

Professional Behavior

Unit: Creative Problem Solving

Problem Area: Interpersonal Skills/Design Team Responsibility

Lesson: Professional Behavior

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Distinguish between the terms professional and professionalism.**
- 2 Practice confident and polite mannerisms.**
- 3 Dress to promote a positive and professional image.**

- **Resources.** The following resources may be useful in teaching this lesson:

Ball, James R. *Professionalism Is for Everyone*, 3rd ed. Goals Institute, 2008.

Boushka, Bill. "Business Ethics, Professionalism, and the Workplace: Information Systems," Accessed Nov. 29, 2008.

<http://www.trcc.commnet.edu/stu_services/Career_Services/articles/Business_ethics.htm>.

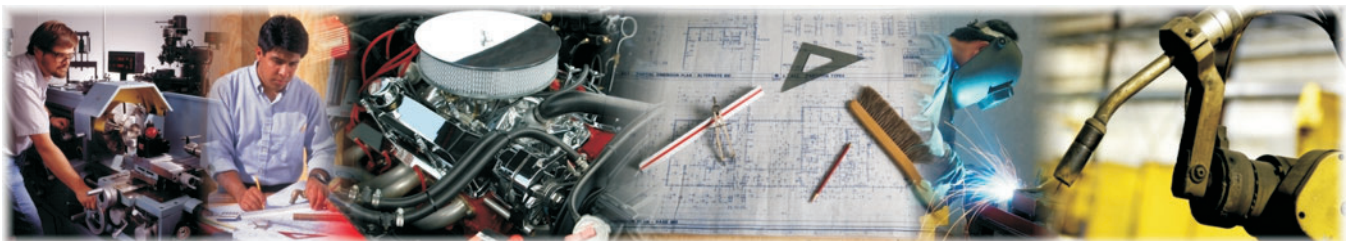
Bremer, Jill. "Image & Communication Skills for Business," Bremer Communications. Accessed Nov. 29, 2008.

<<http://www.bremercommunications.com/>>.

"Career Focus," *Virginia Career VIEW*. Accessed Nov. 13, 2008.

<<http://www.vacareerview.org>>.

Facts on File, Inc. *Professional Ethics and Etiquette*, 2nd ed. Ferguson, 2004.



“How to Speak Professionally on the Phone,” wikiHow. Accessed Nov. 3, 2008. <<http://www.wikihow.com/Talk-Professionally-on-the-Phone>>.

“Principles of Professionalism for Science Educators,” National Science Teachers Association. Accessed Nov. 3, 2008. <<http://www.nsta.org/about/positions/professionalism.aspx>>.

■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ profession
- ▶ professional
- ▶ professionalism

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Administer the “Professionalism Test” (VM–A) to all students. Discuss the responses in a large group. Ask what topics were discussed? According to the test, what constitutes someone displaying professionalism?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Distinguish between the terms professional and professionalism.

Anticipated Problem: What is the difference between professional and professionalism?

I. Professional and professionalism

- A. A **professional** is a person who follows an occupation to earn a livelihood, is engaged in a learned profession, and behaves in a businesslike manner in the workplace.

- B. Behaving as a professional includes:
1. Learning every aspect of a role
 2. Keeping the work environment and equipment clean
 3. Delivering high-quality care or a high-quality product
 4. Acting within one's role boundaries or level of competence
 5. Acting as a role model to others
 6. Being a team player
 7. Having pride in oneself and confidence in one's abilities
 8. Following company policies and procedures
 9. Acting ethically on the job
- C. A **profession** is a vocation requiring knowledge of some department of learning or science, and it requires academic preparation. To improve skills and knowledge about an occupation:
1. It is necessary to maximize abilities, opportunities, and results by staying current with new standards and technologies.
 2. It is critical to attend continuing education and training sessions.
- D. **Professionalism** is exhibited through character, spirit, or methods on the job. It can also be displayed when a person is exhibiting practices or methods that distinguish himself or herself from an amateur (i.e., golf, teaching, speaking, or acting). Characteristics of professionalism include:
1. Being a positive leader to coworkers and avoiding negativity
 2. Enjoying the role and doing it well
 3. Knowing the job responsibilities and limitations
 4. Using time and task management skills

Use VM-B, VM-C, and VM-D to illustrate the differences between professional, profession, and professionalism.

Objective 2: Practice confident and polite mannerisms.

Anticipated Problem: Which mannerisms convey a confident professional?

- II. Appropriate mannerisms (common courtesy)
- A. Greeting
1. Firm handshake
 2. Eye contact
 3. Formal name use
 4. No gum chewing

- B. While in a conversation or meeting:
1. It is essential to sit with excellent posture.
 - a. Women should cross their ankles, not their legs.
 - b. People should place their hands in their laps.
 2. It is critical to smile and make eye contact while speaking.
 3. If offered food or drink, it is important to use proper table manners. Table manners are the etiquette used while eating and include the proper use of utensils.
 4. Complete sentences in formal English should always be used.
 5. Cell phone ringers should be off.
 6. Notes should be taken, as needed.

Review the etiquette primers “Handshakes and Introductions in Business” and “Dining Etiquette for the Fast-Food Generation” at http://www.bremercommunications.com/Handshakes_and_Introductions.htm and http://www.bremercommunications.com/Dining_Etiquette.htm. You may also want to show a video depicting American and European dining styles. Visit www.youtube.com.

Objective 3: Dress to promote a positive and professional image.

Anticipated Problem: What type of dress portrays a professional image?

- III. Dress for success
- A. Shirttails should be tucked in.
 - B. Shoes
 1. Clean, black dress shoes should be worn.
 2. Women should wear low pumps.
 - C. It is best to wear clean and pressed conservative clothing.
 1. Clothes should fit appropriately.
 2. Baggy clothes are not professional.
 - D. Jewelry should be worn at a minimum.
 - E. Bright colors, bright patterns, and faded clothing should be avoided.
 - F. Tattoos should be covered.
 - G. Hairstyles should be conservative and easy to manage.
 - H. Fingernails should be neatly trimmed, and women should use conservative nail polish.

Review “Business Casual,” “Color Power,” and “Invitation Dress Codes” at http://www.bremercommunications.com/Business_Casual.htm, http://www.bremercommunications.com/Color_Power.htm, and

http://www.bremercommunications.com/new_page_4.htm>. Use VM–E and VM–F to portray appropriate female and male professional workplace attire.

Have students “dress for success” for a day. Implement the “Employability Points” rubric (VM–G). Invite human resources directors to class to discuss what they are looking for in an employee: technical and interpersonal skills.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary. Re-administer the “Professionalism Test,” without the scoring section revealed. Have students complete the “Professionalism Test.” Advise the students to count how many “yes” answers they marked. Read the scoring scale, and have students mark which level of professionalism, according to the scoring scale, they reached this time. How did the scores change from the pre-test? Discuss.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Completion

1. Professionals
2. profession
3. professionalism
4. etiquette
5. limitations

Part Two: True/False

1. T
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. T

- 10. T
- 11. F
- 12. T
- 13. F

Part Three: Short Answer

1. Answers will vary but should include three of the following elements of greeting a professional colleague:
 - a. Firm handshake
 - b. Eye contact
 - c. Formal name use
 - d. No gum chewing
2. Answers will vary but should include five of the following elements of dressing professionally:
 - a. Tuck in shirttails.
 - b. Shoes should be clean. (Men should wear black dress shoes; women should wear low pumps.)
 - c. Wear clean and pressed conservative clothing (e.g., wear clothes that fit; avoid baggy clothes).
 - d. Wear a minimum amount of jewelry.
 - e. Avoid bright colors, bright patterns, and faded clothing.
 - f. Cover tattoos.
 - g. Hairstyles should be conservative and easy to manage.
 - h. Neatly trim fingernails. (Women should use conservative nail polish).

Professional Behavior

► Part One: Completion

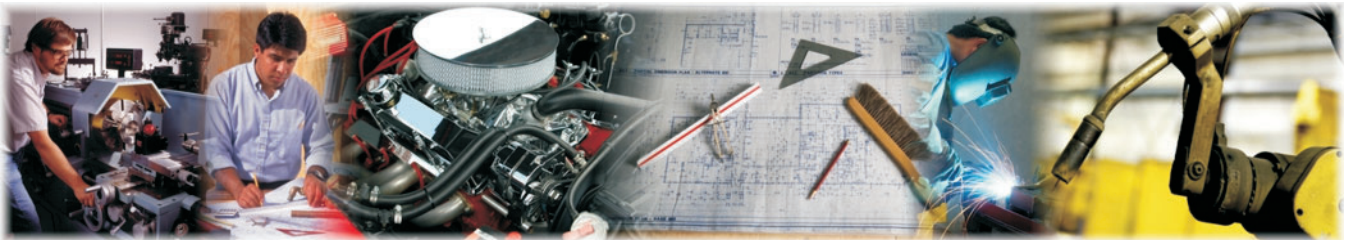
Instructions: Provide the word or words to complete the following statements.

1. _____ follow an occupation to earn a livelihood, are engaged in a learned profession, and behave in a businesslike manner in the workplace.
2. A vocation requiring knowledge of some department of learning or science and requiring an academic preparation is a (an) _____.
3. To distinguish oneself from an amateur is termed _____.
4. Table manners are the _____ a person uses while eating.
5. One characteristic of professionalism is knowing the job's responsibilities and the job's _____.

► Part Two: True/False

Instructions: Write *T* for true or *F* for false.

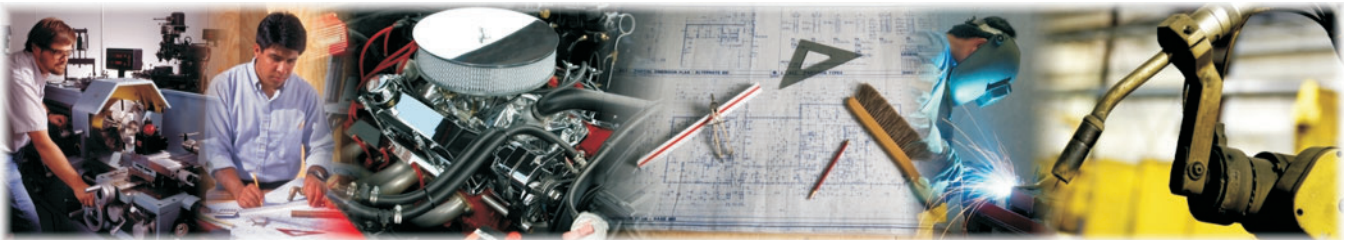
- ___ 1. Arrive to work early.
- ___ 2. Take good meeting notes.
- ___ 3. Leave on time even if there is work to be done.
- ___ 4. Meet deadlines sometimes.
- ___ 5. Be a detail-oriented person.
- ___ 6. Avoid focusing on people's preferences.
- ___ 7. Make phone calls when needed.
- ___ 8. Make others do the copying.



PROFESSIONALISM TEST

Please answer yes or no for each question below.

1. Do you listen while others are speaking?
2. Do you clean up your work area before leaving at the end of the day?
3. Do you hold the door open for others?
4. Do you chew with your mouth closed?
5. Do you avoid being hostile or angry when communicating with others?
6. Do you avoid using profanity and vulgar language?
7. Do you arrive for appointments on time?
8. Do you review your work before handing it in on time?
9. Do you avoid gossiping about others?
10. Do you avoid raising your voice to make a point?



PROFESSIONAL TASK: TAKING NOTES



PROFESSION: ARCHITECTS



PROFESSIONALISM: HANDSHAKE



DRESS FOR SUCCESS: PROFESSIONAL WOMAN



DRESS FOR SUCCESS: PROFESSIONAL MAN



EMPLOYABILITY POINTS

	Does Not Meet Expectations 1	Approaching Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Time management	Refuses to use class time well, even after several reminders	Must be reminded to use class time well	Uses class time well	Uses class time well and encourages others to do the same
Participation	Does not take part in class activities	Participates a little in class activities	Contributes to class activities	Participates and takes a leadership role in activities
Attitude	Displays a negative outlook	Displays a tired, sluggish manner	Displays a “ready to learn” demeanor and is happy	Is eager and ready to learn; shows a positive attitude toward others
Respect for people and property	Has outbursts, is rude, or destroys materials	Must be reminded to be respectful and courteous to others	Well-mannered	Respectful and polite to all
Safety	Does not consider safety issues	Needs to be reminded about safety procedures	Observes safety procedures and practices	Responds correctly to safety situations
Maintenance	Fails to put materials away	Puts materials away	Puts materials away properly; cleans up work area	Is responsible and organized with materials

PRESENTATION HINTS

The first step in preparing a presentation is to define the purpose. The following is an overview of several common types of presentations and their purposes. Each presentation type requires a specific organization technique to assure it is understood and remembered by the audience. A suggested organizational structure is also provided.

1. Informative Presentation

Keep an informative presentation brief and to the point. Stick to the facts, and avoid complicated information. Choose one of the following organizational structures for an informative presentation:

Time

- ◆ Explains when things should happen
- ◆ Works best with visual people or people who can see the overall organization or sequence of events
- ◆ Use words like first, second, and third to list order

Place

- ◆ Explains where things should happen
- ◆ Works best with people who understand the group or area you are talking about
- ◆ Use words like Region 1, 2, 3, or 4 to explain order

Cause and Effect

- ◆ Explains how things should happen
- ◆ Works best with people who understand the relationship between events
- ◆ Use phrases like “Because of _____, we now have to _____.”

Logical Order

- ◆ Simply list items in order of importance
- ◆ Works best with people who are accustomed to breaking down complex data into components to digest the material

2. Instructional

Your purpose in an instructional presentation is to give specific directions or orders. Your presentation will probably be a bit longer because it has to cover your topic thoroughly. In an instructional presentation, your listeners should come away with new knowledge or a new skill.

- ◆ Explain why the information or skill is valuable to the audience.
- ◆ Explain the learning objectives of the instructional program.
- ◆ Demonstrate the process if it involves something in which the audience will later participate using the following method.
- ◆ Demonstrate it first without comment.
- ◆ Demonstrate it again with a brief explanation.
- ◆ Demonstrate it a third time, step-by-step, with an explanation.
- ◆ Have the participants practice the skill.
- ◆ Provide participants the opportunity to ask questions, give, and receive feedback from you and their peers.
- ◆ Connect the learning to actual use.
- ◆ Have participants verbally state how they will use it.

3. Arousing

Your purpose in an arousing presentation is to make people think about a certain problem or situation. You want to arouse the audience's emotions and intellect so that they will be receptive to your point of view. Use vivid language in an arousing presentation. Also, project sincerity and enthusiasm.

- ◆ Gain attention with a story that illustrates (and sometimes exaggerates) the problem.
- ◆ Show the need to solve the problem, and illustrate it with an example that is general or commonplace.
- ◆ Describe your solution for a satisfactory resolution to the problem.
- ◆ Compare/contrast the two worlds with the problem solved and unsolved.
- ◆ Call the audience to action to help solve the problem.
- ◆ Give the audience a directive that is clear, easy, and immediate.

4. Persuasive

Your purpose in a persuasive presentation is to convince your listeners to accept your proposal. A convincing persuasive presentation offers a solution to a controversy, dispute, or problem. To succeed with a persuasive presentation, you must present sufficient logic, evidence, and emotion to sway the audience to your viewpoint.

Create a great introduction because a persuasive presentation introduction must accomplish the following:

- ◆ Seize the attention of the audience.
- ◆ Disclose the problem or needs that your product or service will satisfy.
- ◆ Tantalize the audience by describing the advantages of solving the problem or need.
- ◆ Create a desire for the audience to agree with you by describing exactly how your product or service will fill their real needs.
- ◆ Close your persuasive presentation with a call to action.
- ◆ Ask for the order.
- ◆ Ask for the decision that you want to be made.
- ◆ Ask for the course of action that you want to be followed.

5. Decision-making

Your purpose in a decision-making presentation is to move your audience to take your suggested action. A decision-making presentation presents ideas, suggestions, and arguments strongly enough to persuade an audience to carry out your requests. In a decision-making presentation, you must tell the audience what to do and how to do it. You should also let them know what will happen if they do not do what you ask.

- ◆ Gain attention with a story that illustrates the problem.
- ◆ Show the need to solve the problem, and illustrate it with an example that is general or commonplace.
- ◆ Describe your solution to bring a satisfactory resolution to the problem.
- ◆ Compare/contrast the two worlds with the problem solved and unsolved.
- ◆ Call the audience to action to help solve the problem, and give them a way to be part of the solution.

DEMONSTRATION SPEECH IDEAS

A demonstration speech is like an informative speech because you have to teach the audience about something. However, in a demonstration speech you will not just tell the audience about something, you will also tell them how to do something. Your speech will be successful if at the end the audience can do what you showed them to do.

Examples of a demonstration speech:

- ◆ A ski instructor demonstrating how to perform a turn
- ◆ A police officer telling someone how to find the post office
- ◆ A chef teaching his audience how to make chocolate cake
- ◆ A tour guide telling people how to use London's underground transportation system
- ◆ A computer programmer showing people how to use new software
- ◆ A teacher showing a student how to do an experiment

*NOTE: Demonstration speeches are not just how to wash your hands or other simple demonstrative speech topics. These speeches are often on topics the audience would like to hear a public speaker discuss. Talk to your classmates: *What type of information would they enjoy learning? What do you know how to do better than anyone else?*

How to:

1. Care for hamsters
2. Fold an origami crane
3. Prepare invisible ink
4. Construct a boomerang that works
5. Prepare a banana chocolate shake
6. Make twirling confetti eggs
7. Select the proper running shoes
8. Select a backpack for books or travel
9. Create a first-aid kit
10. Learn break dance tricks
11. Build a rabbit hutch

12. Make a real Italian pizza
13. Read a barometer
14. Process a uranium centrifuge
15. Choose the right vacuum cleaner
16. Radar detectors detect police equipment
17. Date archaeological objects with the Carbon-14 method
18. Get energy from solar cells on your roof

TIP: Look around you. What do you see? Add “how to” to objects and processes around you, and voilà, you discover many ideas for a demonstrative speech topic.

Reminders for a good speech:

1. In your introduction, tell the audience what they will learn and why you chose the topic.
2. Present a simple step-by-step plan, and conclude each step in one summary sentence.
3. Show your demonstration subject in phases. As in icing a layer cake: build the cake step-by-step.

4. Let the audience do it! In fact, you can use topics for interaction with your public. Give them the materials, and lead them through the whole demonstration process. Seek a volunteer, if necessary. Watch how well the audience followed your speech. Make adjustments in the speech for the next time.
5. Choose visual aid(s) that enhance understanding of the main sequence of your public speaking speech presentation. Create paper or miniature models, drawings, slides, photos, pictures, PowerPoints, or the subject itself (e.g., cake, icing, sprinkles, or cake plate). Bring your demo speech topics to life.

DEMONSTRATION SPEECH RUBRIC

Teacher Name:

Student Name:

CATEGORY	4	3	2	1
Content	Have a full and well-rounded understanding of the topic	Show a good understanding of the topic	Show a good understanding of parts of the topic	Did not understand the topic well enough to demonstrate
Preparedness	Completely prepared for the speech and clearly spent time rehearsing	Prepared but may have needed more rehearsals	Somewhat prepared but clearly lacked appropriate rehearsal time	Did not seem prepared to present the speech and clearly had not rehearsed
Posture & eye contact	Stood up straight during the presentation and appeared relaxed and confident; made eye contact with everyone in the room	Stood up straight during the presentation and established eye contact with the audience in general	Sometimes stood up straight and tried to make eye contact with most of the audience	Poor posture (slouching, etc.) and did not make eye contact with the audience
Volume	Spoke loudly and clearly enough to be heard by everyone all of the time	Spoke loudly and clearly enough to be heard by the audience at least 90% of the time	Spoke loudly and clearly enough to be heard by the audience at least 75% of the time	Spoke too softly and not clearly enough to be heard by the entire audience
Outline form	Outline was completed, detailed, and followed	Outline was completed and detailed	Outline was completed but important details were missing	Outline was neither on time nor sufficiently detailed
Content, attention grabber, purpose statement, conclusion	Shows a full understanding of the topic. The attention grabber, purpose statements, and conclusion were designed to requirements	Shows a good understanding of the topic. The attention grabber, purpose statement, and conclusions met most requirements	Shows a good understanding of parts of the topic. The attention grabber, purpose statement, and conclusion met some requirements	Does not seem to understand the topic completely. Did not follow the format given for attention grabber, purpose statements, and conclusion

Introduction	Introduction included all required elements and was memorable and effective. Delivery was smooth and expressive. Eye contact maintained	Effective introduction included all required elements; delivery was not smooth and effective	Introduction is missing one or more elements and/or is read rather than delivered to the audience while maintaining eye contact	Introduction is missing more than one element and/or is read rather than delivered to the audience while maintaining eye contact
Body of speech	3 to 4 well-developed and effective parts	3 to 4 well-developed parts	Met the requirements of the speech	Did not meet the requirements of the speech
Conclusion	Conclusion effectively and memorably highlighted the main points of the speech and provided a definitive ending. Transitioned smoothly from the body of the speech and maintained eye contact	Conclusion effectively highlighted the main points of the speech and provided a definitive ending. Transitioned smoothly from the body of the speech	Conclusion did not include one or more of the required elements	Did not meet the requirements of the speech
Peer feedback	Provided clear, thoughtful, and constructive feedback to peers. Remained attentive during all speeches	Provided considerate, constructive, and thoughtful feedback to peers. Attentive during most speeches	Provided general feedback. Attentive during most speeches	Provided little constructive feedback to peers. Needed to be reminded to be a good audience member
10 Categories 40 possible points				

40 to 36 points = A

35 to 32 points = B

33 to 29 points = C

28 to 22 points = D

Less than 22 points = F

A Professional Demonstration

Objectives

1. Prepare a professional demonstration speech for classmates.
2. Dress appropriately for the professional demonstration.
3. Present the speech to the class.
4. Receive feedback from classmates and the instructor.

Materials

- ◆ VM-H
- ◆ VM-I
- ◆ VM-J
- ◆ various supplies to support the demonstration topic

Procedure

1. Read the “Presentation Hints,” “Demonstration Speech Ideas,” and “Demonstration Speech Rubric” handouts. Ask questions for clarification. Plan to deliver an 8- to 10-minute demonstration.
2. Choose a topic and receive your instructor’s approval. Make sure you are ready to provide your instructor with ideas about how you would present the chosen topic.
3. Review all the requirements on the handouts.
4. Practice your speech. Prepare note cards, flip charts, a PowerPoint, or other visual devices.
5. Dress professionally to deliver your speech.
6. Deliver your demonstration speech.
7. Receive feedback from classmates and your teacher.

