

# Dress for the Job

**Unit:** Employability and Workplace Skills

**Problem Area:** Practice Employability and Workplace Skills for Family and Consumer Sciences Occupations

**Lesson:** Dress for the Job

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

- 1 Describe what it means to “dress for the job.”**
- 2 Itemize why dressing for the job is important.**
- 3 Prescribe appropriate apparel for various occupations.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

“Dress Code,” *The Free Dictionary*. Accessed Sept. 6, 2007 <<http://thefreedictionary.com>>.

“Dress Code,” *Wikipedia: The Free Encyclopedia*. Accessed Aug. 20, 2007 <<http://www.wikipedia.org>>.

“Dressed for Success? Or Unfairly Singled Out?,” *Chicago Tribune*. Sept. 2, 2007. Section 4: 1 & 4 <<http://www.chicagotribune.com/>>.

*Dress for Success*. Accessed Oct. 10, 2007 <<http://www.dressforsuccess.com>>.

Illinois Department of Public Health (IDPH). Accessed Sept. 11, 2007 <<http://www.idph.state.il.us/>>.

National Institute for the Foodservice Industry (NIFI). Accessed Nov. 7, 2007 <<http://www.nifi.org/>>.



National Institute for the Foodservice Industry (NIFI). *Applied Foodservice Sanitation*, 2nd ed. Wm. C. Brown, 1978.

National Restaurant Association (NRA). Accessed Sept. 11, 2007 <<http://www.restaurant.org/>>.

National Sanitation Foundation (NSF). Accessed Sept. 11, 2007 <<http://nsf.org/>>.

*Occupational Outlook Handbook*, 2006–2007. U. S. Department of Labor: Bureau of Labor Statistics. Accessed Nov. 5, 2007 <<http://www.bls.gov/>>.

Occupational Safety and Health Administration (OSHA). U. S. Department of Labor. Accessed Nov. 7, 2007 <<http://www.osha.com/>>.

## ■ **List of 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

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

- ▶ apparel
- ▶ battle dress uniform
- ▶ carriage
- ▶ Class A uniform
- ▶ doff
- ▶ don
- ▶ Dress for Success
- ▶ facial hair
- ▶ family-friendly
- ▶ full-dress uniform
- ▶ groomed
- ▶ halitosis
- ▶ Personal Protective Equipment (PPE)
- ▶ phenotype
- ▶ toque
- ▶ uniform

- **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.

*This lesson is structured to use an inductive approach to learning. Specifics and details are presented toward the beginning of the lesson, which allows students to use these specifics in drawing conclusions and making applications. Project VM–A, which shows an astronaut floating in space. Ask students what they see and how they know it is an astronaut. Desired response: Because of the outfit, the protective clothing, and gear. Ask why an astronaut must wear all of this gear. Desired responses: (As students respond, write the answers on an easel pad for use later.)*

- ◆ To supply air (oxygen) for the person inside
- ◆ To pressurize the astronaut in the vacuum of outer space
- ◆ To protect the astronaut’s eyes from blinding sunlight
- ◆ To protect the astronaut from objects hurtling through space
- ◆ To heat or cool the astronaut as needed
- ◆ To provide tools needed to do a task in space

*In summary, this person’s job is that of being an astronaut. While on the job, the person needs to wear this protective suit. Without it, the astronaut would die. And without the tools, the astronaut would not be able to perform the job tasks.*

*In conclusion, each of us needs to wear attire appropriate for our jobs. What attire will you want or need to wear on your job?*

*As you continue the first session, assess the students by asking what they already know about dressing appropriately for the job. Many students may already have knowledge gained through job shadowing and observation. Assess the knowledge level of each student. Begin the lesson, but move quickly to those Anticipated Problems that are new to them. Foster additional learning by using the Enrichment Activities located toward the end of the lesson.*

*Throughout this lesson, feel free to add additional items identified by you and your students during class discussions, which helps to maintain student interest and tends to lend a contemporary dimension to the lesson.*

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Describe what it means to “dress for the job.”

**Anticipated Problem:** What does it mean to “dress for the job”?

- I. “Dressing for the job” involves your total appearance, including:
  - A. Clothing/**apparel** (e.g., aprons, caps/hats, uniforms)
  - B. Hair (e.g., length, color, style) and **facial hair** (whiskers, beard, mustache, long side burns, goatee, Vandyke, and variations)
  - C. Skin (e.g., cleanliness, make-up, exposed skin, tattoos)
  - D. Fragrances (e.g., perfumes or after-shave lotions)
  - E. Jewelry (e.g., finger rings, wrist watches, earrings, body piercings)
  - F. Identification (e.g., photo ID cards visibly worn around the neck or clipped to clothing)
  - G. **Carriage** (how one moves and walks; manner of holding and moving head and body, especially in posture)
  - H. **Phenotype** (the visible properties of an organism that are produced by the interaction of genotype and the environment, such as weight)
  - I. **Personal Protective Equipment (PPE)**, which helps prevent injuries on the job (e.g., safety glasses, hearing protection, hard hats).
  - J. Breath odor (**halitosis**) for workers who have close contact with client faces (e.g., barbers, beauticians, skin-care specialists, dental technicians)

*Many techniques can be used to help students master this objective. As an example, invite a guest speaker who is a food-service manager or a certified food sanitation manager. This person may be from your school's food service facility or from an outside vendor, such as a fast-food restaurant. Ask the person to bring information regarding how employees should dress and appear. Ask the guest speaker to address Objectives 1 and 2. With the guest speaker and the students, facilitate the creation of a list of what to pay attention to and why. Incorporate the astronaut information from the Interest Approach section, or project VM-C and ask the guest to add to, delete from, or otherwise improve the list.*

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**Objective 2:** Itemize why dressing for the job is important.

**Anticipated Problem:** Why is it important to dress correctly and appropriately for the job?

- II. Dressing appropriately for the job helps in many ways.
  - A. It assists with image, which projects the intended culture or values of a profession or of an employer (e.g., professional, friendly, approachable, caring, family-friendly).
  - B. It assists with function, which involves doing the job tasks.
  - C. It assists with sanitation, which relates to reducing/eliminating disease-causing organisms.
  - D. It assists with the health and safety of the client/customer/patient, which is necessary to reduce accidental injury or harm.
  - E. It assists with the health of the worker, which involves protecting his or her physical, mental, and psychological health and well-being.
  - F. It assists with the safety of the worker, which involves protecting him or her from physical injury.

*Many techniques can be used to help students master this objective. As an example, direct students to access, analyze, and report on a Chicago Tribune article regarding Illinois State University requiring all students majoring in Marketing to dress for success. "Dressed For Success? Or Unfairly Singled Out?" <<http://www.chicagotribune.com>>. Also project VM-B to make the point.*

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**Objective 3:** Prescribe appropriate apparel for various occupations.

**Anticipated Problem:** How should various workers dress for their jobs?

- III. Dressing for a job depends on the job.
  - A. Food service worker
    - 1. They **don** (put on) clean work clothes/chef jacket/**toque** (a white hat worn by chefs; the hat is open at the top to allow body heat to escape).
    - 2. They use hair restraints (e.g., caps, hats, hair nets, facial-hair nets) to keep hair from contaminating food.
    - 3. They remove all jewelry.
    - 4. They **doff** (take off) dirty clothes.
  - B. Self-employed human growth and development (child care) worker
    - 1. They wear clean and soft clothing (comfortable to the touch).
    - 2. They avoid having facial hair (scares young children).

3. They avoid jewelry (especially pins and broaches, which might injure young children being held).
  4. They wear a smile; they appear happy.
- C. Lodging/hotel/motel worker
1. They don a clean uniform at the beginning of each work shift.
  2. They use latex gloves to protect against infections and harsh cleaning chemicals.
  3. They don a chemical-resistant apron/smock.
- D. Fashion model (need to be glamorous and well **groomed**, which is the process of making yourself neat and attractive in appearance)
1. They maintain the desired phenotype (weight and body configuration).
  2. They apply natural-looking make-up.
  3. They maintain the desired hair style.
  4. They enact the correct carriage (especially pertinent to a fashion model walking down the runway).
- E. Sales person (often referred to colloquially as the “**uniform**”) (differences for men and women are noted)
1. They present a stylish haircut (men and women).
  2. They wear only closely-trimmed whiskers, if any (men).
  3. They wear natural-looking make-up (women).
  4. They utilize a light fragrance (men and women).
  5. They maintain a physically trim appearance (men and women).
  6. They show as little skin as possible (men less skin than women).
    - a. Long-sleeved dress shirt buttoned at the wrists with necktie correctly knotted (men)
    - b. White undershirt (men)
    - c. Pants suit (women)
    - d. Hose with dress shoes (women)
    - e. Long slacks/trousers (men)
    - f. Black socks with dress shoes (men)
    - g. Sparse jewelry: finger ring, wrist watch (men)
    - h. Sparse jewelry: finger ring, wrist watch, bracelet, necklace (women)
- F. Theme-park employee
1. **Family-friendly** experiences (a visit causing families to feel free and happy) are expected. Next to the military, theme parks may have the most stringent **dress code** (designated apparel or apparel deemed acceptable/appropriate for a given position) for employees. Online searches of specific theme parks will reveal requirements for dress code in nearly all areas covered in Objectives 1 and 2.



- G. Professional
1. **Dress for Success** is a Web site that describes current fashion for men and women in business, professional, administrative, leadership, and similar employment positions <<http://www.dressforsuccess.com>>.
- H. Military uniform (clothing worn by everyone in the organization)
1. **Full-dress uniforms** are for formal occasions (e.g., parades, weddings).
  2. **Class A uniforms** are for work or daily use in non-combat situations (e.g., offices).
  3. **Battle dress uniforms** are for work or daily use; they are often specialized (e.g., jungle, woodland, desert, winter, coveralls, Level A chemical protection).
  4. Specialized uniforms (e.g., flight suits) exist.
- I. Miscellaneous positions
1. How do you know how to dress for the job? This is often learned through on-the-job-training (OJT). Most employers will inform you during an initial or subsequent interview and/or upon reporting for work.
  2. Who pays for correct apparel? If the apparel is employer-directed and/or necessary PPE for your safety and protection to do the job, the employer pays.

*Many techniques can be used to help students master this objective. As an example, brainstorm a list of occupations of interest to the students. The above list can serve as a starting point. Divide the class into small groups. Assign an occupation to each group. Duplicate sufficient copies of LS–A for each student. Project VM–D. Allow the students to use Google to find the desired information. Another online source is the Occupational Outlook Handbook <<http://www.bls.gov>>. Upon completion, ask groups to report orally.*

*Many techniques can be used to help students master this objective. As an example, again using LS–A and projecting VM–D, assign each student the tasks of selecting an occupation of interest and compiling an Appearance Analysis Form for that occupation. Depending on the occupation, this may be the same apparel as should be worn for a job interview. To report their findings, ask each student to dress, if feasible, in the attire and equipment identified during an assigned class session. Ask each student to describe to the class the occupation being modeled, what is being worn, and why. Necessary equipment for a job interview is a pencil and paper for notes.*

*Enrichment Activities: The following may be used with students who want to do additional work for extra credit or who wish to learn more about the nature and application of the topic.*

*Suggest researching business casual (a style of professional dress similar to Sales Person described earlier) through interview(s) with workers in the business community. If feasible, ask students to model business casual clothing one day at school. Check student progress through periodic reporting.*

*For professionally-bound students, suggest researching dress for success through online sources, such as <[www.dressforsuccess.com](http://www.dressforsuccess.com)>. Compare and contrast the term comparing men’s and women’s applications of dressing for success. Check student work by having them report orally or in writing.*

*Suggest that students use Google to search for theme parks and to determine the dress code for employment in various roles at several theme parks.*

*Just for fun, declare that one day each month during the semester (better if over two semesters) everyone in the class will come to school dressed up—boys, girls, and teacher will wear a shirt with a collar and a necktie. Increasingly, women in the workplace, especially food service, are required by the employer to wear a standard necktie. School days immediately prior to a holiday or school sporting event work well. Each student should bring a necktie from home, or the teacher will supply one. (Search thrift stores and garage sales for old neckties.) On that day, you, the teacher, will take everyone’s picture, individually, print them (5 inches × 7 inches is a good size), and display them on a bulletin board or other wall surface. Experience reveals the following:*

- ◆ *Most students will not know how to tie a necktie. The teacher’s first task is to teach that.*
- ◆ *Some students will avoid wearing a shirt with a collar. Take their picture and display.*
- ◆ *Some students will insist on wearing the necktie around their forehead, arm, or thigh. Take their picture and display.*
- ◆ *Over time, some students will realize how “absurd” they look, will begin to wear a shirt with a collar, will learn how to tie a necktie, and will wear the tie correctly.*

■ **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 to determine which objectives need to be reviewed or taught from a different perspective.

■ **Application.** If feasible, assign each student to come to class one day wearing the attire expected for his or her particular occupation. If many of the students are pursuing differing occupations, each may be asked to model the clothing and describe why it is important to the job. If not feasible, 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. A sample written test is provided. Various techniques can be used, such as student performance on the “modeling” activity described under Application (above). Assess each student as to the completeness of the attire and the rationale for the need to wear each item. A second performance evaluation would be to have a team of students prepare a video of students wearing appropriate attire for their particular occupation of interest. Assess the video as to how well it could be used as a teaching device with subsequent students.

■ **Answers to Sample Test:**

**Part One: True or False**

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

**Part Two: Matching**

	most important	important	less important
1. medical nurse	d	c	b
2. chef	d	c	a
3. child-care worker	d	b	a
4. hotel/motel maid	e	f	b
5. welder	e	f	b
6. food-service worker	b	c	d
7. military officer	a	b	d
8. principal of a school	a	b	d
9. helicopter pilot	f	e	b
10. fashion model	a	b	e

**Part Three: Multiple Choice**

1. a
2. c
3. d
4. b
5. a

# Dress for the Job

► **Part One: True or False**

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

- \_\_\_\_ 1. The words apparel and attire mean about the same thing.
- \_\_\_\_ 2. The words carriage and phenotype mean about the same thing.
- \_\_\_\_ 3. You should avoid wearing jewelry on the job.
- \_\_\_\_ 4. It is important to don dirty clothes.
- \_\_\_\_ 5. The military and theme parks have stringent dress codes.
- \_\_\_\_ 6. A full-dress uniform in the military is for daily use.
- \_\_\_\_ 7. Appropriate clothing is necessary for job image and for job functions.
- \_\_\_\_ 8. A toque is required apparel for employees in many fields.



► **Part Two: Matching**

**Instructions:** From the following list of reasons for wearing appropriate attire on the job, select three that apply to each of the occupations that follow. In addition, correctly rank order those three from “most important” to “less important.”

- a. image
- b. function
- c. sanitation
- d. health & safety of the client/customer/patient/student
- e. health of the worker
- f. safety of the worker

	most important	mid importance	less important
Example: astronaut	_ f _	_ e _	_ b _
1. medical nurse	_____	_____	_____
2. chef	_____	_____	_____
3. child-care worker	_____	_____	_____
4. hotel/model maid	_____	_____	_____
5. welder	_____	_____	_____
6. food-service worker	_____	_____	_____
7. military officer	_____	_____	_____
8. principal of a school	_____	_____	_____
9. helicopter pilot	_____	_____	_____
10. fashion model	_____	_____	_____

► **Part Three: Multiple Choice**

**Instructions: Write the letter of the correct answer.**

- \_\_\_\_\_ 1. Style is to hair as:
- a. Perfume is to fragrance
  - b. French fries are to catsup
  - c. Future is to past
  - d. Algebra is to physical education
- \_\_\_\_\_ 2. Mustache, goatee, and Vandyke are examples of:
- a. Jewelry
  - b. Image
  - c. Facial hair
  - d. PPE
- \_\_\_\_\_ 3. Safety glasses, hearing protection, and hard hats are examples of:
- a. Jewelry
  - b. Image
  - c. Facial hair
  - d. PPE
- \_\_\_\_\_ 4. Dressing in a manner which projects the intended culture or values of a profession or an employer is known as:
- a. Jewelry
  - b. Image
  - c. Facial hair
  - d. PPE
- \_\_\_\_\_ 5. Finger rings, wrist watches, ear rings, and body piercings are examples of:
- a. Jewelry
  - b. Image
  - c. Facial hair
  - d. PPE

# ATTIRE

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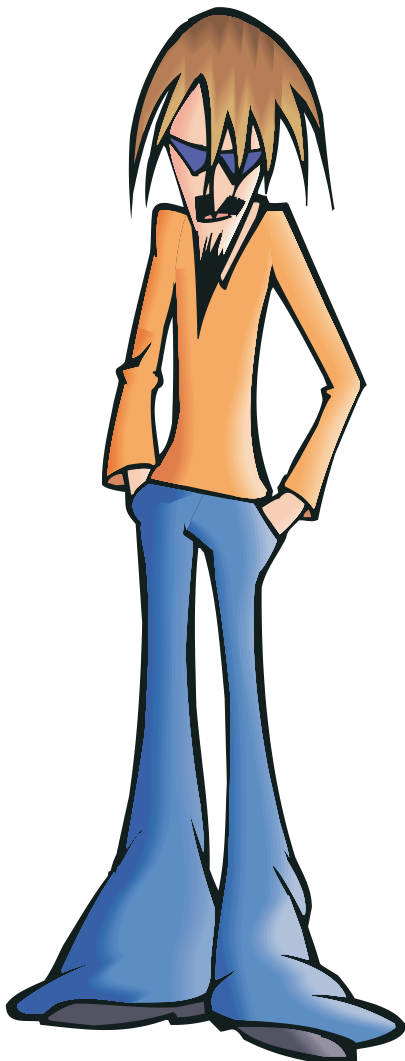
- ◆ People in different careers need to wear different attire and gear.



# ATTIRE

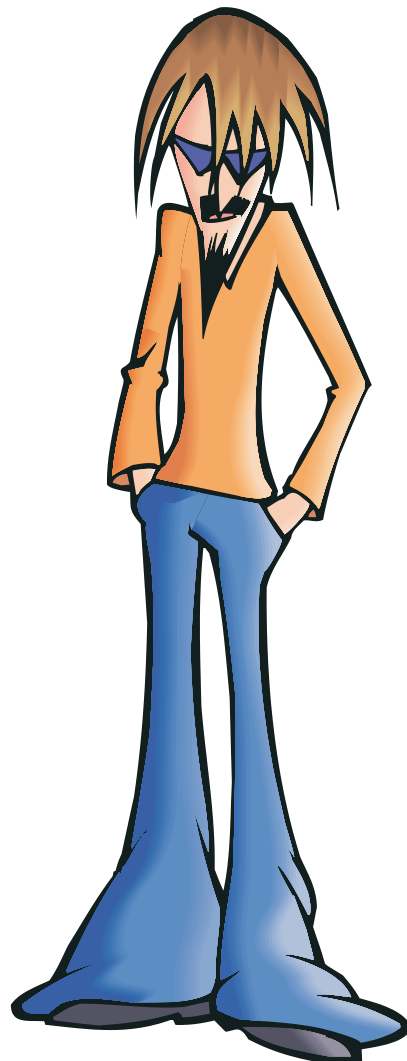
- ◆ What you wear now in school may not be appropriate for your future job.

## In School



**“Free Spirit”**

## On the Job



**“Weirdo”**



# GENERIC DRESS CODE FOR A FOOD-SERVICE WORKER

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All food-service workers at ABC Bakery shall appear as follows:

- A. Report for work clean (showered, teeth brushed, no fragrances).
- B. Hair shall be combed and well groomed. No extreme hair colors or styles (no Mohawks, designs, etc.) will be acceptable. Men must be clean shaven with hair above the ears and collar.
- C. For sanitation and safety reasons, no jewelry should be worn.
  - 1. Finger rings
  - 2. Bracelets
  - 3. Watches
  - 4. Necklaces
  - 5. Earrings, especially jangly earrings
  - 6. Pins or broaches
  - 7. Body piercings
- D. Wear clean white socks and closed-toe and laced shoes. (No flip flops or sandals!)
- E. Don a clean uniform at the work site at the beginning of every shift.
- F. Wear a company-issued cap/hat, head-hair net, and/or facial-hair net. Nets shall be thrown away at the end of each shift. Caps/hats will be laundered and/or replaced when dirty.
- G. Wear your company-issued ID/name badge on the neck lanyard.
- H. Do off the uniform at the end of the shift and place it in the hamper.

# APPEARANCE ANALYSIS FORM

Occupation:

**Aspect**

**What:**

**Why:**

*Example:*

*clean uniform*

*image, sanitation*

Clothing/apparel

Hair

Skin

Fragrances

Jewelry

Carriage

Weight

PPE

Other

“Why” rationale:

- ◆ Image
- ◆ Function
- ◆ Sanitation
- ◆ Health and safety of the client/customer/patient
- ◆ Health of the worker
- ◆ Safety of the worker

# Appearance Analysis Form

## Purpose

The purpose of this activity is to analyze the dress codes of various occupations.

## Objective

1. Determine the appropriate dress for various occupations.

## Materials

- ◆ multiple copies of the lab sheet
- ◆ writing utensil

## Procedure

1. Complete the lab sheet several times for practice.

Occupation:

**Aspect:**

**What:**

**Why:**

*Example:*

*clean uniform*

*image, sanitation*

Clothing/apparel

Hair

Skin

Fragrances



Jewelry

Carriage

Weight

PPE

Other

“Why” rationale:

- ◆ Image
- ◆ Function
- ◆ Sanitation
- ◆ Health and safety of the client/customer/patient
- ◆ Health of the worker
- ◆ Safety of the worker