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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Practicum in Business Management: Professional Standards |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**(2) The student identifies and implements employability skills to gain a position in a company.(H) The student is expected to identify and rank tangible and intangible rewards of work (3) The student demonstrates professional standards as required by business and industry.(A) The student is expected to adhere to policies and procedures(B) The student is expected to demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation(C) The student is expected to apply ethical reasoning to a variety of situations in order to make ethical decisions (D) The student is expected to complete tasks with the highest standards to ensure quality products and services(4) The student develops and demonstrates skills for success in the workplace.(A) The student is expected to explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment (B) The student is expected to exhibit productive work habits and attitudes, including accepting constructive criticism (C) The student is expected to prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Upon completion of this lesson, each student will understand how to look and behave professionally in the workplace.* Students will analyze skills needed to be successful in the workplace.
* Students will identify positive attitudes and ways to accept constructive criticism.
* Students will identify professional behavior.
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| **Rationale** | This lesson is an introduction to professional standards expected in the workplace environment. This lesson encourages students to understand how to look and behave professionally in the workplace. |
| **Duration of Lesson** | This lesson should take five to seven class days to complete. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Absenteeism – missing a day or work.
* Constructive criticism – criticism given to help you learn.
* Criticism – finding fault; feedback, often negative.
* Defensive – refusing to accept responsibility and blaming others.
* Dependability – quality of doing what you say and following through on your promises.
* Destructive criticism – criticism intended to hurt.
* Integrity – good character; being dependable, loyal, honest, and conscientious.
* Initiative – quality of self-motivation; the ability to get the job done on your own.
* Priority – something that is more important than other things.
* Self-confident – the feeling of being sure of one’s abilities.
* Self-esteem – the feeling of self-work.
* Tardiness – being late for work.
* Unprofessional – acting in ways that do not meet the high standards of an excellent worker.
* Work attitude – attitude toward work that has three components: attitude toward self, attitude toward work, attitude toward the workplace.
* Work ethic – a person’s attitude toward his or her job.
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| **Materials/Specialized Equipment Needed** | **Preparation*** Copy the handouts

**Instructional Aids*** Student Notes sheet
* Student worksheets
* Traits of Valued Employees
* First Impressions
* Examining Work Attitudes
* Journaling Activity
* Working Attitudes Skit
* Essential Elements of Professionalism Pretest
* Avoiding the Clique
* Professional Dress Presentation
* Essential Elements of Professional Post Test

**Materials Needed*** Copies
* Pencils

**Equipment Needed*** Teacher computer
* Projector
* Calculators
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Learner Preparation**Have the students list examples of professional behavior in the workplace. Then have students list examples of professional behavior at school. Compare and contrast the list while explaining to student that professional behavior is important for success at school and in the world of work**.****Lesson Introduction*** Ask students to brainstorm a list of behaviors that may be hindering their success in school and will possibly hinder their success in the workplace, as well.
* Discuss with students the possible consequences of negative behavior on a job.
* Have students share steps they will take to change their negative behavior from unprofessional to professional.
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| **Direct Instruction \*** | **Outline:** Explain to students how important it is to make a good first impression. Allow students to brainstorm a time when someone did not make a good first impression in their eyes and the effects it had.Students will complete:*Traits of Valued Employees**First Impressions worksheet*1. Traits of Professionalism
	* 1. Traits of Valued Employees
		2. First Impressions
2. Working Attitudes
	1. Positive Attitudes
	2. Accepting Constructive Criticism
3. Professional Dress

IV. Avoiding Cliques**INSTRUCTOR NOTES**Have students think of someone with a good attitude and then think of someone with a bad attitude. Ask students which person they would prefer working with. Students will complete:1. *Examining Work Attitudes*
2. *Journaling Activity*
3. *Working Attitudes Skit*

Discuss with students the fact that professionalism is a broad term that incorporates a variety of traits, such as dependability, honesty, initiative, constructive attitude, and integrity. Let students know that successful employees strive to consistently show professionalism in the workplace and that school is a great place to start practicing these traits. Students will complete:1. *Essential Elements of Professionalism (PreTest)*
2. *Avoiding the Clique*
3. *Professional Dress Presentation*
4. *Essential Elements of Professionalism (PostTest)*
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| **Guided Practice \*** | The teacher will monitor students’ independent practices. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** | * What are five traits of professionalism in the workplace?
* How can you use school to practice developing traits of professionalism?
* Why are first impressions important?
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| **Summative / End of Lesson Assessment \*** | **Informal Evaluation*** Teacher will check for understanding
* Very small work group option (students help each other)

**Formal Evaluation*** Tests over the material

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu).  |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English****110.42(b) Knowledge and skills.*** 1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:
		1. expand vocabulary through wide reading, listening, and discussing; and
		2. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.
1. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:
	* 1. identify main ideas and their supporting details;
		2. summarize texts; and

(J) read silently with comprehension for a sustained period of time.**Speech****110.56 (b) Knowledge and skills**(1)(A) Explain the importance of communication in daily interaction;(2)(E) participate appropriately in conversations for a variety of purposes;(3)(A) use appropriate communication in group settings;1. use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups; and

(5)(B) use language clearly and appropriately. |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)