

Business Communication Instructor Reflection Journal

Business Communication Today, 16th Edition

How to Use This Journal

Purpose

Regular reflection transforms teaching from routine to responsive. These prompts help you:

- Identify what works and what needs adjustment
- Track student progress and pain points
- Refine activities and assignments
- Document insights for future terms
- Continuously improve your practice

When to Reflect

- **After each unit** (5-10 minutes)
- **After major assignments** (10-15 minutes)
- **Mid-term** (20-30 minutes)
- **End of term** (30-45 minutes)
- **When something unexpected happens**

Tip: Brief, regular notes are more valuable than occasional lengthy entries. Even 5 minutes after class can capture crucial insights.

Unit Reflection Prompts

Part 1: Business Communication Foundations (Ch. 1-3)

Foundation Setting: How effectively did I establish the importance of business communication on day one? What resonated?

AI Introduction: Which AI activities resonated most with students? Did they grasp responsible AI use, or do I need to revisit this?

Collaboration: How well did students work together initially? What group dynamics emerged? Do any teams need intervention?

Intercultural Awareness: Did students engage thoughtfully with intercultural communication? Were examples relevant and inclusive?

Action Items for Next Time: _____

Part 2: Three-Step Writing Process (Ch. 4-6)

Planning Stage: Did students analyze audience and purpose BEFORE writing? Where did they skip this step?

Organization: Are students using direct vs. indirect approaches appropriately? What examples helped this click?

Revision: Do students see revision as improvement or punishment? How can I better emphasize the completing stage?

Common Writing Issues: What patterns am I seeing? (Wordiness? Passive voice? Weak openings? Poor you-attitude?)

AI and Writing: How are students using AI in their writing? As a crutch or a tool? Do I need more guidance?

Action Items: _____

Part 3: Digital and Social Media (Ch. 7-8)

Digital Literacy: What is the range of digital skills in my class? Who needs support? Who could mentor others?

Social Media Activities: Which exercises were most engaging? Did students demonstrate professional voice or slip into casual tone?

Platform Understanding: Do students understand how communication differs across platforms? What misconceptions emerged?

Action Items: _____

Part 4: Visual Communication (Ch. 9)

Design Principles: Did students improve visual communication skills? Can they articulate WHY certain designs work?

Data Visualization: Are students creating ethical, clear visualizations? Where did they struggle with chart selection?

Accessibility: Are students considering accessibility (color contrast, alt text)?
How can I reinforce this?

Action Items: _____

Part 5: Routine Messages (Ch. 10)

Direct Approach: Do students use direct approach consistently? Where do they still bury the lead?

Tone Challenges: Where did students struggle with tone? (Too casual? Too formal? Unclear? Demanding?)

You-Attitude: Are students writing from the reader's perspective? What strategies helped shift focus?

Action Items: _____

Part 6: Negative Messages (Ch. 11)

Empathy: Did students demonstrate empathy in negative messages? Where did they come across as cold or defensive?

Indirect Approach: Are students using buffers effectively? Do they understand WHEN to use indirect approach?

Difficult Conversations: How did students handle delivering bad news? What discomfort emerged? How did I support them?

Action Items: _____

Part 7: Persuasive Messages (Ch. 12)

AIDA Model: Can students apply AIDA effectively? Where do messages fall short?

Ethics in Persuasion: Did students understand the line between persuasion and manipulation?

Audience Analysis: Are students adapting persuasive strategies to different audiences?

Action Items: _____

Part 8: Reports and Proposals (Ch. 13-14)

Long-Form Writing: How are students handling complex documents? What scaffolding do they need?

Research and Sources: Are students using credible sources? Do they understand citation?

Executive Summaries: Do students understand the purpose and craft of executive summaries?

Action Items: _____

Part 9: Presentations (Ch. 16-17)

Presentation Anxiety: How did I support anxious students? What strategies helped?

Slide Design: Did students apply visual design principles? Where did they create text-heavy slides?

Delivery Skills: What delivery aspects need attention? (Eye contact, vocal variety, pacing, body language)

Peer Feedback: Did peer feedback help or hinder? Was it constructive?

Action Items: _____

Part 10: Employment Communication (Ch. 18-19)

Career Readiness: Do students feel more prepared for job searching? What skills do they still lack?

Resume Quality: What common issues emerged? What feedback helped most?

Interview Preparation: Did mock interviews feel valuable? What made them effective?

Action Items: _____

Cross-Cutting Themes

AI Integration

Most Successful AI Activities:

1. _____

2. _____

3. _____

Responsible Use: Are students using AI responsibly? Where did they rely too heavily or avoid it when helpful?

AI Literacy: Can students articulate when AI enhances communication and when it falls short?

Student Engagement

Participation Patterns: Who participates regularly? Who is silent? Have I created space for different styles?

Discussion Quality: Are discussions substantive? What questioning techniques led to deeper thinking?

Most Engaging Activities: _____

Least Engaging: _____

Assessment and Assignments

Assignment Effectiveness:

Keep: _____

Revise: _____

Remove: _____

Rubric Clarity: Did students understand expectations? Where were they confused?

Feedback Quality: Is my feedback helping students improve? What strategies worked best?

Inclusivity and Belonging

Inclusive Content: Do my examples reflect diverse perspectives? What voices are missing?

Classroom Climate: Do all students feel safe contributing? Have I addressed exclusionary behavior?

Accessibility: Are materials accessible to all students? What barriers exist?

Mid-Term Reflection

Date: _____

Learning Objectives: Are students on track? Which objectives need more attention?

Pacing: Is pacing appropriate? Am I rushing or spending too long on concepts?

Performance Patterns:

Strengths: _____

Weaknesses: _____

Mid-Course Corrections: What adjustments for second half?

End-of-Term Reflection

Term: _____

Overall Achievement: Did students meet learning objectives? What evidence?

Greatest Growth Areas: Where did students show most improvement?

Persistent Challenges: What remained difficult? How can I address this?

Top 5 Successes:

1. _____

2. _____

3. _____

4. _____

5. _____

Priority Revisions for Next Term:

1. _____

2. _____

3. _____

My Teaching Growth: What did I learn as a teacher? What am I proud of?

Biggest Challenge: What was my greatest teaching challenge and how did I handle it?

Professional Development Goals: What skills or knowledge do I want to develop for next term?
