



CTE Externship Lessons: Business Writing and Communications

Created by teachers: Tristan Brown and Belinda Juergens

This resource was created by Tennessee teachers who participated in teacher externships sponsored by the Tennessee Department of Education, Division of Career and Technical Education. Many of the resources within the activities may be specific to industries where teachers completed their externship. Teachers may opt to substitute resources from companies within their region for better local alignment.

This resource is best for:

Teachers of:	Business Communications	Career Cluster:	Business Management & Administration
Addressing Standard(s):	Standards: 8 and 22	Grand-Brand	9-10

Learning Objective:

The goal of this activity is to develop a student’s understanding of the meaning of the terms “mission statement” and “vision statement” by utilizing informational texts and audio visual resources on these topics as well as real-world examples of mission and vision statements. Students will produce their own mission and vision statements and present them to the class using verbal and visual communication skills outlined in the Tennessee standards for literacy in Technical Subjects and Business Communications course.

Texts	Text Complexity Analysis
Text 1 Title: <i>Answer 4 Questions to a Get a Great Mission Statement</i> Author: Patrick Hull Citation/Publication Information: <i>Entrepreneurs</i> 1/10/2013; Retrieved June 30, 2014	Quantitative: Lexile: 950
	Qualitative: The purpose is explicitly stated as well as the organization of the main ideas. The vocabulary is mostly contemporary, familiar and



<p>Link: http://www.forbes.com/sites/patrickhull/2013/01/10/answer-4-questions-to-get-a-great-mission-statement/</p>	<p>conventional. The subject matter knowledge is everyday practical knowledge and some discipline-specific content knowledge.</p> <p>Reader and Task: The article may contain unfamiliar topics outside the realm of the prior knowledge of the students.</p>
<p>Video 1 Title: <i>How to write a mission statement that doesn't suck</i> Author: Dan Heath Citation/Publication Information: Fast Company Uploaded September 6, 2010; Retrieved June 30, 2014 Link: https://www.youtube.com/watch?v=LJhG3HZ7b4o</p>	<p>Quantitative: Lexile: NA</p> <p>Qualitative: The purpose is implied, but easy to identify based on context.</p> <p>Reader and Task: The video may contain unfamiliar topics outside the realm of the prior knowledge of the students.</p>
<p>Text 2 Title: <i>Mission and Vision Statements – Unleashing the Power of Purpose</i> Author: James Manktelow and Amy Carlson Citation/Publication Information: Mindtools Link: http://www.mindtools.com/pages/article/newLDR_90.htm</p>	<p>Quantitative: Lexile: 1110</p> <p>Qualitative: The purpose is easy to identify based on context. The organization of the main idea is evident and generally sequential and the text features enhance the reader's understanding of content. Some of the academic vocabulary may need to be previewed with students.</p> <p>Reader and Task: The reader may not have adequate prior knowledge or experience with some of the vocabulary and the topic, scaffolding may be required.</p>



ELA/Literacy Standards addressed by task	
Strand	Grades 11-12
Reading Standards for Technical Subjects: Key Ideas and Details	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support an analysis of science and technical texts, attending to the precise details of explanations or descriptions. 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Reading Standards for Technical Subjects: Craft and Structure	<ol style="list-style-type: none"> 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Writing Standards for Technical Subjects: Text Types and Purposes	<ol style="list-style-type: none"> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Writing Standards for Technical Subjects: Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



	6. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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Tennessee CTE Standards addressed by task	
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Business Communications	<p>8) Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following:</p> <ul style="list-style-type: none"> a. Employing word processing and simple spreadsheet programs b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names d. Using acceptable business language, vocabulary, acronyms e. Writing for social media f. Writing for the internet <p>(TN Reading 1, 6; TN Writing 2, 4, 5, 6)</p> <p>22) Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person. (TN Reading 1, 2)</p>
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What key insights should students take from these resources?

<ol style="list-style-type: none"> 1. Analyze the purpose of mission and vision statements 2. Apply critical thinking skills to determine how to strategically use the mission statement to develop a vision statement in a business. 4. Demonstrate how to convey the mission statement to a variety of audiences. 5. Determine the meaning of technical language in order to measure the effectiveness of the mission and vision statements of Fortune 500 companies.



Text Dependent Questions	
Text 1: Answer 4 Questions to Get a Great Mission Statement	<ol style="list-style-type: none"> 1. Why does the author believe it is important for a company to have a mission statement? 2. Why should a company structure its mission statement using the author’s essential questions? 3. Who is the audience for a company mission statement? 4. Why does the audience matter in constructing a mission statement?
Text 2: Mission and Vision Statement	<ol style="list-style-type: none"> 1. Why does the author suggest you first, identify the company’s “winning idea”? 2. Evaluate Examples 1 and 2 and describe why these exemplify good mission statements. 3. How does a mission statement differ from a vision statement? 4. Why do values have a role in developing the vision statement?
Writing Mode	Writing Prompt
Informational/Explanatory	<p>Working in groups, students will determine the investors, business partners, and stakeholders of their High School. They will do this by examining informational texts produced by their school, accrediting boards, or the local board of education. From this informational reading, students will write a short essay in which they define the key goals and values of their individual high school. They will conclude the essay with an assessment of how effectively the high school meets the stated goals and follows the stated values.</p> <p>Students will use their research to develop a mission statement for their high school, taking into consideration the stakeholders served by the organization. Students will then develop a vision statement for their high school, utilizing effective verbs and adjectives to adequately convey both the denotations and connotations of the terminology used.</p>
Additional Resources	
<p>Suggested Additional Website References:</p> <ul style="list-style-type: none"> · http://expertise.hec.ca/chaire_entrepreneuriat/wp-content/uploads/2010-04-cahier-vision-fortune-500.pdf · http://www.missionstatements.com/fortune_500_mission_statements.html 	



Potential Lesson Plan Design:

Day 1:

- Students will brainstorm from prior knowledge the definition of mission statement and vision statement. Working in groups, they will write their initial definitions of mission statement and vision statement.
- Students will read Text 1 regarding the formulation of mission statements. They will then answer text-dependent questions on these informational texts by using the think-pair-share method. While reviewing the text, they will be asked to evaluate two mission statements and describe why one is better than the other.
- Students will read the second article about the structure of the mission and vision statements and how they differ. The students will then generate answers for the specified text-dependent questions and share with the class as a group discussion.

Exit Ticket: Students will evaluate the knowledge they gained from the informational texts to refine their definitions of vision statement and mission statement.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
<p>Text 1: Answer 4 Questions to Get a Great Mission Statement</p>	<ul style="list-style-type: none"> • Why does the author believe it is important for a company to have a mission statement? • Why should a company structure its mission statement using the author’s essential questions? • Who is the audience for a company mission statement? • Why does the audience matter in constructing a mission statement?
<p>Text 2: Mission and Vision Statement</p>	<ul style="list-style-type: none"> • Why does the author suggest that you first identify the company’s “winning idea”? • Evaluate Examples 1 and 2 and describe why these exemplify good mission statements. • How does a mission statement differ from a vision statement? • Why do values have a key role in developing the vision statement?



Day 2:

Intro - Students will view a video segment on writing strong mission and vision statements.

- Students will read mission statements and vision statements from two insurance companies. In their groups, they will compare and contrast these statements, answering text-dependent questions about the statements.
- Using a rubric, students will evaluate these statements for qualitative effectiveness. The rubric is based on the four questions stated in the first article the students read on day 1 and an evaluation that was conducted on Fortune 500 companies' vision and mission statements in 2005 (listed in resources section).
- Each group will examine the purpose and customer base of their High School or Virtual Company to determine components that should be included in a vision statement and mission statement for the school.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
<p>Video 1: How to write a Mission Statement that Doesn't Suck</p>	<p>According to the video, where do many companies go wrong in creating a mission statement? How can a company tell if it has written an effective mission statement? How could the mission statement be improved?"</p>

Day 3:

- Working in groups, students will determine the investors, business partners, and customers of their high school or virtual company.
- Students will first develop a mission statement for their high school or virtual company, taking into consideration the customers served by the organization.
- Students will then develop a vision statement for their high school or virtual company, utilizing effective verbs and adjectives to adequately convey both the denotations and connotations of the terminology used. They are seeking to articulate the core values of the organization.

Day 4

- Working in groups, students will produce a presentation that portrays the vision statement of the company both textually and visually. They will produce a PowerPoint presentation with one slide for each core value represented in the vision statement. Each slide must contain a photograph or infographic that visually displays the core trait discussed.



Day 5

- Each group will rotate in its role during the presentations of the mission and vision statements developed. While each group takes its turn presenting, the other groups function as customers, business partners, or investors. When presentations are completed, each group will complete an analysis of the effectiveness of the mission and vision statements from the point of view of the assigned audience.

Additional Considerations:

Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit http://www.tncore.org/literacy_in_science_and_technology/curricular_resources/text_dependent_questions.aspx.

Writing Task: If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the texts. A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.

In-class work: The writing prompt can also be shortened and used as an exit slip or journal entry at the conclusion of a lesson or series of lessons and then used formatively to determine student understanding of marketing concepts.

An appropriate writing rubric – such as those found at

http://www.tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx – should be used to assess student work.

Scaffolding and support for students with special needs, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.