



Rashtreeya Sikshana Samithi Trust

R V INSTITUTE OF MANAGEMENT

CA 17, 26 Main, 36th Cross, 4th T Block, Jayanagar

Bengaluru, Karnataka 560 041

I SEMESTER MBA

COURSE DOCKET

BUSINESS COMMUNICATION

Course Instructors

Dr. Swathi Gupta
Assistant Professor, RVIM

Prof. Ankita Srivatsava
Assistant Professor, RVIM

Dr. Rashmi Shetty
Assistant Professor, RVIM

COURSE OUTLINE

Course Title	Business Communication
Batch	2021-2023
Term	First
Course ID	21MBA211
Credits	2



PART A

I] Introduction:

Business Communication is integral to an individual's ability to hold conversation and convey set of information to a recipient. An individual's becomes an essential skill that defines corporate world as also in personal life. To refine these skills of Communication course like Business Communication brings out the ability to communicate in the corporate and casual.

II] Program Outcomes

PO1: Apply knowledge of management theories and practices to solve business problems

PO2: Foster Analytical and critical thinking abilities for data-based decision making

PO3: Ability to develop Value based Leadership

PO4: Ability to understand, analyze and communicate global, economic, societal, cultural, legal and ethical aspects of business

PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment

PO6: Ability to identify business opportunities, frame innovative solutions and launch new business ventures or be an intrapreneur

PO7: Ability to deal with contemporary issues using multi-disciplinary approach with the help of advanced Management and IT tools and techniques

PO8: Ability to apply domain specific knowledge and skills to build competencies in their respective functional area

III] Course Outcomes:

On successful completion of the course, the student will be able to

	Learn to communicate. Express one's idea, message or a concept with comprehension.
CO2	Demonstrate and use all the learnt tools of communication, to make meaningful business presentations, hold meetings and network by using conversation skills.
CO3	Demonstrate eloquent speaking and writing skills
CO4	Apply skills that is learnt to showcase excellent corporate communication skills

IV] CO-PO Mapping:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	3	3	2	1	3	3	2	3	3



- ◆ Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.
- ◆ Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
- ◆ Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.

Supplementary Resources

- ◆ <http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/15>
- ◆ <http://www.colostate.edu/Depts/Speech/rccs/theory44.html>
- ◆ BBC, Grammarly, Hello Talk, Slack, Base Camp, Wordmaya.
- ◆ https://onlinecourses.swyam2.ac.in/imb19_mg14/preview.
- ◆ <https://nptel.ac.in/noc/courses/noc18/SEM1/noc18-hs18/>

VII] COURSE EVALUATION PLAN

Sl. No.	Evaluation Item	Unit of Evaluation	Marks Allotted	Timeline
1	Semester End Examination (SEE):	Individual	50	At the end of the semester
2	Mid – Term Test	Individual	20	At the mid-term of the semester
3	Attendance and Class participation	Individual	5	At the end of the semester
4	Successful Negotiation	Group	15	Full Semester
5	Podcast	Individual	5	At the end of Module 1
6	Quiz	Individual	5	At the end of each module

ASSIGNMENT I: PODCAST

Students have to pick a topic relevant to the Management studies and relating to the topic they have to write brief message that has to explain the topic to the listener. This has to be recorded as a voice file ensuring the introduction is complete and interesting to the listener. The content has to be original and enhance the purpose of the podcast in an innovative way. The delivery of the message has to be in conversational style but yet be assertive in conveying the meaning. The podcast should ensure the technical quality with smooth transitions and maintaining the precise length of the recording. Overall presentation will be assessed considering the voice



CO2	3	3	2	2	2	1	3	3	1	2	2
CO3	3	3	3	2	2	1	3	3	2	3	3
CO4	3	3	3	2	2	1	3	3	2	3	3

V] INSTRUCTIONAL / PEDAGOGICAL METHODS / TOOLS USED:

- 1) Activity based classes. – (Use of activity and app-based activity)
- 2) Video Lectures- (Swayam Learning, Princeton University, Colorado State University)
- 3) Expert Lecture – Invited speakers and corporate trainers
- 4) Workshops and Seminars.
- 5) One- on -One Student practice session

VI] Teaching Learning Resources:

Essential Readings -

- ◆ Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: Prentice Hall, 2010.
- ◆ Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.
- ◆ Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.
- ◆ Wren & Martin

References-

- ◆ Business Communication ,Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
- ◆ C.R. Reddy Business Communication, Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
- ◆ Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
- ◆ Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South-western College Pubg., 2000.
- ◆ Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977
- ◆ Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.
- ◆ Fitikides, T. J. Common Mistakes in English. London: Orient Longman, 1984.
- ◆ Hughes, Shirley. Professional Presentations: A Practical Guide to the Preparation and Performance of Successful Business Presentations. Sydney: McGraw-Hill, 1990
- ◆ Lesikar, Raymond V and Marie E. Flatley. Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002



Overall Presentation	Presentation is recorded in a quiet environment without background noise and distractions.	Presentation is recorded in a quiet environment with minimal background noise and distractions.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.	Presentation is recorded in a noisy environment with constant background noise and distractions.
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ASSIGNMENT 2 EXPERIENTIAL LEARNING - EVENT SUCCESSFUL NEGOTIATION

The event is conducted in three rounds where the students will be divided into teams of FOUR. The teams are formed using Rolling choice method.

Topics will be informed one day in advance of the event being conducted.

This is an experiential learning activity for the students that will be done in three levels

1. Level 1: For or Against (7 Marks)
2. Level 2: Sales Calls(8 marks)
3. Level 3: Situation Role Play (Not marked for internal assessment, only for competition)

Round 1: FOR & AGAINST

[7 Marks]

In this round, each team will be allowed to choose the topic and speak for 5 minutes. The next teams will face-off with the opponent team for the next 5 minutes on the topic chosen.



recording in a quiet place. Submission of podcast is on Quiklrn after the podcast is uploaded in any of the Audio/Video Music Apps such as Spotify/ Youtube/ Buzzsprout.com.

Rubrics of the Assignment

Category	Exemplary	Proficient	Partially Proficient	Incomplete
	4-5	3-4	1-2	0
Introduction	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging (covers well- known topic), and provides a vague purpose.	Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear.
Content	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	Accurate information is provided succinctly.	Some information is inaccurate or long-winded.	Information is inaccurate.
Delivery	Well-rehearsed, smooth delivery in a conversational style. Highly effective enunciation and presenter's speech is clear and intelligible. Correct grammar is used throughout the podcast.	Rehearsed, smooth delivery. Enunciation, expression, pacing are effective throughout the podcast. Correct grammar is used during the podcast.	Appears unrehearsed with uneven delivery. Enunciation, expression, rhythm are sometimes distracting during the podcast. Occasionally incorrect grammar is used during the podcast.	Delivery is hesitant and choppy and sounds like the presenter is reading. Enunciation of spoken word is distant and muddled and not clear. Poor grammar is used throughout the podcast.
Technical Production	Transitions are smooth and spaced correctly without noisy, dead space. Podcast length keeps the audience interested and engaged.	Transitions are smooth with a minimal amount of ambient noise. Podcast length keeps audience listening.	Transitions are uneven with inconsistent spacing; ambient noise is present. Podcast length is somewhat long or somewhat short to keep audience engaged.	Transitions are abrupt and background noise needs to be filtered. Podcast is either too long or too short to keep the audience engaged.



Vocal Quality and Tone	Good, clear, strong vocal tone and quality of voice. Remains pleasant and professional throughout entire call.	Good vocal tone and/or quality of voice. Does not raise voice or appear to emotionally react to caller.	Speaks clearly and loudly enough for the caller to hear. Does not appear to raise voice or appear to emotionally react to caller.	Vocal tone is difficult to hear at times. Does not present in a pleasant and professional manner at one point in the call.
Supporting Facts/Details	The student provided 4 or more logically ordered reasons to support the argument.	The student provided 3 logically ordered reasons to support the argument.	The student provided 1 or 2 logically ordered reasons to support the argument.	The student provided no logically ordered reasons to support the argument.
Persuasiveness	The student was totally convincing in stating the argument.	The student was convincing in stating the argument.	The student was somewhat convincing in stating the argument.	The student was not convincing in stating the argument.
Close	Completes the sale, thanks the customer, and seeks permission to contact the customer in the future.	Completes the sale and thanks the customer, but does NOT seek permission to contact the customer in the future.	Does not complete the sale, but does attempt to close the sale. Student does seek the customer's permission to forward additional information to them.	Does NOT attempt to complete the sale, and does NOT thank the customer for their time.

Round 3: Final

Considering the performance in round-01 and round-02, two high scoring teams are selected for the Final Round- Which is certification round.

Total of Six teams will participate in the final round.

Each team will prepare a presentation on the given business problem and discuss by understanding the problem and further find a solution, the best option is chosen and will present to the panel of judges and audience on the Final round.

Grading in the final round is graded by the judges on the following parameters.



MARKING RUBRICS	Excellent 7-8 marks	Proficient 5-6 marks	Average 3-4 marks	Poor 1-2 marks
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Round 2: CONVERTING LEAD CALLS

[8 Marks]

MARKING RUBRICS	Excellent 6-7 marks	Proficient 4-5 marks	Average 3-2 marks	Poor 1 mark
Organization	The student presented an exceptionally well organized argument.	The student presented a well organized argument.	The student presented an adequately organized argument.	The student presented an unorganized argument.
Supporting Facts/Details	The student provided 4 or more logically ordered reasons to support the argument.	The student provided 3 logically ordered reasons to support the argument.	The student provided 1 or 2 logically ordered reasons to support the argument.	The student provided no logically ordered reasons to support the argument.
Persuasiveness	The student was totally convincing in stating the argument.	The student was convincing in stating the argument.	The student was somewhat convincing in stating the argument.	The student was not convincing in stating the argument.
Conclusion	The student came to a conclusion that exceptionally supported the argument.	The student came to a conclusion that successfully supported the argument.	The student came to a conclusion that adequately supported the argument.	The student did not come to a conclusion that supported the argument.
Presentation Skills	The student was exceptionally clear, fluent, and confident	The student was clear, fluent, and confident.	The student was somewhat clear, fluent, and confident.	The student was not clear, fluent, and confident.

All the members of the team have to participate in converting cold call into successful leads with each call being not more than two minutes. During the call students have to convince and sell the product / service which is allotted to the team.



02	3hrs	Business Letters and Memos (Writing Persuasive Letters, Pleasant, Letters and Memo).-	Class lecture and activity- Letter writing Using templates (https://www.thebalancecareer.com/search?q=letter+templates+) Case Study: Reply Sent to an Erring Customer	Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South-western College Pubg., 2000 Reference resource: My English BBC online. And The balance career
	3hrs	Business Report Writing (What is Report, Purpose of Report, Objective of Report, Elements of Long and Formal report.)	Class lecture and activity: Business Report writing (Report writing using available data).	Business Communication, Cases and Concepts- Chathurvedi and Chathurvedi Pearson Publishing
	1hr	Oral Communication – Effectiveness and Application.	Class Lecture Video: Explaining Org Communication https://youtu.be/kaH4xfodN3w	C.R. Reddy Business Communication, Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003
	1hr	Non –Verbal Communication – Classification of Non-Verbal Communication	Class Lecture Video explaining - Non Verbal Communication (https://www.coursera.org/lecture/powerpoint-presentations/non-verbal-communications-liucn?utm_source=link&utm_medium=page_share&utm_content=vp&utm_campaign=top_button) In-class - reading: (https://www.thebalancecareer.com/nonverbal-communication-skills-2059693)	C.R. Reddy Business Communication, Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003 Pease, Allan. Body Language. Delhi: Sudha Publications, 1998. Reference resource: The balance career
03	1Hr	Communication Application - Negotiation Skill –Nature of Negotiation,	Class Lecture: Class Activity: Role Play – Competition on	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing PPT for Concept explanation (to be provided by faculty).
	1hr	Factors that affect Negotiation, Stages for Negotiation Strategies.	Class Lecture: In-class reading material: https://www.thebalancecareer.com/negotiation-skills-list-2063760#toc-jobs-that-require-negotiation-skills	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing Supplementary Reading:
	1Hr	Presentation Skill –What are Presentations, Elements of Presentation,	Class Activity: Lab Session Practice of the Presentation preparation.	Hughes, Shirley. Professional Presentations: A Practical Guide to the Preparation and Performance of Successful Business Presentations. Sydney: McGraw-Hill, 1990
	3hrs	Designing Presentation. - Giving the Presentation.	Class Activity: Lab Session Practice of designing the presentation using - MS Office	Hughes, Shirley. Professional Presentations: A Practical Guide to the Preparation and Performance of Successful Business



PART B
SESSION PLAN

FIRST SEMESTER- 211-Business Communication

Name of Faculty:

Dr. Rashmi Shetty

Dr. Swathi Gupta

Prof. Ankita Srivatsava

Total Hrs. - 36

Section: A, B and C

Module	Session (1hr per session)	Topic	Method Of Teaching	Reference/Additional reading
01	2 hrs	Introduction To Communication Role and Nature of Communication	Group Activity- Icebreaker – activity chain introduction. Class lecture- Video explainer-	Business Communication, Cases and Concepts - Chaturvedi and Chaturvedi Pearson Publishing PPT for Concept explanation (to be provided by faculty)
	1 hr	Theory of communication Elements of communication	Class Lecture	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing PPT for Concept explanation (to be provided by faculty)
	1 hr	Process of Communication Types of Communication	Class Lecture	C.R. Reddy Business Communication, Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003
	1 hr	Barriers of Communication Characteristics of Communication	Class Lecture Case Study: Communication Failure	C.R. Reddy Business Communication, Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003 Additional reference material - http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/15
	1hr	Importance of Communication in Management. Need for Communication in management,	Video explainer- Importance of Effective communication https://youtu.be/kf-qlhQhiyU Class Activity: Role play – (Conducting pick n speak between two member student groups).	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing PPT for Concept explanation (to be provided by faculty)



	1hr	Use of Punctuations and Capitalization	Class Lecture	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	1hr	Use of Infinites and Prepositions	Class Lecture	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	1hr	Use of Gerunds and Participles	Class Lecture	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	1hr	Use of Idioms and Phrases	Class Lecture	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
05	1hr	Communication Skills For all Digital Communication Importance of Digital Media in Todays Communication	Class Lecture Video explainer- https://youtu.be/UV46n44jnoA Doc: https://youtu.be/8HE43CFLiag (12mins Documentary on need for up skilling) In class-reading: https://www.thebalancecareer.com/digital-media-skills-2062387	Lesikar, Raymond V and Marie E. Flatley. Basic BusinessCommunication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002
	1hr	Types Digital Media.	Class of Lecture In-class reading: https://www.thebalancecareer.com/list-of-the-best-skills-for-resumes-2062422	Lesikar, Raymond V and Marie E. Flatley. Basic BusinessCommunication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002
	1hr	Mode of Building Communication on Digital Media-Personal and Corporate.	Class Activity: Lab session on use of social media for corporate – LinkedIn. Personal – Facebook, Instagram	Lesikar, Raymond V and Marie E. Flatley. Basic BusinessCommunication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002
	1hr	Effective writing style for the Digital Media	Class Lecture	Lesikar, Raymond V and Marie E. Flatley. Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002
	1hr	Networking through Digital media	Class Activity: Lab session on use of social media for networking through - LinkedIn. Personal – Facebook, Instagram	Lesikar, Raymond V and Marie E. Flatley. Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002
	1hr	Profile Building for Digital Media	Class Activity: Lab session on building profile for social media	Lesikar, Raymond V and Marie E. Flatley. Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill, 2002



			-PPT, Google slides, Prezi.	Presentations. Sydney: McGraw-Hill. 1990
	1Hr	Project Report Writing Skills	Class Lecture: Use of Sample reports	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	2hr	Business Project Report - Method of Project Report writing.	Class Lecture: Use of Sample reports	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	2hr	Academic Project Report - Method of Project Report writing.	Class Lecture: Use of Sample reports	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	1hr	Preparing CV's-Resume- Significance of Resume Types of Resume	Class Lecture: In -Class reference for templates: https://www.thebalancecareers.com/resume-formats-with-examples-and-formatting-tips-2063591 Case Study: Employment Interview of RP Sinha.	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	2 hr.	Preparing CV's-Resume- Preparing a Resume/Video Resume	Class Activity : Preparing resume Tips for Effective Resume Writing: https://www.thebalancecareers.com/how-to-write-a-targeted-resume-2063193 Video Resume: https://www.thebalancecareers.com/tips-for-creating-a-video-resume-2064219	Business Communication, Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
	1hr	Group Discussion And Personal Interview-	Mock Interview-Demo Mock Group Discussion - Demo How to prepare for Interview: https://www.thebalancecareers.com/how-to-prepare-for-a-job-interview-2061361 Monster.com resume review	Prasad H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
	1hr	Communicative English and Grammar – Appropriate Form of Sentences	Class Lecture	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing
04	1hr	Use of Tense- Incorrect and correct form of tense in a sentence	Class Lecture Video for use of action words https://youtu.be/_2ZDNqtAsb W	Business Communication Cases and Concepts- Chaturvedi and Chaturvedi Pearson Publishing



Line Item Display

Selections Create Dispute Case

620062 Scholarship Others
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DocumentNo	BusA	Type	Doc. Date	PK	Amount in Local Crcy	LCurr	Tx	Clrng doc.	Text
3400000186		ZU	01.10.2022	40	25,000.00	INR			Fee Concession approved By Sec 01042022
3400000186		ZU	01.10.2022	40	80,000.00	INR			Fee Concession approved By Joint Sec 090622
3400000186		ZU	01.10.2022	40	296,000.00	INR			Fee Concession approved By Joint Sec 210922
3400000186		ZU	01.10.2022	40	15,000.00	INR			Fee Concession approved By Joint Sec 290822
3400000409		ZU	17.03.2023	40	50,000.00	INR			Fee Concession Supriti Order RSST/618/23-23/170323
					466,000.00	INR			
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					466,000.00	INR			





Rashtreeya Sikshana Samithi Trust

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Accredited by NAAC with "A" Grade

R V Institute of Management Student's Council (2022-2023)

S.No	Semester and Section	Class Representative (1)	Class Representative (2)	Roles and Responsibilities
	Chairman	Dr. Purushottam Bung, Director, RVIM		<ul style="list-style-type: none">Responsible for appointing the Student Welfare Officers and entrusting the role of running the Council to them.Getting the updates from the Student Welfare Officers and the members of the Council. Responsible for Major decisions regarding the Student Council.
	Student Welfare Officer	Dr. Rashmi Shetty, Assistant Professor, RVIM Mr. S K Manjunath, PRO, RVIM		<ul style="list-style-type: none">Responsible for electing the Class representativesMonitoring and supervising the work of the Class representativesConducting monthly meeting with the members of the Council.Redressal of the student issue.Reporting to the Chairman about the



				issues and redressal measures.
1	III, A	Mr. Indraneel Das	Ms. Sparsha S	<ul style="list-style-type: none"> • Act as a prime official channel of communication between the Management, Director, Student Welfare Officers, Administration, Teaching Faculties and rest of the class, for all monitoring formalities. • Appraise students about all the rules and regulations of the Institute. • Attending the scheduled Council meeting and participating well in the deliberations. • Expected to have good rapport with all students and have a cordial relation with them and with other members of the student council. • Responsible for making and announcements or information to be passed to the class. • Will be incharge of the infrastructure of the classrooms. Discourage the class from misusing the class infrastructure. • Will play a responsible role in maintaining the discipline, decorum and integrity of the students at all times.
2	III, B	Mr. Tejas Bhandari	Ms. Sindhu Dabeer	
3	III, C	Mr. Gautham M	Ms. Darshini	
4	I, A	Mr. Kshitij P L	Ms. Chaitanya Kamatagi B	
5	I, B	Mr. Anirudh K	Ms. Prajwala	
6	I, C	Mr. Varun Bharadwaj	Ms. Ananya Hegde	

