

Центральноукраїнський національний технічний університет  
Кафедра економіки, підприємництва та готельно-ресторанної справи



**«ЗАТВЕРДЖУЮ»**  
Проректор з науково-педагогічної роботи

Андрій КИРИЧЕНКО

08 2025 року

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

### **BUSINESS COMMUNICATION IN PROFESSIONAL AND PUBLIC ACTIVITIES (англійською мовою)**

спеціальність D 7 Торгівля  
(шифр і назва спеціальності)

освітня програма Підприємництво, торгівля та логістика  
(шифр і назва напрямку підготовки)

факультет економічний  
(назва факультету)

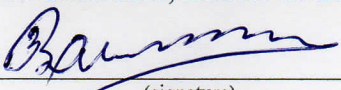
2025-2026 навчальний рік

Developer: Buhaleva M.V., Candidate of Economic Sciences, Associate Professor,  
Professor of Department of Economy, Entrepreneurship and Hotel and Restaurant  
Business

Working program was approved at the meeting of the department of economy, entrepreneurship  
and Hotel and Restaurant Business

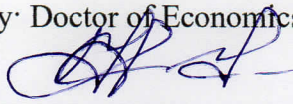
Protocol No. 1 from "27" August 2025

Head of the department: Professor, Doctor of Economics Zaichenko V V

  
(signature)

(Zaichenko V V )

Dean of the faculty: Doctor of Economics, prof. Shalimova N.S

  
(signature)

(Shalimova N.S.)

## 1. Description of the teaching discipline

| Name of indicators                                                                  | Field of knowledge,<br>direction of training,<br>educational and<br>qualification level | Characteristic of the<br>teaching discipline |                        |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------|------------------------|
|                                                                                     |                                                                                         | full-time<br>education                       | part-time<br>education |
| Number of credits<br>ECTS – 3                                                       | Field of knowledge<br>Field of Knowledge D<br>"Business, Administration<br>and Law"     | Professional training                        |                        |
|                                                                                     |                                                                                         | Year of preparation:                         |                        |
| Total hours - 90                                                                    | Specialty:<br>Specialty D7 "Trade"                                                      | 1st                                          | 1st                    |
|                                                                                     |                                                                                         | Semester                                     |                        |
|                                                                                     | 1st                                                                                     | 1st                                          |                        |
|                                                                                     | Lectures                                                                                |                                              |                        |
| Weekly hours of<br>teaching:<br>classrooms – 1<br>Individual student work<br>– 3,62 | Level of higher education:<br>second (master's)                                         | 16 hours                                     | 2 hours                |
|                                                                                     |                                                                                         | Practical, seminar                           |                        |
|                                                                                     |                                                                                         | 16 hours                                     | 2 hours                |
|                                                                                     |                                                                                         | Laboratory                                   |                        |
|                                                                                     |                                                                                         | -                                            | -                      |
|                                                                                     |                                                                                         | Individual work                              |                        |
|                                                                                     |                                                                                         | 58                                           | 86                     |
|                                                                                     |                                                                                         | Type of control: test                        |                        |

Language of learning: English

## 2. The aim and tasks of the discipline

This course provides an in-depth exploration of business communication principles and practices, tailored for graduate students in the Specialty D7 "Trade" Field of Knowledge D "Business, Administration and Law", EPP "Entrepreneurship, Trade and Logistics". Emphasis is placed on both professional communication (within and between organizations) and public communication (external, stakeholder, and societal interactions). Students will examine advanced theories of communication, engage in practical skill-building, and analyze real-world cases to develop effective communication strategies under various conditions – including uncertainty and risk. Business communication in a professional setting is held to higher standards than everyday communication – misunderstandings carry high stakes for organizations. Thus, this course focuses on developing the competencies needed to communicate clearly, ethically, and persuasively in complex business environments.

**Credits / Hours:** 3 ECTS credits (90 hours total, including class contact and independent study).

**Course Objective. By the end of the course, students will be able to:**

- Integrate theory and practice: understand advanced concepts, models, and processes of business communication and apply them to solve complex managerial problems (aligning with the integral competence of solving complex problems in entrepreneurship and trade through research and innovation).
- Adaptation and flexibility: adapt communication styles and strategies to new and uncertain business situations.
- Cross-disciplinary communication: effectively communicate and collaborate with professionals from different fields and levels, using appropriate terminology and media.
- Ethical and accountable communication: demonstrate determination, responsibility, and ethical behavior in all communications, upholding commitments.
- Managerial communication skills: utilize communication as a tool for effective management of business entities in entrepreneurship and trade (meeting SC3) and for resolving problems and making informed decisions in professional practice.
- Practical outcomes: show initiative and independence in professional communication scenarios; design and use communication-based incentives to motivate employees and partners; employ business communication techniques to interact with diverse professional groups; execute professional tasks in entrepreneurship and trade with full competence and creativity; make decisions that enhance organizational effectiveness through strategic communication; and resolve complex, uncertain situations in entrepreneurship and trade via effective communication and negotiation.

**Integral Competence:** the ability to solve complex tasks and problems in the field of entrepreneurship and trade, or during the learning process, which involves

conducting research and/or implementing innovations under uncertain conditions and requirements.

**General Competencies (GC):**

**GC1.** The ability to adapt and act in a new situation.

**GC4.** The ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/types of economic activity).

**GC5.** Determination and persistence in achieving set goals and responsibilities.

**Special Competencies (SC):**

**SC3.** Ability to solve problematic issues and make managerial decisions in professional activities.

**SC4.** Ability to solve problems and make management decisions in professional activities.

**Program Learning Outcomes (PLO):**

**PLO1.** The ability to adapt, show initiative, and act independently in professional situations.

**PLO3.** Develop material and moral incentives and apply other tools to motivate employees and partners to achieve set goals.

**PLO4.** Apply business communication to maintain interaction with representatives of different professional groups.

**PLO5.** Professionally, fully, and with creative self-realization, complete assigned tasks in the field of entrepreneurship and trade.

**PLO9.** Develop and make decisions aimed at ensuring the effectiveness of the activities of business entities in the field of entrepreneurship and trade.

**PLO10.** Solve problematic issues that arise in the activities of entrepreneurial and trade structures under conditions of uncertainty and risk.

### 3. Program of educational discipline

#### **Theme 1. Foundations of Business Communication**

**1. Definition and role of business communication in organizations.** This section introduces the concept of business communication as a critical tool for coordination, management, and goal achievement within organizations. It highlights its importance in building relationships with both internal stakeholders (e.g., employees, managers) and external ones (e.g., customers, suppliers, investors).

**2. Key types and forms of communication** (oral, written, non-verbal, visual; internal vs. external, formal vs. informal). This part covers the main forms of communication: verbal (spoken or written), non-verbal (facial expressions, gestures, tone of voice), visual (charts, infographics), along with the distinctions between internal vs. external and formal vs. informal communication. It emphasizes the context and purpose behind each type.

**3. The communication process model** (sender, message, channel, receiver, feedback, context). This section explains the standard communication model, which includes: sender, encoding, message, channel, receiver, decoding, feedback, and noise. The model helps students understand how information flows and how meaning can be interpreted or distorted in business settings.

**4. Communication channels and media richness** (face-to-face, phone, email, social media, etc.). Students explore various communication channels such as face-to-face conversations, phone calls, emails, and social media. The concept of media richness is introduced to show which channels are most effective for conveying complex or sensitive messages.

**5. Barriers to effective communication** (noise, misunderstandings, cultural differences) and strategies to overcome them. This part identifies key communication barriers like physical noise, psychological bias, cultural misunderstandings, and technological limitations. It also offers practical strategies for overcoming these barriers through active listening, message clarification, feedback, and adapting to diverse audiences.

#### **Theme 2: Ethical and Cross-Cultural Aspects of Business Communication**

**1. Business ethics in communication: honesty, transparency, and integrity in messages.** This section introduces the foundational principles of ethical communication - honesty, clarity, and responsibility. It discusses the importance of truthful messaging and ethical decision-making when representing businesses to clients, partners, and the public.

**2. Confidentiality and professional conduct in sharing information.** Students explore scenarios where confidentiality is vital (e.g., client data, supplier pricing). They analyze risks of breaches and study rules for secure communication, ethical whistleblowing, and respecting non-disclosure agreements.

**3. Business etiquette: courtesy and norms in professional settings.** Covers greetings, dress codes, email etiquette, polite phrasing, and behavior during meetings. Students examine etiquette across cultures and industries, including what is considered respectful or inappropriate in international business.

**4. Cultural dimensions affecting communication.** Introduces Hofstede's and Hall's cultural frameworks: high vs. low context, power distance, individualism vs. collectivism, uncertainty avoidance, and time orientation. Students apply these dimensions to real-world cross-cultural scenarios.

**5. Cross-cultural etiquette and sensitivity.** Focuses on dos and don'ts in intercultural communication: eye contact, gestures, personal space, formality, use of humor, gift-giving, and handling disagreements respectfully in multicultural contexts.

**6. Ethical dilemmas in communication and decision-making frameworks.** Students explore gray areas in communication ethics: misleading advertising, selective reporting, corporate secrecy, or political correctness. Decision-making models (e.g., utilitarianism, rights-based, justice approach) help assess ethical responses.

### **Theme 3: Psychology of Business Communication**

**1. Interpersonal communication dynamics and understanding your audience.** This section explores how interpersonal interactions function in business contexts. Students learn how relationships, roles, and group dynamics affect the exchange of messages. Focus is placed on identifying the audience's expectations, needs, and communication preferences for effective business interaction.

**2. Psychological factors affecting communication: perception, biases, attitudes.** This part explains how individuals filter and interpret information based on cognitive biases (e.g., confirmation bias), emotional states, and prior experiences. Students analyze how selective perception and attitude influence message reception and decision-making in business environments.

**3. Active listening and empathy in business settings.** Emphasizing two-way communication, this section trains students to listen attentively and respond with empathy. Techniques include paraphrasing, clarifying, and using nonverbal cues to show understanding. Empathy is examined as a leadership skill and conflict resolution tool.

**4. Communication styles and personality (assertive, passive, aggressive, passive-aggressive).** Students explore different communication styles and how these styles reflect personality traits and psychological needs. The focus is on developing an assertive style that promotes clarity and respect, especially in difficult conversations and negotiations.

**5. Emotional intelligence in communication: managing emotions, building rapport.** This section introduces the concept of emotional intelligence (EI) and its components: self-awareness, self-regulation, motivation, empathy, and social skills. Students assess how EI enhances team cohesion, leadership, and

communication in high-stress or multicultural settings.

**6. Principles of effective communication (clarity, conciseness, courtesy – the “7 Cs”).** Introduces the “7 Cs” framework: Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous. These principles are applied to real-life communication tasks (e.g., emails, briefings, feedback sessions) to ensure professionalism and psychological comfort for all parties.

#### **Theme 4: Negotiation Skills and Strategies**

**1. The concept of a business conversation, business talk, and business negotiation.** Defining different types of business dialogues – from informal conversations and interviews to formal negotiations. Understanding what makes a negotiation distinct (usually goal-oriented, involving two or more parties with potentially differing interests seeking a mutually acceptable agreement).

**2. Preparation for a business talk.** The steps to prepare for an important business discussion or negotiation. This includes researching your audience or counterpart, setting clear objectives, determining your BATNA (Best Alternative to a Negotiated Agreement) for negotiations, and preparing key messages or data to support your position. Emphasis on preparation in hospitality context (e.g. preparing for a meeting with a potential tour operator partner or a negotiation with a food supplier).

**3. Model for conducting productive business talks.** Introducing structured models or stages of a business negotiation or discussion – for example, opening (rapport building), exploring interests, proposing solutions, bargaining, and closing (reaching agreement). Learn techniques such as active listening, asking open-ended questions, and using persuasive communication during each stage. Also cover conflict resolution tactics (finding win-win outcomes, handling objections, and maintaining professionalism).

**4. Specifics of Business Negotiations in the Fields of Entrepreneurship, Trade, and Logistics.** This section explores the sector-specific features that influence how negotiations are conducted in entrepreneurship, trade, and logistics. Students will learn that while general negotiation principles apply across industries, these fields introduce unique priorities, risks, and communication styles that shape the negotiation context.

#### **Theme 5: Advanced Negotiation Techniques and Influence**

**1. Tactical Approaches in Negotiations.** This section examines how different negotiation tactics are used depending on the negotiation goal and setting. For example, competitive bidding may require assertive strategies and firm deadlines, while building long-term partnerships calls for trust-building and mutual value creation. Students will compare distributive and integrative tactics and learn how to choose the appropriate approach based on the negotiation’s complexity and relationship dynamics.

**2. Persuasion Techniques in Business Negotiations.** Students explore methods of influencing others ethically and effectively. These include logical persuasion through data and evidence, storytelling to build emotional resonance, credibility (ethos), and appeals to shared interests or values. The section emphasizes how to match the persuasion method to the audience's personality, communication style, and cultural background to maximize influence without manipulation.

**3. Common Negotiation Tactics and Countermeasures.** This part introduces frequently used "hardball" tactics such as high anchoring, deliberate delays, ultimatums, or bluffing. Students will study these tactics, their psychological underpinnings, and appropriate ways to counter them while maintaining professionalism. Role-play activities will demonstrate how to respond with calm questioning, tactical silence, or refocusing the discussion on mutual gains.

**4. Building Trust and Long-Term Relationships.** Emphasizing the human side of negotiation, this section explains the strategic importance of trust, rapport, and emotional intelligence in sustaining fruitful partnerships. Students will learn techniques for signaling reliability (e.g., follow-through, transparency), managing expectations, and fostering collaborative mindsets, especially when working across cultures or over long negotiation cycles.

**5. Dealing with Difficult Negotiators.** This section equips students with communication and emotional control strategies when facing aggressive, manipulative, or uncooperative counterparts. It includes defusing tense exchanges, reframing adversarial dialogue, using empathy, and applying principled negotiation to redirect talks toward win-win outcomes. Students also learn to identify red flags that may signal a need to walk away from the deal.

**6. Ensuring Agreement Implementation and Post-Negotiation Communication.** A negotiation doesn't end when the deal is signed. This part focuses on post-negotiation communication to ensure mutual understanding, clarify terms, monitor performance, and maintain goodwill. Topics include documenting agreements clearly, follow-up meetings, handling early misunderstandings, and aligning expectations through ongoing dialogue. This reinforces the idea that sustainable outcomes depend on effective communication beyond the bargaining table.

## **Theme 6: Conflict Resolution and Difficult Conversations**

**1. Understanding Conflict in Business Settings.** This section explores the nature of conflict in the workplace. Students will examine common sources of conflict such as: poor communication or lack of clarity; conflicting goals between departments, teams, or partners; cultural misunderstandings (e.g., views on time, formality, authority); emotional triggers, stress, or competition over limited resources. The goal is to help students identify the early signs of conflict and prevent escalation.

**2. The Difference Between Healthy Debate and Disruptive Conflict.** This part emphasizes the distinction between constructive disagreement (which can foster creativity and innovation) and harmful conflict that undermines morale, trust, and performance. Students will: learn to recognize when a disagreement becomes destructive; identify verbal and non-verbal signs of toxic communication; model how to conduct respectful professional debates without aggression.

**3. Techniques for Managing and Resolving Conflicts.** This section introduces structured methods for conflict resolution: Mediation – where a neutral party helps resolve disputes; Facilitation – guided discussion led by a facilitator to ensure fairness and structure; Win-win negotiation – identifying shared interests and crafting solutions that benefit both sides. Students will also be introduced to frameworks such as the Thomas-Kilmann Conflict Mode Instrument (competition, collaboration, compromise, avoidance, accommodation) and their application in real scenarios.

**4. Communication in Conflict.** Students will develop strategies for maintaining control during tense conversations, including: using neutral, non-judgmental language; practicing active listening to understand the other party's viewpoint; asking clarifying questions to reduce misunderstandings; managing tone, body language, and emotional reactions. This topic emphasizes how thoughtful communication can defuse tension and promote mutual understanding.

**5. Giving and Receiving Feedback or Criticism Constructively.** In this section, students will: explore structured feedback techniques, such as the “feedback sandwich” (positive–constructive–positive); learn how to provide clear, specific, and actionable feedback without offending others; understand how to receive criticism professionally, without defensiveness; reflect on how frequent, respectful feedback creates a healthy communication culture.

**6. Navigating Difficult Conversations with Professionalism and Empathy.** This final part focuses on preparing students for high-stakes or uncomfortable business conversations, including: performance reviews; termination discussions; contract renegotiations; handling upset customers or partners. Students will be taught how to structure difficult conversations with empathy, clarity, and focus on solutions. Emphasis is placed on preparation, emotional intelligence, and maintaining a respectful tone.

## **Theme 7: Internal Communications and Leadership**

### **1. Internal communication systems and tools.**

This point introduces the primary internal communication channels within organizations – such as team meetings, emails, intranet platforms, newsletters, and internal social networks. It highlights the strengths and limitations of each in terms of timeliness, reach, and interactivity.

**2. Role of communication in leadership and management.** Covers how leaders and managers use communication to set vision, align teams with company

goals, clarify expectations, and influence behavior. Includes examples of inspirational communication and strategic messaging from executives.

**3. Communication for employee engagement and motivation.** Explores how internal communication can motivate staff, foster belonging, and enhance morale. Focuses on feedback mechanisms, recognition, goal communication, and emotional connection with the workforce.

**4. Internal PR and corporate culture.** Explains how companies use communication to promote their values, mission, and organizational identity among employees. Discusses internal branding, storytelling, and communication during onboarding or change initiatives to shape desired culture.

**5. Vertical and horizontal communication flows.** Discusses downward (manager-to-employee), upward (employee-to-manager), and horizontal (peer-to-peer) communication. Emphasizes the importance of two-way communication, employee feedback loops, and breaking silos between departments.

**6. Communicating change and crisis internally.** Focuses on how organizations inform staff about restructuring, policy shifts, or emergencies. Highlights transparent, timely, and empathetic messaging that reduces uncertainty and supports smooth adaptation to change.

## **Theme 8: Written Business Communication**

**1. Importance of Clear and Professional Writing in Business.** This section emphasizes how effective writing supports professional credibility, clear internal operations, and successful external relationships. Students will explore how poor writing can damage a company's image, delay decisions, or cause miscommunication with clients or partners.

**2. Structure and Format of Common Business Documents.** Students will learn the standard formats of business letters, emails, memos, proposals, and reports. Emphasis is placed on document layout, logical structure (introduction, body, conclusion), and appropriate use of headings, bullet points, and closing statements.

**3. Writing Style Guidelines: Clarity, Brevity, Tone, and Correctness.** This topic focuses on writing that is clear, concise, polite, and grammatically correct. Students will practice using short, direct sentences, maintaining a professional tone, avoiding jargon or slang, and proofreading to ensure accuracy.

**4. Email Etiquette and Professional Correspondence.** Covers the essentials of proper email writing: informative subject lines, appropriate greetings and closings, organized body text, correct use of CC/BCC, and formatting for readability. Students also learn what not to do in emails—such as using all caps, excessive punctuation, or emotional language.

**5. Crafting Persuasive Written Messages.** This section teaches students how to write persuasive texts, such as sales emails, proposals, or executive summaries. Key elements include building a clear argument, appealing to logic and emotion, demonstrating value, and using strong call-to-action statements.

**6. Avoiding Misunderstandings in Writing.** Students will explore how misinterpretations can arise in written communication due to ambiguous wording, unclear tone, or lack of context. They will learn techniques for tone checking, simplifying language, and requesting clarification to prevent misunderstandings.

**7. Trends in Digital Written Communication.** Focuses on modern platforms such as workplace instant messaging, project management tools, and social media. Students learn how to remain professional while using informal formats, write concise messages for fast-paced digital environments, and maintain brand voice online.

## **Theme 9: Public Speaking and Business Presentations**

**1. The Importance of Public Speaking Skills for Business Leaders and Entrepreneurs.** This section highlights how strong public speaking skills enhance leadership presence, inspire teams, persuade investors, and elevate brand image. Students will explore various business contexts where speaking skills are essential: board meetings, client pitches, networking events, press briefings, and conferences.

**2. Overcoming Stage Fright and Speaker's Anxiety.** Focuses on psychological and physiological aspects of public speaking fear. Students will learn techniques to manage nervousness such as deep breathing, visualization, positive self-talk, and physical preparation. Emphasis is placed on building confidence through rehearsal and mindset shifts.

**3. Audience Analysis: Knowing Your Audience and Tailoring Your Message.** Teaches students how to analyze the expectations, knowledge level, and priorities of different audiences (e.g., investors, clients, employees). They'll learn how to adapt tone, language, content depth, and examples to match the audience and make communication more relevant and impactful.

**4. Structuring Presentations: Openings, Body, and Conclusions.** Introduces students to clear and effective presentation structure. Topics include crafting strong openings (hooks, quotes, statistics), logical development of ideas (using transitions and examples), and powerful conclusions (calls to action, summaries, key takeaways).

**5. Use of Visual Aids Effectively.** Focuses on the role of visuals (slides, images, infographics, graphs) in enhancing clarity. Students will learn design principles like the "less is more" rule, use of legible fonts, appropriate color contrast, and avoiding overcrowded slides. Tools like PowerPoint, Canva, and Prezi may be explored.

**6. Verbal and Non-Verbal Delivery Skills.** Covers the delivery elements of presentations: how to modulate voice (tone, pace, volume), use clear articulation, maintain steady eye contact, and control gestures and posture. The goal is to communicate credibility, clarity, and enthusiasm through both verbal and body language.

**7. Engaging the Audience: Storytelling, Rhetorical Questions, and Q&A Handling.** Equips students with tools to actively involve their audience. They will

explore how storytelling makes data relatable, rhetorical questions stimulate reflection, and how to professionally handle questions and feedback during live presentations to maintain authority and connection.

### **Theme 10: Communication in Crisis and Uncertain Situations**

**1. The Nature of Crises and High-Risk Scenarios in Business.** This section defines what constitutes a business crisis or uncertainty (e.g., operational failure, cyber-attack, supply chain disruption, natural disaster, or public backlash). It explores the consequences of poor communication during crises and emphasizes the role of clear messaging in minimizing damage and maintaining operational continuity.

**2. Crisis Communication Principles: Being Proactive, Transparent, and Timely.** Students will learn the three pillars of crisis communication: preparing early, speaking honestly and clearly, and communicating promptly. Case examples (both successful and failed) will show how timing and honesty shape public and stakeholder perception during crisis events.

**3. Developing a Crisis Communication Plan.** This point focuses on creating a structured response framework. Students study components such as defining communication roles (e.g., spokesperson, media liaison), crafting consistent messages, selecting appropriate channels (press releases, internal alerts, etc.), and simulating response scenarios to test readiness.

**4. Communicating with Stakeholders Under Uncertainty.** Crisis communication isn't one-size-fits-all. Students explore how to tailor messages to different audiences — including employees (to reduce panic), customers (to maintain loyalty), media (to manage reputation), and regulators (to ensure compliance). Emphasis is placed on tone, clarity, and audience sensitivity.

**5. Maintaining Trust and Credibility During Crisis.** This section highlights the importance of trust-building actions during a crisis: taking responsibility, admitting errors when necessary, sharing verified facts, avoiding rumors, and staying calm under scrutiny. Techniques for leadership visibility and message consistency are emphasized.

**6. Use of Empathy and Reassurance in Crisis Messaging.** Students learn how to humanize crisis communication by showing care for those affected, acknowledging concerns, and offering reassurance about recovery efforts. This involves both verbal and non-verbal cues (e.g., compassionate language, calming tone) to reduce fear and restore confidence.

**7. Learning from Crises: Post-Crisis Communication and Recovery.** After the immediate danger passes, communication continues. This final section teaches how to restore brand image and stakeholder relationships by providing updates on corrective actions, acknowledging lessons learned, and showing commitment to transparency through follow-up reports or public statements.

#### 4. Structure of the Discipline

| Titles of the Topics                                                         | Number of Hours     |           |   |      |      |      | Number of Hours     |           |   |      |      |      |
|------------------------------------------------------------------------------|---------------------|-----------|---|------|------|------|---------------------|-----------|---|------|------|------|
|                                                                              | Full-time education |           |   |      |      |      | Part-time education |           |   |      |      |      |
|                                                                              | Total hours         | including |   |      |      |      | Total hours         | including |   |      |      |      |
|                                                                              |                     | l         | p | lab. | ind. | s.w. |                     | l         | p | lab. | ind. | s.w. |
| <b>Theme 1. Foundations of Business Communication</b>                        | 9                   | 2         | 2 | -    | -    | 5    | 12                  | 1         | 1 | -    | -    | 10   |
| <b>Theme 2. Ethical and Cross-Cultural Aspects of Business Communication</b> | 7                   | 1         | 1 | -    | -    | 5    | 8                   |           |   | -    | -    | 8    |
| <b>Theme 3. Psychology of Business Communication</b>                         | 8                   | 1         | 1 | -    | -    | 6    | 9                   | 1         | 1 | -    | -    | 7    |
| <b>Theme 4. Negotiation Skills and Strategies</b>                            | 10                  | 2         | 2 | -    | -    | 6    | 9                   |           |   | -    | -    | 9    |
| <b>Theme 5. Advanced Negotiation Techniques and Influence</b>                | 10                  | 2         | 2 | -    | -    | 6    | 10                  |           |   | -    | -    | 10   |
| <b>Theme 6. Conflict Resolution and Difficult Conversations</b>              | 10                  | 2         | 2 | -    | -    | 6    | 10                  |           |   | -    | -    | 10   |
| <b>Theme 7. Internal Communications and Leadership</b>                       | 10                  | 2         | 2 | -    | -    | 6    | 8                   |           |   | -    | -    | 8    |
| <b>Theme 8. Written Business Communication</b>                               | 10                  | 2         | 2 | -    | -    | 6    | 9                   |           |   | -    |      | 9    |
| <b>Theme 9. Public Speaking and Business Presentations</b>                   | 8                   | 1         | 1 | -    | -    | 6    | 7                   |           |   | -    | -    | 7    |
| <b>Theme 10. Communication in Crisis and Uncertain Situations</b>            | 8                   | 1         | 1 | -    | -    | 6    | 8                   |           |   | -    | -    | 8    |

|                    |           |           |           |          |          |           |           |          |          |          |          |           |
|--------------------|-----------|-----------|-----------|----------|----------|-----------|-----------|----------|----------|----------|----------|-----------|
| <b>Total hours</b> | <b>90</b> | <b>16</b> | <b>16</b> | <b>-</b> | <b>-</b> | <b>58</b> | <b>90</b> | <b>2</b> | <b>2</b> | <b>-</b> | <b>-</b> | <b>86</b> |
|--------------------|-----------|-----------|-----------|----------|----------|-----------|-----------|----------|----------|----------|----------|-----------|

### 5. Topics of Practical Session

| №            | Titles of the Topics                                                  | Number of Hours     |                     |
|--------------|-----------------------------------------------------------------------|---------------------|---------------------|
|              |                                                                       | Full-time education | Part-time education |
| 1            | Theme 1. Foundations of Business Communication                        | 2                   | 1                   |
| 2            | Theme 2. Ethical and Cross-Cultural Aspects of Business Communication | 1                   |                     |
| 3            | Theme 3. Psychology of Business Communication                         | 1                   | 1                   |
| 4            | Theme 4. Negotiation Skills and Strategies                            | 2                   |                     |
| 5            | Theme 5. Advanced Negotiation Techniques and Influence                | 2                   |                     |
| 6            | Theme 6. Conflict Resolution and Difficult Conversations              | 2                   |                     |
| 7            | Theme 7. Internal Communications and Leadership                       | 2                   |                     |
| 8            | Theme 8. Written Business Communication                               | 2                   |                     |
| 9            | Theme 9. Public Speaking and Business Presentations                   | 1                   |                     |
| 10           | Theme 10. Communication in Crisis and Uncertain Situations            | 1                   |                     |
| <b>Total</b> |                                                                       | <b>16</b>           | <b>2</b>            |

### 6. Self-Study work

| №            | Titles of the Topics                                                  | Number of Hours     |                     |
|--------------|-----------------------------------------------------------------------|---------------------|---------------------|
|              |                                                                       | Full-time education | Part-time education |
| 1            | Theme 1. Foundations of Business Communication                        | 5                   | 10                  |
| 2            | Theme 2. Ethical and Cross-Cultural Aspects of Business Communication | 5                   | 8                   |
| 3            | Theme 3. Psychology of Business Communication                         | 6                   | 7                   |
| 4            | Theme 4. Negotiation Skills and Strategies                            | 6                   | 9                   |
| 5            | Theme 5. Advanced Negotiation Techniques and Influence                | 6                   | 10                  |
| 6            | Theme 6. Conflict Resolution and Difficult Conversations              | 6                   | 10                  |
| 7            | Theme 7. Internal Communications and Leadership                       | 6                   | 8                   |
| 8            | Theme 8. Written Business Communication                               | 6                   | 9                   |
| 9            | Theme 9. Public Speaking and Business Presentations                   | 6                   | 7                   |
| 10           | Theme 10. Communication in Crisis and Uncertain Situations            | 6                   | 8                   |
| <b>Total</b> |                                                                       | <b>58</b>           | <b>86</b>           |

### 7. Individual tasks for the discipline

The purpose of completing individual tasks is to deepen the knowledge of the discipline and develop critical thinking and practical skills in business communications. The tasks will encourage students to explore the key concepts and real-world applications of communication in the entrepreneurship, trade and logistics, with an emphasis on both public and private sector activities.

### **Task 1: Analyzing Business Communication Models**

#### Objective:

To understand and critically assess communication models used in business.

#### Task Description:

- Select one of the major business communication models (e.g., Shannon-Weaver, Berlo's SMCR model, or the Interactive Communication Model) and explain it in detail.
- Analyze a case study (either real or hypothetical) and apply the chosen model to evaluate the effectiveness of communication in that scenario.
- Discuss the strengths and limitations of the model in relation to the case.

#### Expected Outcome:

A written report of 3-4 pages, demonstrating understanding of communication models and their application in a business setting.

### **Task 2: Cross-Cultural Communication Case Study**

#### Objective:

To analyze and apply cross-cultural communication principles in business.

#### Task Description:

- Choose an international business case where cultural differences affected communication (e.g., a failed international negotiation or misunderstanding due to cultural differences in communication style).
- Provide a detailed analysis of the cultural factors at play, using Hofstede's cultural dimensions theory or another relevant framework.
- Propose recommendations for improving communication based on the insights from the analysis.

#### Expected Outcome:

A 4-5 page case study analysis, applying cultural communication theories to real-world business scenarios.

### **Task 3: Developing a Crisis Communication Plan**

#### Objective:

To develop a communication strategy for managing a business crisis.

#### Task Description:

- Choose a real or hypothetical crisis scenario (e.g., product recall, PR scandal, financial issue, etc.) and develop a Crisis Communication Plan for the business involved.

- The plan should include the communication objectives, key messages, communication channels, timing, and spokesperson.

- Discuss the importance of timely and transparent communication in maintaining the company's reputation and restoring public trust.

Expected Outcome:

A 3-4 page written crisis communication plan that includes clear messaging, a timeline of actions, and a strategy for managing internal and external communication.

#### **Task 4: Communication Audit of an Entrepreneurial Business**

Objective:

To assess and improve internal communication in a business context.

Task Description:

- Select a local entrepreneurial business (or a business you are familiar with) and conduct a communication audit of its internal communication processes.

- Identify key communication channels used (emails, meetings, intranet, etc.) and assess their effectiveness.

- Propose improvements to streamline communication and enhance collaboration among team members.

Expected Outcome:

A 5-6 page report that includes an audit of the current communication processes and recommendations for improvements.

#### **Task 5: Role of Social Media in Business Communication**

Objective:

To examine how social media can be used as an effective communication tool in business.

Task Description:

- Analyze the social media communication strategy of a company (e.g., Starbucks, Nike, or a local startup).

- Assess how the company uses platforms like Facebook, Instagram, LinkedIn, and Twitter for business communication purposes (marketing, customer engagement, crisis management, etc.).

- Provide recommendations for optimizing their social media communication to increase customer engagement and brand loyalty.

Expected Outcome:

A 4-5 page analysis with examples of social media posts and strategic insights, highlighting the strengths and weaknesses of the company's social media communication strategy.

### **Task 6: Business Presentation Development**

**Objective:**

To practice creating and delivering a professional business presentation.

**Task Description:**

- Prepare a business presentation on a relevant topic in entrepreneurship and trade (e.g., a new market entry strategy, business innovation in the digital age, or a trade negotiation).
- The presentation should include 10-12 slides, incorporating both visual and verbal elements to communicate the message effectively.
- The presentation should be professional, clear, and concise, focusing on delivering value to the audience.

**Expected Outcome:**

A 10-12 slide PowerPoint presentation accompanied by speaker notes. You will also deliver a 10-15 minute oral presentation in class or via video conferencing.

### **Task 7: Written Business Communication Analysis**

**Objective:**

To analyze and improve written communication in a business setting.

**Task Description:**

- Choose a business communication piece (e.g., an email, business letter, or report) from a real company or create one yourself based on a hypothetical business situation.
- Critically analyze the communication in terms of clarity, tone, conciseness, and professionalism.
- Revise the communication to improve its effectiveness, ensuring that the message is clear, concise, and professionally conveyed.

**Expected Outcome:**

A 2-3 page analysis and a revised version of the communication, explaining the changes made and why they improve the message.

### **Task 8: Role Play: Business Negotiation**

**Objective:**

To practice and refine business negotiation skills.

**Task Description:**

- In pairs or small groups, students will role-play a business negotiation (e.g., a vendor negotiation, employee contract negotiation, etc.).
- Each participant will represent one side of the negotiation and will prepare a strategy and key points to discuss.

- After the negotiation, students will provide feedback to each other on the effectiveness of their communication strategies, including persuasion techniques, listening skills, and how well they handled difficult situations.

Expected Outcome:

A 15-20 minute negotiation role-play, followed by a reflective report (2-3 pages) on how negotiation strategies influenced the outcome and areas for improvement.

### **Task 9: Analyzing Conflict Communication in Business**

Objective:

To understand the role of communication in conflict management.

Task Description:

- Select a business conflict scenario (either from real-life examples or from a case study) where communication played a key role in resolving or escalating the situation.

- Analyze the communication strategies used during the conflict, including the roles of different parties involved.

- Provide recommendations for how communication could have been improved to resolve the conflict more effectively and prevent escalation.

Expected Outcome:

A 3-4 page analysis of the conflict scenario, discussing the communication strategies used and suggesting improvements.

### **Task 10: Interpersonal Communication Skills Self-Assessment**

Objective:

To develop self-awareness about communication styles and improve interpersonal communication skills.

Task Description:

- Reflect on your own interpersonal communication skills by completing a self-assessment of your communication style (assertive, passive, aggressive, etc.).

- Consider how your style impacts your effectiveness in professional communication, especially in leadership and team settings.

- Set specific goals for improving your communication skills and describe actions you can take to achieve these goals.

Expected Outcome:

A 2-3 page reflective report that includes your self-assessment results, an analysis of your communication style, and actionable goals for improvement.

### **Task 11: Communication Strategy for a Start-Up Launch**

Objective:

To develop a communication strategy for introducing a new entrepreneurial venture to the market.

Task Description:

- Choose a hypothetical or real start-up in the fields of trade or logistics.
- Develop a comprehensive communication strategy to support the market entry, covering internal and external communication, brand positioning, and stakeholder engagement.
- Identify the main communication objectives, target audiences, channels (e.g., press releases, digital platforms, pitch decks), and success metrics.

Expected Outcome:

A 4–5 page strategy document outlining key messages, stakeholder communication plan, and tools for effective market communication during the start-up launch.

### **Task 12: Logistics Company Communication Flow Mapping**

Objective:

To evaluate and visualize communication flows in a logistics company.

Task Description:

- Select a logistics business (real or hypothetical) and map the internal and external communication flows.
- Identify key communication links between departments (e.g., warehouse, transportation, customer service) and between the company and partners/customers.
- Evaluate communication bottlenecks and propose improvements for information flow efficiency.

Expected Outcome:

A visual communication flowchart (e.g., in PowerPoint or Visio) and a 3-page accompanying report discussing communication challenges and proposed optimizations.

### **Task 13: Trade Fair Communication Plan**

Objective:

To design a communication plan for a company's participation in a trade fair or industry exhibition.

Task Description:

- Choose a trade or logistics company preparing to attend an international trade fair.
- Develop a pre-event, during-event, and post-event communication plan.
- Include key messages, promotional materials (digital/print), booth communication strategies, and follow-up procedures with potential partners or clients.

Expected Outcome:

A 3–4 page communication plan with an event timeline, sample materials (e.g., brochure outline, social media posts), and outreach strategy.

#### **Task 14: Internal Communication in Supply Chain Management**

##### Objective:

To explore how effective communication supports supply chain coordination and performance.

##### Task Description:

- Investigate a supply chain scenario involving multiple stakeholders (e.g., manufacturer, distributor, retailer).
- Analyze how communication across the supply chain affects responsiveness, error rates, and customer satisfaction.
- Identify communication tools (ERP systems, collaborative platforms, messaging protocols) and evaluate their effectiveness.

##### Expected Outcome:

A 4-page case analysis with a focus on best practices and recommendations for enhancing communication in the supply chain context.

#### **Task 15: Ethical Communication in Entrepreneurial Partnerships**

##### Objective:

To evaluate ethical dimensions in communication between entrepreneurs and partners or investors.

##### Task Description:

- Choose a case of partnership in entrepreneurship where ethical communication played a critical role (e.g., contract transparency, financial disclosure, exit strategy communication).
- Analyze ethical dilemmas and how they were addressed through communication.
- Propose communication guidelines that foster trust, transparency, and accountability in entrepreneurial relationships.

##### Expected Outcome:

A 3–4 page analysis highlighting ethical risks in communication and outlining best practices for ethical business interaction.

## **8. Teaching Methods**

During the delivery of the academic discipline «Business communication in professional and public activities», the following methods are applied:

- Verbal methods (lectures, discussions);
- Visual methods during lectures (informational, analytical, problem-based) and practical classes, including the use of multimedia tools;
- Practical methods during the performance of practical tasks, problem-solving, and exercises;
- Interactive teaching methods during questioning, analysis of practical situations, discussions, brainstorming sessions, business games, and case study reviews;
- Innovative methods, in particular the project-research method and integrated methods. The following information and communication technologies and digital tools are applied: Google digital tools, Microsoft software products, and specialized software for various types of activities, such as Kahoot, Mentimeter, Crello, Trello, Canva, and M.E.doc.;
- Distance learning methods using platforms such as Moodle and Zoom.

## 9. Evaluation system and requirements

Types of assessment: ongoing and final.

Form of final assessment: pass/fail test

During the semester, a student can earn a maximum of 100 points, including:

- First midterm control – 50 points;
- Second midterm control – 50 points.

For ongoing assessment, a student may earn points for:

- Active participation in lectures and practical classes;
- Demonstrating the level of preparation on a given topic during oral questioning;
- Participation in lecture discussions;
- Test completion;
- Preparation of a report-presentation;
- Completion of individual assignments.

The number of points earned by a student during the semester, together with the points for the final credit work, form the overall grade for the academic discipline according to:

- The 100-point scale;
- The two-level scale (“passed”, “not passed”);
- The ECTS grading scale of learning outcomes.

Learning outcomes acquired through non-formal and informal education are recognized in accordance with the Regulations on the Procedure for Recognizing Learning Outcomes Acquired through Non-Formal and/or Informal Education at the Central Ukrainian National Technical University.

Assessment methods: observation of students’ learning activities, oral questioning, and test control.

### Rating scale: national and ECTS

| The sum of points for all types of educational activities | ECTS grading scale | Evaluation by the national scale                         |                                                      |
|-----------------------------------------------------------|--------------------|----------------------------------------------------------|------------------------------------------------------|
|                                                           |                    | for an exam, course project (work), practice             | For test                                             |
| 90-100                                                    | A                  | excellent                                                | passed                                               |
| 82-89                                                     | B                  | good                                                     |                                                      |
| 74-81                                                     | C                  |                                                          |                                                      |
| 64-73                                                     | D                  | satisfactory                                             |                                                      |
| 60-63                                                     | E                  |                                                          |                                                      |
| 35-59                                                     | FX                 | unsatisfactory with the possibility of retaking          | not passed with the possibility of retaking          |
| 1-34                                                      | F                  | unsatisfactory with mandatory re-study of the discipline | not passed with mandatory re-study of the discipline |

## 10. Recommended sources of information:

### General

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### Additional

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### Information resources

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