# Business Drafting in Practice: A Pedagogical Framework for Professional and Entrepreneurial Success

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## ABSTRACT

Curriculum that blends theoretical knowledge with practical skills is crucial for closing the gap between academia and industry. Among various pedagogical approaches, business drafting has become an essential tool for experiential learning. Integrating rigorous business writing into academic programmes enhances students' communication skills, sharpens their critical thinking, understanding of business processes, operations, teamwork, and strategic thinking.

This study explores business drafting as an effective pedagogical framework, analysing its benefits, limitations, and the pivotal role of educators in implementing it. The article critically evaluates how drafting can transform passive learning into active, applied, and professional engagement within academic environments.

**Keywords-** Entrepreneur, business writing, business drafting, managerial skills, operations

## INTRODUCTION

Practical teaching is crucial for enhancing students' employability, as evidenced by studies indicating that participation in practical activities has a positive influence on job readiness. (Chen & and Pan, 2024) The dawn of 'Professional Education' was driven by the necessity of adopting practical approaches to learning, rather than just relying on theories, philosophies, art, and poetry. As industrialisation brought rapid changes and a growing demand for an educated workforce, it became essential to equip students with the skills needed for professional and industrial environments. This led to an expansion of traditional academic programs to include practical training and exposure to emerging fields. (Mudd, 1983) Although the industrial and professional world was developing and changing, education and educational pedagogy could not keep pace with the trend and the rapid shift toward a practical approach in learning and teaching. Wright, Cushman, and Nicholson (2001) reported that industry professionals rated effective skills as the most desirable, whereas educators emphasised cognitive skills as the most important for a student's future job success. (Wright & Chanock, 2001) Therefore, it has been suggested that to develop a curriculum meeting the needs of today's workforce, implementing a campus-wide experiential learning program requires careful planning, curriculum development, and assessment. (Austin & Rust, 2015)

The professional world needs people with skills, practical ideas, motivation, and drive to take action, rather than just those who can recite theories, philosophies, and cases at the drop of a hat. It has been a challenge for educational institutions to develop a curriculum and pedagogy that provides students with practical insights, hones their skills, and equips them with an understanding of the functions of industry and professional fields. It has become mandatory so that the education system and the students who are its products do not become unacceptable when they move about with their glossy degrees. "The curriculum and pedagogy now have to focus on the holistic development of an individual as well as developing employable resources to contribute to the economic growth of the self and the nation.

One of the reasons behind this challenge is the lack of practical experience among academicians and educational philosophers, specifically for university-level education. Also, educators and industry professionals, due to their job focus and experiences, often differ in their perception of which skills and knowledge are vital for successful work performance. The people who ran the educational institutes did not have experience in the practical world or industry and the teachers who have jumped 'from bench to the podium' have not negotiated with customers and suppliers, have not seen the shop floor, the offices, the meeting rooms, the marketplace, the warehouses, etc. and their challenges. They have learned

something from the books and have passed on the same information to the students, at most, in the next editions of those books. The approach cannot be practical, and they cannot have practical insight without exposure to the practical world. "For the last few decades, there has been increasing pressure on humanistic disciplines, especially in state-funded higher education, to provide students with professionally relevant skills. Often, this seems to mean entrepreneurial or management-related skills." (Rainsford, 2014) However, the universities recognised the lacuna and took steps to address it by inviting experts for teaching, upgrading the curriculum and pedagogy, and facilitating teachers to gain practical exposure, if not experience.

This faculty, with an industrial background, is better equipped to teach, design, practice, and stay current with industry developments. (Davis, 1999) All the stakeholders from Government to management, from teachers to students, realised "Universities of the future need to transition towards a learner-centred education model where learning and work go hand in hand. Customised learning modules coupled with adaptive, dynamic, and agile lifelong learning should be the focus of the universities to create a workforce with long-term sustainability." (Mashelkar, 2018) It took proactive steps not only for betterment but also for survival.

Educational institutions must create learning environments that let students draw on the internal resources that brought them to college in the first place. As instructors, we must focus our attention on creating an environment where students can gain knowledge and skills in critical thinking and problem-solving in their chosen areas of learning" (Liddle et al., 1999) (Stephen, 20). They need to carry out various activities and take steps to bring their students closer to industry readiness, providing them with insights into the practical world of professions. Experiential learning activities can be incorporated into diverse educational settings. (Conceição & Skibba, 2008) A few commonly used activities include case studies, discussions, problem-solving exercises, hackathons, and presentations. One of the activities is drafting, which encompasses business drafting, legal drafting, and content drafting, depending on the nature of the course and its intended outcome. Keeping the core that "educators have been encouraged to design curricula to improve students' core competency in writing to strengthen their life-long career path", this article endeavors to discuss various facets of drafting as a pedagogical tool to make the delivery of courses more pragmatic, the advantages and limitations and the role of professors in the said pedagogy.

The novelty of the research lies in its introduction of business drafting as a pedagogical tool, as 'Business writing is integral to an organisation's communication strategy, influencing its survival and effectiveness'. (Scammell, 2006) This enhances managerial decision-making and strategic communication, aspects often overlooked in traditional education. By positioning business drafting as a bridge between theory and practice, the study highlights its role in enhancing real-world managerial competencies. Unlike conventional literature that focuses separately on business writing or management strategies, this research integrates both to create a practical skill set that is essential for professionals and entrepreneurs alike. Additionally, while business drafting is typically associated with corporate environments, this study expands its scope to entrepreneurial ventures, demonstrating how structured documentation supports business planning, negotiations, and operational efficiency. Furthermore, research on business writing education emphasises active learning and practical approaches. (Karmas, 2011) This research, too, introduces a customised learning framework, offering a step-by-step approach to mastering business drafting in the context of managerial operations.

This study plays a crucial role in enhancing managerial competence by providing a structured approach to business drafting, enabling professionals to develop essential skills for strategic communication, contract negotiation, and corporate decision-making. It also empowers entrepreneurs by equipping them with essential drafting skills for business proposals, contracts, investor pitches, and operational documentation, thereby fostering business growth and sustainability. From an academic perspective, the research contributes to business education by advocating for the inclusion of business drafting as a core competency in management and entrepreneurship curricula. Additionally, it develops a practical toolkit comprising templates, case studies, and interactive exercises, ensuring that professionals and entrepreneurs can seamlessly apply these skills in real-world business scenarios. Ultimately, the study promotes an interdisciplinary approach, integrating insights from law, management, and communication studies, thereby making its findings applicable across multiple domains.

## LITERATURE REVIEW

The challenge of higher education is to employ effective pedagogy wherein modules can be customised so that learning facilitates employment. (Mashelkar, 2018) By doing so, students and teachers can achieve better course outcomes, resulting in not just peripheral learning but genuine learning. (Young, 2002) Learner-centred education (LCE) is an approach that focuses on the individual needs, experiences and active engagement of learners in the learning process. (Henson, 2003; Weimer, 2013) Through learning from practical activities and observing others, experiential learning has gained prominence in higher education and management, defined as hands-on learning through direct engagement with the world. (Kayes & Kayes, 2021) One such classroom activity for students is business writing. This activity extends beyond the classroom, involving students in interacting with experts, observing real-world scenarios, tackling operational and business challenges, and examining various ethnographic issues, as highlighted by Raman & Singh. (Raman & Singh, 2006) Entry into a lucrative career may not depend solely on one's ability to write. Still, the sustainability and progression in a career rely significantly on the ability to write well, as written communication is the lifeblood of business and organisations. (Greavu, 2019) Effective business writing is audience-oriented, ensuring that the content meets the reader's needs and expectations. (Bilbow, 1999)

According to Williams & Estep (2022), incorporating writing skills into management learning can also enhance the understanding of strategic management concepts and thinking. (Williams et al., 2022). Task-Based Learning: Engaging students in real-world tasks enhances their practical writing skills, making learning relevant and motivating. (Jojua & Daraselia, 2023) The curriculum of writing can be combined with traditional classroom and experiential learning activities, involving both the teacher and the student in active participation. (Chan, 2012) Good writing will also help a professional advance up the corporate ladder and become a sought-after colleague. Simmerman asserts that planning documents and writing are closely intertwined with the planning, execution, and management of projects, operations, and tasks. (Simmerman et al., 2012) Hence, learning to write is akin to learning how to execute projects and operations effectively. Two of the exponents of modern educational pedagogy, Kolb (1956) and Dale (1968), stress the importance of observation, thinking, experimentation, and learning by doing, respectively, which supports the prominence of inclusion of writing skills in pedagogy for better learning, clarity, and comprehension of students to facilitate their understanding and expression. (Chan, 2012)

Dressel & Lewis identified "five critical thinking skills and recommended as organizing principles of curriculum design are: (1) The ability to define a problem; (2) The ability to select pertinent information for the solution of the problem; (3) The ability to recognize stated and unstated assumptions; (4) The ability to formulate and select relevant and promising hypotheses; (5) The ability to draw conclusions validly and to judge the validity of inferences" Business writing as a pedagogical tool will also support the Bloom's Taxonomy application in courses designed by universities which "contains six major classes of cognitive learning: 1. Knowledge, 2. Comprehension, 3. Application, 4. Analysis, 5. Synthesis and 6. Evaluation". (Bloom, 1956)

## METHODOLOGY

The research methodology employed is analytical and exploratory. It analyses and interprets the business writing aspects, styles, and importance with examples and hypothetical situations from the business world. The various models of learning and teaching, such as Kolb's model, Dale's Cone, and Bloom's Taxonomy, are also juxtaposed to elucidate the hypothesis and substantiate the arguments. (Bloom, 1956; Chan, 2012)

## DISCUSSION

"Countless careers rise or fall on the ability or the inability of employees to state a set of facts, summarise a meeting or present an idea coherently." (Zinsser, 2016:165) The importance of writing, ranging from creative writing to analytical essays, from business emails to press releases, is evident in the curricula of most schools and colleges. This type of writing provides ready-to-use templates, allowing students to fill in the gaps with minimal effort. Consequently, students are less likely to question or experiment with new styles and methods of writing. Minutes of Meeting, for example, have a set pattern, and there is hardly any change. The inclusion of some wider topics of business drafting like Business Proposals, Contracts, Process writing, Technical description, Case studies, Business Reports, FAQs, and Company Profile in writing activities for students can serve certain purposes as "today's technology-driven workplaces expect their managers to compose and edit their e-mails, memos, letters, and other documents." (Raman & Singh, 2006: 234) with not just overall

tip of the iceberg idea of business but wider understanding. The primary purpose of writing, here under discussion, is to enable students to have a broader outlook and understanding of various business and managerial facets, to develop their thought process and comprehension, to carry out self-study assignments as effective business correspondence offers numerous advantages, including information exchange, establishing connections, cost savings, and facilitating local and international trade (Pratiwi & Juniel, 2019). Let's discuss some of the topics stated above for writing assignments.

*Business Proposals*

The dictionary defines it as a document designed to persuade an organisation to buy a product or service, wherein key elements include determining themes, writing situations, and considering the proposal's "voice" and design style. (Freed et al., 1995) Usually, a business proposal is a persuasive communication, generally written when the readers are to be persuaded to adopt a course of action you would like them to. This is something you will have to do often in your career". (Mishra & Muralikrishna, 2011) It's a customised document modified every time. The work of the said document, beyond the one-liner definition, is immense. The teaching of business proposals has evolved to emphasise the complexity and rhetorical aspects of the process. Elizabeth Dorn introduced a practical approach, having students critique real business memos and create their proposals for university organisations. (Dorn, 1999)

To effectively understand the market segment of a product or service, the company's offering and function, the financials of the product and market, the competitors and their offerings, the client's profile and needs, and the immediate future of the product or service. A student, technical or managerial, must do some exploration of the relevant points of a customised proposal since 'the process of writing a business proposal involves defining objectives, constructing a logical workplan and addressing qualifications, cost and benefits. (Freed et al., 1995) This activity of drafting will lead a student to think, plan, and explore through the internet, books, and experts before giving a final shape to a proposal as "students are required to organize information and think critically to describe the profitability, growth potential, and competitive position of the organization; explain the existing business and corporate strategies; and develop strategic alternatives and recommendations for the organisation."
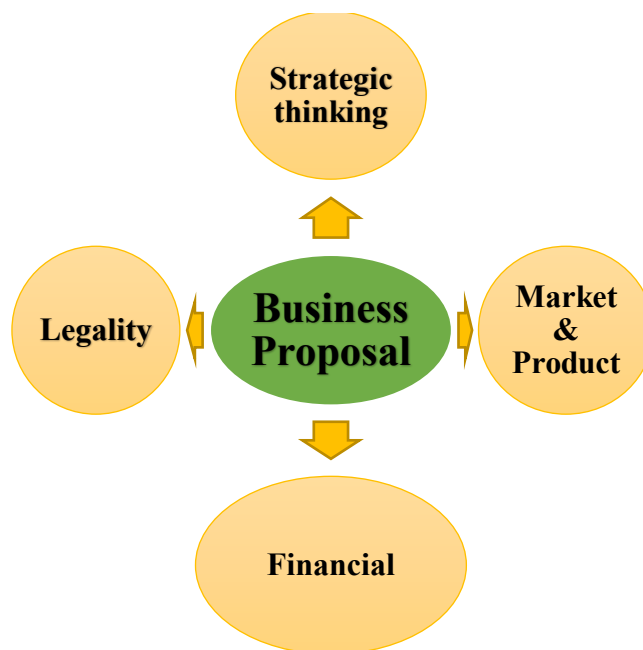


**Figure 1**. Business Proposal

*Business Contracts*

An important document from a legal standpoint is defined as a legal agreement between two companies or between an employer and employee, as it plays a crucial role in facilitating B2B interactions and supporting transactions in open

distributed systems. (Goodchild et al., 2000) This document is the core of business operations as it states every aspect of business dealings. A contract comes with challenges for a writer. To determine the optimal sequence of presentation in instructional writing, one often needs to anticipate potential difficulties. One must be able to anticipate potential issues or areas of confusion at each step, provide solutions, and accordingly determine the following steps to take. (Mishra & Muralikrishna, 2011)

A contract can range from one page to hundreds of pages, depending on the scale of the deal and its associated operations. When drafting a contract, which is typically done by a team in cases of large contracts, a student must understand the intricacies of the business operations and the specific deal in question. One has to walk through the entire process or technical description of the product or service offered before putting it in black and white where many aspects of business like finance, technical, logistics, legal, security, administrative, and personnel are encompassed in a contract for a deal and that's why in big deals and contracts experts from each domain is included for giving the final shape. One must also understand the interdependency of all the domains. Contract drafting enables students to hone their critical thinking, 'split-hair thinking' "the complexity of writing as a skill includes all of the following dimensions: context and purpose; audience awareness; content development and organization; conventions of genre and discipline; use of sources; word choice and style; and mechanics" of each aspect. (Sparks et al., 2014) A student gets knowledge about other domains of business and their integration.
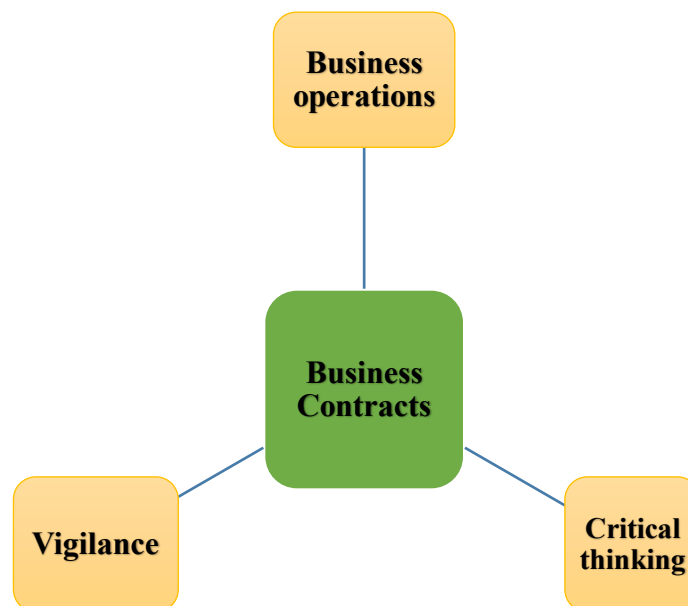


**Figure 2.** Business Contracts

*Process writing and Technical description*

A customer-centric document is generally understood as requiring only a technically qualified person who can design and draft it, since technical writing and description are essential skills for effectively communicating complex information. Young (1989) and Chandler & Giesecke (1982). When we discuss process, it includes the technical processes of manufacturing, maintenance, repair, operations, as well as administrative and managerial processes. Process writing is typically carried out by those who operate the process, whether it is technical or managerial. Many organisations prefer to have a third party, such as the user or consultants, review their process, as they can provide an objective and critical opinion and, if necessary, suggest changes.

The technical description focuses on using a product, including its technical aspects, such as the ingredients or components. There is no doubt that a technically qualified person in that domain must take care of the core of the document; however, even language experts, users, and managers are involved, as the document is a presentation of words and visuals. "A well-designed and well-written piece of technical writing has to take into consideration some important factors even

before the process of writing begins" (Muralikrishnan & Mishra, 203) and so students who work on the activity of process writing and technical description get "active and practical nature of experiential learning tending to facilitate deep understanding".(Chan, 2012) How, what, and why of the process are defined, challenges and confusions that users might face, any modifications to the current process, the technical aspects of a product, and how non-technical users will respond and understand. Typically, process narration and technical descriptions are accompanied by visuals for enhanced understanding. An innovative approach to teaching technical description involves using a summary, a pictorial description, and a functional explanation. Norman (1989) notes that students carrying out this activity learn not only writing but also visual presentations, which are favoured today and facilitated by technology. (Norman, 1989)
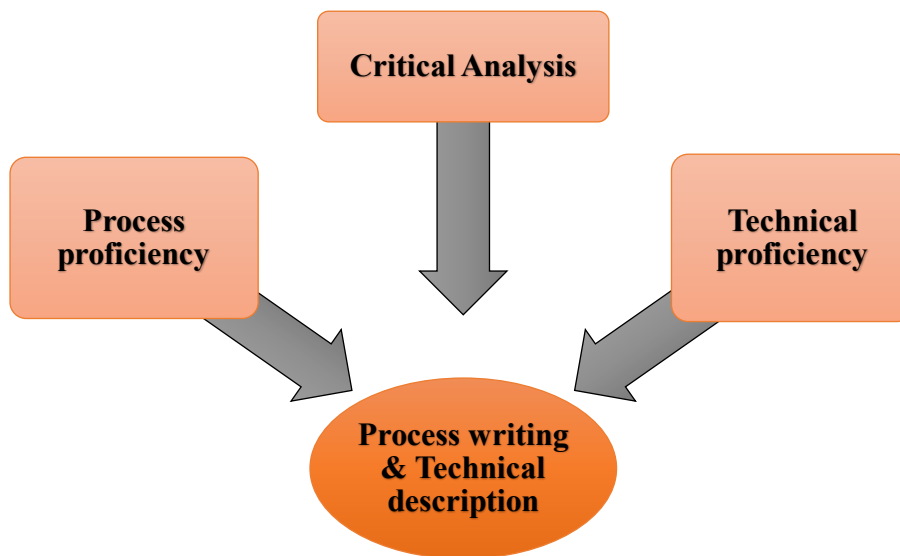


**Figure 3.** Approach to technical description

*Case Study*

What is a case study? Why do we study a case? What are the aspects to focus on in a case study? How to prepare a case study? These are some of the questions a student will have to work on before preparing a case study. Overall, case studies yield high-interest results and are widely used in various academic and professional fields. (Griffiths, 2004) Perhaps that's why Harvard Business School pioneered the case study method of learning 100 years ago. Little did they know of its extensive success, as it is used in many domains of education, as well as in business and management. "Cases teach students to size up business problems quickly while considering the broader organisational, industry, and societal context. Students recall concepts more effectively when they are presented in a case, much as people remember words better when they are used in context. Cases teach students how to apply theory in practice and how to induce theory from practice. The case method cultivates the capacity for critical analysis, judgment, decision-making, and action." (Harvard Business Review) A student who also writes a case study has to go for in-depth research, for "Case analysis is an exercise in critical thinking and understanding of concepts and causes of problems and events." (Chaturvedi & Chaturvedi, 2013) of the case in question, the target reader and the purpose of the case in question. Case studies are popular due to their sense of reality, flexibility, and ability to stimulate action; however, they may face challenges in establishing reliability and validity. (Griffiths, 2004)This process hones writing and analytical skills, as well as representation and insight into a particular domain of business.

*Business Report*

There would hardly be any professionals involved in a table job who might not have prepared a report, even if it were a small one. Business reports are essential tools in the corporate world, serving multiple purposes, including problem-solving, applying management theory, and demonstrating analytical skills. (Ward et al., 1990) Any professional involved

in manufacturing, sales, logistics, HR and finance. However, a professional writing a report does so, whereas for a student, it is a new experience to write a report, especially if it is a hypothetical one. A business report is a written account and record of what has happened or is done. A student who reads a report will gain an understanding of some aspects of the business and receive clarity on both the financial and operational aspects. When the same student writes a report, they must walk through the process of the events. For many reports, it is necessary to collect data, interpret and analyse it, and even give suggestions. Data can be collected by visiting a place, directly assessing a situation, interviewing, corresponding with people, or even holding meetings." (Mishra & Muralikrishna, 2011) Be part of the team, understand all aspects from the planning stage to delivery, collaborate with other teammates, experts, and draft with utmost clarity and precision. A report often contains valuable semi-structured data that can be automatically extracted and transformed into relational form for data mining and querying purposes. (Liddle et al., 1999)A vital part of MIS on which strategic decisions are taken. This activity will not only enable a student to understand business aspects but also expose them to the practical challenges of projects, events, and routine functions.
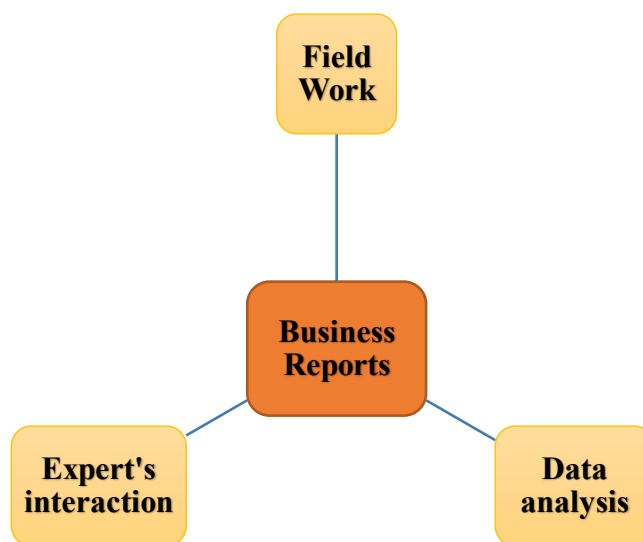


**Figure 4.** Business Reports

*Company Profile and FAQs*

The most important document for the outside world is the company profile. According to Vaughan, Tang, and Du (2010), an effective company profile should strategically incorporate keyword patterns to enhance visibility and align with the organisation's digital presence. The authors emphasise that analysing keyword usage on websites can help businesses construct profiles that resonate with their target audience while improving searchability. (Vaughan et al., 2007) It is the façade of the organisation as it serves as both a resume and a marketing tool, highlighting the organisation's unique strengths, history, products, and services. (Gautama & Tedjaatmadja, 2015)

The invention of the internet also led to the company website becoming the standard format for company profiles. Students who prepare a Company Profile must conduct research on the business segment of the company, understand both the backend and frontend of the company's functions and management, and apply language skills to impress, inform, and interact with the company's top management. This will enable students to learn and relearn key facets and fundamentals of business and management, small and medium enterprises (SMEs) need to develop compelling company profiles to support their business growth. (Prihandini & Seba, 2021) It will undoubtedly broaden the horizon of a particular business, and "results are substantive; not merely cosmetic: improving the quality of writing improves the quality of thoughts." Market segment by studying the Company Profiles of competitors before preparing for their own. FAQs have become a salient feature in websites, processes, and technical documentation. They share the same information as what is already told in the main document or webpage. The user or reader carefully reads the FAQs; hence, they also need to be drafted with care and curiosity, as well-written FAQs efficiently address users' information needs. (Young, 2002) Someone preparing FAQs must touch various aspects of the business and company, gather stakeholder feedback, and understand stakeholders' perspectives,

as 'understanding stakeholders' perspectives is crucial for effective management'. (Pirozzi, 2019) This involves understanding user psychology and concerns to provide utmost clarity, encompassing all relevant points. Homework and pre-planning are necessary. To do full justice to the topic selected, a writer must explore it well before starting to write about it. In so doing, the writer must objectively try to assess how much he or she already knows about the subject and how much of it is further needed for a comprehensive treatment of the subject." (Gangal, 2011) Drafting FAQs is an excellent activity for students, as it requires them to delve deeper into products, services, markets, customer mindsets, stakeholders' requirements, problems, and solutions, while aligning with the benefits for the company. Strategically prepared FAQs and stakeholder-centred approaches can increase success rates and deliver value by focusing on stakeholder requirements and expectations. (Pirozzi, 2019)
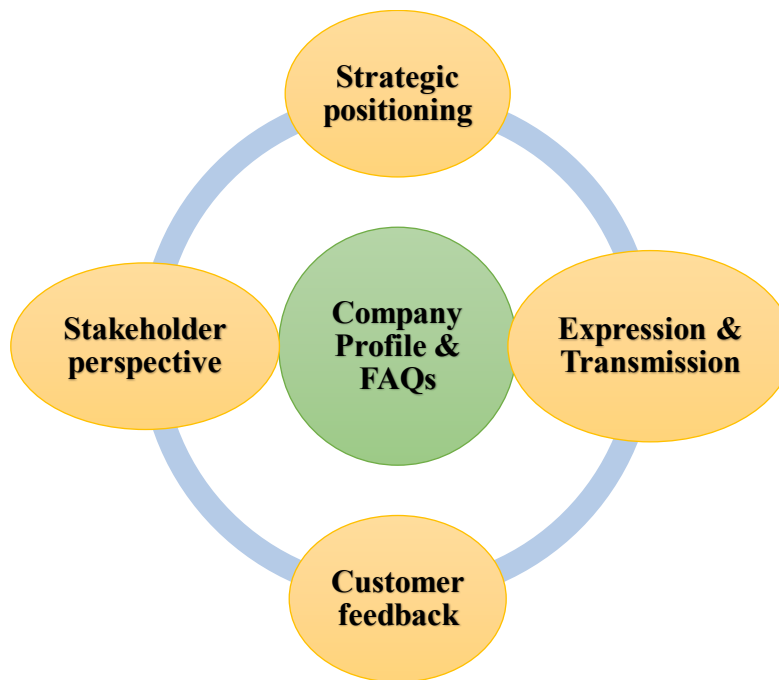


**Figure 5.** Company profile & FAQs

**LIMITATIONS**

The business writing activity, although successfully employed by many institutions, also has its limitations, specifically the alignment between the conceptualisation of the activity or assignment and its execution. 'The role of teachers in practical assignments is multifaceted, involving preparation, support, and evaluation of students' experiences (Jinks, 1991) and an activity, if done, to tick a checklist of activities incorporated in the class or carried out with a few set templates and samples may not reach its optimum targeted effectiveness. "Rather, professors have a vital role in preparing the environment with certain materials or concepts to guide the students toward an ultimate goal." (Butler, 2012)

The number of activities must be limited in quantity so that students can focus on the qualitative and research aspects of writing the assignment or project, rather than submitting multiple assignments. Team-based assignments or activities can counter student isolation, reduce anxiety, and foster a more inclusive classroom environment (Masterson, 2023), but they may also lose their effectiveness as learning progresses. The tasks are divided among teammates, and broader learning and insight for an individual is lost, but "with advanced preparation and planning, professors can find or create classroom materials that facilitate self-discovery. Self-graded rubrics" (Butler, 2012)

**Figure 6.** Business writing

*Generative AI*

However, the most significant limitation is the faculty or facilitator's knowledge and insight regarding the business writing assignment. "The teacher must adopt and maintain certain personal qualities that make this observation effective. The teacher must be patient and have an eye for detail. (Lillard, 1972). The teacher teaching the course or the facilitator helping students to understand and hone skills may not have the required experience of substantial business drafting work in the industry. This industry experience enhances faculty's ability to prepare students for future careers, making them more job-ready and competitive in the global economy (Richter et al., 2007).

In other words, if the teacher has not worked in industry and has not seen the actual applications of business writing, he/ she may not be able to conceptualise or help in executing the assignment of the activity. A teacher who has 'been there and done that' will be able to give complete justice to the business writing activity.

**Conclusion**

Business Writing is an essential pedagogical tool for students learning various facets of business and management, as they not only acquire knowledge through lectures and theories but also try their hands at writing, the back end of business execution. It helps students to develop critical and strategic thinking skill, develop a thought process for a particular managerial operation and strategy, get clarity of concepts by doing and getting involved intellectually, interact with the experts for broader and deeper understanding, try 'out of the box' thinking in execution, strategizing managerial tasks, recording information, persuading others and improving language and expression which are pertinent for any manager. It

is also helpful for a teacher to bring new ideas, thoughts, and solutions to problems to the classroom. The teacher can align the theories and case studies with the hands-on work of the students, as well as the practical industry work or internships, to give them a competitive edge for employment. The teachers can also involve people from the industry in the business drafting activity and send students to the industry to participate in such assignments and projects, thereby diversifying, assimilating, converging, and accommodating the learning from both class and books. A course in business writing will not only improve language and writing abilities but also assist.

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