444 instructors teaching this course at colleges and universities across the United States. Their findings highlight several cross-disciplinary commonalities and disparities. The article discusses potential implications for the complementary and contradictory instructional approaches and call for more cross-disciplinary uniformity in contemporary business communication education. [ABSTRACT FROM AUTHOR] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Lawrence, Holly; Galle, William P.

Tenure, Status, and Workload: Fundamental Issues Among Business Communication Faculty.. Association for Business Communication, Jul-11.

Abstract :

This article is based on the work of the Non-Tenure-Track Committee of the Association for Business Communication (ABC). Results of research performed by the committee are discussed. Focus is on issues of tenure, status, and workload that affect instructors of business communication and, the authors purport, that affect the livelihood of the academic field of business communication. Placed in the context of the national trend in academe to hire non-tenure-track faculty, the authors review results of surveys of ABC members that indicate how business communication faculty fit within that national landscape. Additionally, the survey results offer a glimpse at information from participants about tenure status, academic departments or homes, salaries, and responsibilities associated with appointments. The article ends with a discussion and the recommendations that members of the business communication community may want to consider as a means of strengthening and improving the status and working conditions many ABC members face. [ABSTRACT FROM PUBLISHER] Copyright of Journal of Business Communication is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Lind, Stephen J.

Low-Resource Digital Video: A Pedagogical Necessity for Modern Business Communication.. Association for Business Communication, Mar-20.

Abstract :

Despite its ubiquity across business contexts, video creation is a rarity in business communication curricula. This article is intended to offer the field of business communication education both a rationale and mechanism by which to better align with modern business communication practice. Part 1 provides a comprehensive demonstration of the pervasive uses of video in business, including statistical evidence, genre examples, and analysis of the medium's communicative value. Part 2 (and subsequent appendices) then empowers the business communication educator to implement the change suggested in Part 1 by way of a turnkey assignment easily adaptable across business courses. [ABSTRACT FROM AUTHOR] Copyright of Business & Professional Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Martin, Jeanette St. Clair; Davis, Barbara D.; Krapels, Roberta H.

A Comparison Of The Top Six Journals Selected As Top Journals For Publication By Business Communication Educators.. Association for Business Communication, Jan-12.

Abstract :

This study compares the top six journals selected in an earlier survey of Association for Business Communication members as the top journals in which to publish for professional advancement. Those journals include Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Business and Technical Communication, Journal of Business Communication, and Management Communication Quarterly. Using variables found in other disciplines' journal assessment articles, comparisons were made with the following: length of articles published, disciplines of authors, statistical methodology included, major discipline of article focus, number of references included, and research methods used with sample size where appropriate. The analysis indicated significant differences among many of these journals. In selecting where to publish BMOC (business, management, organizational communication) articles, prospective authors in the area will find the information on these six journals informative and beneficial. [ABSTRACT FROM PUBLISHER] Copyright of Journal of Business Communication is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Mayfield, Milton; Mayfield, Jacqueline

Comments From the Editors: Looking Forward With the International Journal of Business Communication.. Association for Business Communication, Jan-19.

Abstract :

An introduction is presented in which the editor discusses articles in the issue on topics including the understanding about how leadership communication operates; the need to continually test established theories as organizational changes; and the communicative role of vision or mission statements.

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Meredith, Michael J.

Strategic Communication and Social Media: An MBA Course From a Business Communication Perspective.. Association for Business Communication, Mar-12.

Abstract :

Social media offers an exciting new area for our discipline to produce research and pedagogy that is in high demand by students, industry constituents, and other disciplines. This article discusses why business communication scholars should focus on social media as an important stream of study and outlines an MBA course in social media strategy currently in development from a business communication perspective. The author challenges the discipline to create social media content from an integrated communication approach. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Moshiri, Farrokh; Cardon, Peter W.

An Updated and Expanded Nationwide Study of Business Communication Courses.. Association for Business Communication, Dec-20.

Abstract :

This nationwide study of business communication instructors examined course delivery, course outlook, topics and depth of coverage, social media and technology coverage, diversity coverage, critical thinking, and accessibility. The outlook for the course appears positive and promising, and instructors continue to add content to the course. An important finding is that business communication instructors' level of confidence in technology significantly affects how they cover technology-mediated communication. Therefore, we suggest professional associations and higher education institutions should provide more opportunities for voluntary training in these newer communication technologies. Further research is needed about the strain placed on business communication instructors. [ABSTRACT FROM AUTHOR]

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Okoro, Ephraim A.

Academic Integrity and Student Plagiarism: Guided Instructional Strategies for Business Communication Assignments.. Association for Business Communication, Jun-11.

Abstract :

The article looks at academic integrity, focusing on strategies for the prevention of plagiarism in business communication assignments. Studies on the attitudes of college students towards the ethical aspects of plagiarism are discussed, noting that most feel they cannot be caught. The importance of documenting sources in business education and the beneficial aspects of providing students with guidelines for papers and rubrics on evaluation are considered. The author comments on how using electronic plagiarism resources is neither a remedy nor a deterrent to plagiarism.

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Okoro, Ephraim A.; Washington, Melvin C.; Cardon, Peter W.

Eportfolios in Business Communication Courses as Tools for Employment.. Association for Business Communication, Sep-11.

Abstract :

Eportfolios are a powerful tool for business students to gain self-awareness and take control of their learning experiences. Ideally, they can be used as online profiles in the job application process, allowing more authenticity, personalization, and completeness than traditional résumés. In our colleges, eportfolios help students reflect on their strengths and weaknesses and form goals for professional development. Overall, however, our students' eportfolios lack the professional touch of their résumés. We believe extensive coordination within a college is required to help business students create eportfolios that they can use to market themselves for professional positions. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Pope-Ruark, Rebecca

Exploring Scholarship of Teaching and Learning Approaches to Business Communication Research.. Association for Business Communication, Sep-12.

Abstract :

With our core focus on teaching and scholarship, business communication teacher-scholars are well placed to become leaders in the international Scholarship of Teaching and Learning (SoTL) movement. In this article, SoTL is defined and contextualized, three SoTL research approaches are introduced, and disciplinary research projects are suggested. A SoTL research agenda in business communication can improve our teaching practices, our students' learning, and our disciplinary knowledge in very compelling ways. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Rentz, Kathy

STANDING UP FOR GOOD TEACHING: THE BUSINESS COMMUNICATION ACADEMIC AS ACTIVIST.. Association for Business Communication, Mar-10.

Abstract :

In this article the author considers the work environments of teachers of business communication. She states that such teachers often work in less than optimal conditions and notes that business communication teachers may believe that their subject is not as worthy as respect as other business disciplines. She discusses a number of university-related issues including the reliance on faculty who are not in line for tenured positions, the continued hiring of part-time faculty in business communications, and the grade inflation among contingent faculty.

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Ruppert, Bryan; Green, David A.

Practicing What We Teach: Credibility and Alignment in the Business Communication Classroom.. Association for Business Communication, Mar-12.

Abstract :

The authors investigate the importance of instructor communication behaviors in a course on business communication, arguing that alignment between instructor behaviors and the precepts of the discipline has a pronounced effect on perceived instructor credibility in this field. Student evaluations were analyzed qualitatively for their comments on instructor communication behaviors and quantitatively for the ratings students gave their instructors. This suggests a relationship between the two. The authors outline two classroom exercises to help students develop best practice in business communication, while also enhancing instructors' credibility by showing how they apply best practice in their own documents. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Russ, Travis L.

THE STATUS OF THE BUSINESS COMMUNICATION COURSE AT U.S. COLLEGES AND UNIVERSITIES.. Association for Business Communication, Dec-09.

Abstract :

This study examines the current status of the introductory business communication course at colleges and universities across the United States. Using data collected during the spring of 2008 from a national sample of 505 instructors, this study reveals a number of pedagogical and programmatic insights about (1) major course sponsors; (2) academic levels at which the course is taught; (3) instructors' ideal and actual class sizes; (4) use of distance learning; (5) content coverage; and (6) required learning assignments. Findings from this study are compared with results from previous audits. Future research ideas as well as implications for business communication education are presented. [ABSTRACT FROM AUTHOR] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Sapp, David Alan; Zhang, Qin

TRENDS IN INDUSTRY SUPERVISORS' FEEDBACK ON BUSINESS COMMUNICATION INTERNSHIPS.. Association for Business Communication, Sep-09.

Abstract :

The purpose of this empirical study is to explore expectations of industry insiders and identify how student interns are performing in relation to those expectations as defined by 11 performance areas. The results of a survey of 238 industry supervisors were collected over a 5-year period in the departments of English and communication at a private university in the Northeast. While the results suggest that student interns tend to meet their supervisors' expectations in many areas, performance categories such as initiative, writing skills, and oral communication skills require increased attention in the ways we prepare students for their internships and post-graduation employment and, perhaps, the ways we help onsite supervisors develop expectations for and evaluate our interns. [ABSTRACT FROM AUTHOR]

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Sharma, Daneshwar

A Business Communication Assessment Tool Based on Workplace
Assessment Processes and Service-Learning.. Association for Business
Communication, Jun-21.

Abstract :

The instructor developed an assessment tool based on Service-Learning (S-L) for developing
business and professional communication (BPC) skills in business school students in India (N
= 117). The students practiced their organizational, leadership, and interpersonal
communication skills in an authentic, contextual, and workplace atmosphere during this S-L
assessment project. The effectiveness of the assessment tool has been studied with a
posttest and then pretest. The need for an innovative and holistic BPC skills assessment tool
is discussed. The article also presents implications of the project for students and pedagogy
along with the challenges in using the assessment project. [ABSTRACT FROM AUTHOR]

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Sharp, Matthew R.; Brumberger, Eva R.

Business Communication Curricula Today: Revisiting the Top 50 Undergraduate Business Schools.. Association for Business Communication, Mar-13.

Abstract :

This article reports the results of a study examining the business communication offerings at the top 50 undergraduate business schools, as identified in the Bloomberg Businessweek rankings for 2011. The study focuses on communication course requirements, sequences, and programs, as well as what areas typically receive the most coverage within courses. The data are compared with information from similar studies dating back to 1999 in order to assess the current status of business communication courses and programs within business curricula and to make suggestions for future development. [ABSTRACT FROM PUBLISHER]

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Sheffield, Jenna Pack

Search Engine Optimization and Business Communication Instruction:
Interviews With Experts.. Association for Business Communication, Jun-20.

Abstract :

Search engine optimization (SEO), or the set of practices involved in attaining a high ranking in search engine results, is a web writing skill that requires more attention in business communication pedagogy, because SEO helps businesses attract customers. This article presents the results of interviews with seven SEO experts on SEO best practices and describes how to integrate SEO into business communication courses. [ABSTRACT FROM AUTHOR] Copyright of Business & Professional Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Sigmar, Lucia Stretcher; Hynes, Geraldine E.; Hill, Kathy L.

Strategies for Teaching Social and Emotional Intelligence in Business Communication.. Association for Business Communication, Sep-12.

Abstract :

Incorporating social and emotional skills (EI) training into the business communication curriculum is important for preparing students to function effectively in a global workplace with its complex informal networks, intercultural issues, team emphasis, and participatory leadership. EI skills enhance communication behavior in work groups and improve the quality of student responses to various business scenarios. Scientific research indicates that modeling social and emotional behavior is key to acquiring competency in these skills. This article describes four classroom strategies for developing EI skills in business communication courses. [ABSTRACT FROM PUBLISHER] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Smallwood, Margaret Garnett

The Need for Cross-Cultural Communication Instruction in U.S. Business Communication Courses.. Association for Business Communication, Jun-20.

Abstract :

U.S. undergraduate business communication (BCOM) classes teach students workplace communication fundamentals, but may not build the cross-cultural communication (CCC) skills that learners will need in today's global workplace. This project surveyed BCOM instructors and students about the importance of including cross-cultural material in BCOM classes. While all instructors considered it at least moderately important to include CCC material, most covered the subject briefly. Students showed interest in receiving CCC training in their BCOM courses but received limited information about it in their classes. Incorporating CCC comprehensively and systematically into BCOM classrooms may help students become competent intercultural communicators. [ABSTRACT FROM AUTHOR]

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Stowers, Robert H.; Hummel, Julie Y.

The Use of Technology to Combat Plagiarism in Business Communication Classes.. Association for Business Communication, Jun-11.

Abstract :

The article looks at the use of educational technologies in business communication classes as an attempt to prevent students from plagiarizing works in their assignments. The author considers how the concept of intellectual property in texts is a concept that is not well recognized among academics in the Eastern hemisphere, noting how Asian students are encouraged to memorize texts as children as a sign of respect to their authors. Computer software designed to detect plagiarism used by business communication instructors is reviewed. It is suggested that the effectiveness of similar programs can be seen as an effort to prevent future instances of plagiarism among students.

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Takino, Miyuki

Power in International Business Communication and Linguistic Competence: Analyzing the Experiences of Nonnative Business People Who Use English as a Business Lingua Franca (BELF).. Association for Business Communication, Oct-20.

Abstract :

This article demonstrates the complex nature of the relationship between linguistic competence and the level of disempowerment that individuals perceive in global business contexts where English is increasingly used as a lingua franca. Most of the existing literature assumes that lower linguistic competence causes disempowerment, and that this relationship is largely static for individuals. This study, in contrast, finds that the sense of disempowerment caused by linguistic competence is negotiable as power dynamics between individuals can also be influenced by other relationships that act as potential sources of power. As a result, even for those with lower linguistic proficiency, perceived disempowerment can be reduced if other power-yielding factors compensate. An analysis of the narratives of 34 Japanese businesses demonstrates that such factors include value-of-information, goal sharing, and economic relationships. This article concludes by presenting a theoretical contribution to the conceptualization of the power of linguistic competence and the implications for educators. [ABSTRACT FROM AUTHOR] Copyright of International Journal of Business Communication is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Tripathy, Mitashree

Assertiveness - A Win-Win Approach to Business Communication.. IUP Publications, Jun-18.

Abstract :

Communication is a part of everyday life which guides all our relationships. Hence, the importance of communication is not restricted merely to family or friends but also has enormous significance in the business world. A large number of studies suggest that the professional life and its outcomes are decisively influenced by the way we communicate with subordinates, colleagues and managers. We often get stressed in our professional field due to a number of reasons. While we do not really want to hurt the sentiments of others, still we end up being rude or harsh, resulting in breakdown in communication and rupturing professional relationships. All efforts to bridge the gap and rebuild the relationship do not yield satisfying results. There are several reasons for such breakdown in communication. Stress is not the only reason for communication breakdown. Essentially, if the flow of communication can take various modes without the pressure of any external factor, it could be avoided. Hence, it is highly critical that words chosen to communicate, especially during testing situations, crucially match the needs of the participants and demands of the situation. This paper studies the different kinds of communication styles and focuses most essentially on the assertive style, mainly in business. It also provides examples as guidance to assertive communication and imparts knowledge on saying 'no' assertively. [ABSTRACT FROM AUTHOR]

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Wang Guénier, Amily Dongshuo

A Multimodal Course Design for Intercultural Business Communication.. Taylor & Francis Ltd, Jul-Sep2020.

Abstract :

This study presents a course design that integrates multimodal sounds, pictures, videos, student presentations, guest speakers, and group work into a multimodal course to enhance intercultural communication competence into a high-profile business training course. The course is tailor-made for 488 managers and staff in one of the world's top 10 banks whose branch is based in London. Innovative experiential techniques are embedded in the course to meet their professional needs. The evaluation from the participants suggested that the course was highly useful and challenging, which produced a positive impact on the trainees' intercultural awareness and empathy in terms of more affective commitment, better behavioral performance and enhanced cognitive curiosity in intercultural business communication (IBC). The innovative ideas of the course design, examples of good practice and integrated multimodal pedagogy have paved the way for other colleagues designing and delivering similar courses. [ABSTRACT FROM AUTHOR]

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Whalen, D. Joel

Selections From the ABC 2020 Annual Conference, Online: Gathering Around the Cool Fire to Share Business Communication Teaching Innovations.. Association for Business Communication, Sep-21.

Abstract :

Readers can explore 13 teaching innovations presented at the 2020 Association for Business Communication (ABC) annual international conference hosted online. Typically held in a large hotel ballroom, this year's My Favorite Assignment sessions were adapted to an asynchronous virtual conference. These assignments are designed to teach managing complex communication, enhance cross-cultural communication, and building essential technical skills. This article is the second in a two-part series. The first appeared in the June 2021 issue. Additional teaching materials—instructions to students, stimulus materials, slides, grading rubrics, frequently asked questions, and sample student projects—are posted on the ABC website: https://www.businesscommunication.org/page/assignments. [ABSTRACT FROM AUTHOR] Copyright of Business & Professional Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Yu, Han

BRING WORKPLACE ASSESSMENT INTO BUSINESS COMMUNICATION CLASSROOMS: A PROPOSAL TO BETTER PREPARE STUDENTS FOR PROFESSIONAL WORKPLACES.. Association for Business Communication, Mar-10.

Abstract :

To help students better understand and be better prepared for professional workplaces, the author suggests that business communication teachers examine and learn from workplace assessment methods. Throughout the article, the author discusses the rationale behind this proposal, reviews relevant literature, reports interview findings on workplace assessment, and compares classroom and workplace practices to suggest areas where we can meaningfully bridge the two. [ABSTRACT FROM AUTHOR] Copyright of Business Communication Quarterly is the property of Association for Business Communication and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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Žunac, Ana Globočnik; Ercegovac, Petra; Vidović, Valerija

ACCEPTABILITY OF NLP METHODS IN BUSINESS COMMUNICATION FROM THE ASPECT OF THE EMPLOYEES.. GEA College, Faculty of Entrepreneurship, 2020.

Abstract :

Neurolinguistic programming (NLP) is a communication methodology used in a business environment with the goal to improve the potential of employees. The paper presents scientific study which included employees in the Republic of Croatia and their attitudes towards the acceptability of the methods of neurolinguistic programming in business. An online questionnaire was constructed for the purpose of the research. The research had the goal to find answers whether respondents in Croatia find NLP method acceptable for use in business environment and what the differences in their opinion according to their personality, familiarity with the NLP topic, level of education and depending on how long they have been employed. Employees show willingness to adopt new work techniques to improve their work efficiency. Even though the trend analysis of the results indicates there are some possible differences between the respondents based on stated factors, the research involved smaller and uneven group of respondents. [ABSTRACT FROM AUTHOR]

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