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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Information Technology |
| **Course Name** | Networking |
| **Lesson/Unit Title** | Professionalism in the Workplace |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and skills.**(1) The student demonstrates the professional standards/employability skills as required by business and industry. The student is expected to:(A) identify and demonstrate work behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work(B) identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, and willingness to learn new knowledge and skills(C) employ effective reading and writing skills(D) employ effective verbal and nonverbal communication skills(E) solve problems and think critically(F) demonstrate leadership skills and function effectively as a team member(G) identify and implement proper safety procedures(H) demonstrate an understanding of legal and ethical responsibilities in relation to the field of IT(3) The student relates core academic skills to the requirements of telecommunications and data network services. The student is expected to:(A) demonstrate effective verbal and written communication skills with individuals from varied cultures such as fellow workers, management, and customers |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Define terms related to professionalism and ethics
* Identify specific components (behavior, dress, etc.) of professionalism in the workplace
* Identify appropriate wardrobe and grooming expectations for the workplace
* Identify professional communication and determine its appropriateness
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| **Rationale** | Student should demonstrate an understanding of professional standards in the workplace. |
| **Duration of Lesson** | This lesson should take approximately five 60-90 minute class periods to teach. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Accountability
* Attire
* Attitude
* Appearance
* Dependability
* Ethics
* Interpersonal Skills/Communication Skills
* Professional
* Professionalism
* Standards
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| **Materials/Specialized Equipment Needed** | **Instructional Aids** * Lesson: Professionalism in the Workplace
* Online Websites (Teacher directed)
* Word Clouds – Class Assignment and Handouts
* Professionalism Quiz
* Professionalism Quiz Key
* Writing Effective Emails – Handout
* Correct the Email – Assignment
* Correct the Email- Key
* Professionalism Skits - Handout
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * **Ask:** If I walked into class wearing a baggy band t-shirt, faded ripped up jeans and tennis shoes what would your first impression of me be? How would your impression change if I walked in wearing a suit and tie? [Allow some interactive conversation regarding these two questions]
* **Say:** When you see someone in a suit, you tend to perceive them as being educated, professional, and knowledgeable about their industry. Appearance speaks volumes, and if you show up dressed professionally and speak in a manner that conveys expertise, then that is what people will assume about you. In contrast, if you show up to a meeting dressed in sweats and baggy t-shirts, then that conveys a sense of unprofessionalism and a “don’t care” attitude.
* **Ask:** Why do you think companies want their employees to behave in a professional manner? Did you know that a doctor can lose their license to practice medicine for unprofessional behavior or that a lawyer can be disbarred for unprofessional conduct? Have you ever heard of a military/law enforcement individual being discharged because of, ‘Conduct unbecoming of an officer’? What might that mean?
* **Say:** This week we are going to study professionalism, what it means to be a professional, and the various components of professionalism, including dressing for the job you want and communicating in a professional manner.
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| **Direct Instruction \*** | Outline | Instructor Notes |
| Day OneI. Slide Presentation Part 1: Terminology of ProfessionalismII. Identify and define professional terminologyIII. Word webDay TwoIV. Slide presentation Part 2:Components of ProfessionalismV. Help students brainstorm definitions and preconceptions regarding components of professionalismVI. Ask students: Why do you think companies might be invested in the way they dress?VII. Ask students: Why are accountability and dependability so important to companies? Is it important for members of your family to be dependable and accountable? Why?VIII. Relate this information to professionalism as defined in part 1.IX. Day 2 Assignment/Project: WordDay 3X. Slide presentation Part 3: Work place attireXI. Day 3 assignment: Students will complete the Professionalism Quiz and review for understanding of previously discussed materialDay 4XII. Slide presentation Part 4: Professional CommunicationXIII. Email Correction assignmentDay 5XIV. Review and practiceXV. Professionalism Skits | * Use a projection system and begin Part 1 of presentation: Professionalism in the Workplace.
* Have Students take notes over the vocabulary terms, and review these terms during the guided and independent practice for terms.
* Use a projection system and begin Part 2 of presentation: Professionalism in the Workplace.
* Have Students take notes over different components of professionalism.
* Allow interactive discussion as much as possible so students truly grasp the concepts in the presentation.
* Think about some great leaders of our time. Do you perceive them as displaying high levels of professionalism?
* Explain what a word cloud is. Follow directions for Word Cloud Assignment
* Use the projection system to display the word cloud website.
* Use a projection system and begin Part 3 of presentation: Professionalism in the Workplace.
* Point out that often perception becomes reality. The way we dress has a direct impact on how others perceive us, and that impression may be right or wrong. Would you go to a job interview dressed in the same clothes you wear to sleep in?
* Use a projection system and begin Part 4 of presentation: Professionalism in the Workplace.
* Discuss the different types of communication used in the work place.
* In this section, you will first review the concepts of professionalism with the students and then allow them to develop short skits to display both professional and unprofessional behaviors.
* Give the students their skit handouts after the review.
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| **Guided Practice \*** | * Slide presentation: Encourage students to take notes.
* Identify and explain terms. You may choose to allow students to find creative ways to quiz each other (in teams or small groups).
* Students will work together to create a Word Cloud of terms related to professionalism and discuss results
* Discuss professional behaviors, the importance of professional dress, and professional communication.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will complete the Professionalism Quiz
* Students will complete the activity to Correct the Email
* Students will work in groups to perform Professionalism Skits
* Students may follow up with the Enrichment activity
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| **Lesson Closure** | Have students refer to their notes and review terms from the slide presentation on Professionalism in the Workplace. Discuss how their idea of professionalism may have changed since starting the assignment. Help them to realize that they are interacting with professionals every time they enter a classroom or place of business. |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment** * Observe student participation and note-taking during the slide presentations
* The Instructor should move around the room and assist students as they work on assignments

**Formal Assessment** * Students will complete the following assignments: (Suggested pacing)
	+ Identification of terms – Day 1
	+ Word Clouds- Day 2 Application Evaluation
	+ Professionalism Quiz – Day 3
	+ Correct the Email – Day 4
	+ Professionalism Skits – Day 5

**Accommodations for Learning Differences:** 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.  |
| **References/Resources/****Teacher Preparation** | **Preparation** * Review and familiarize yourself with the terminology, website links, and all aspects of professionalism.
* Review slide presentation: Professionalism in the Workplace
* Search online for websites where students can create word clouds; <http://www.wordle.net/>
* Search online for International Association of Business Communicators
* Search online for tips on professional communication
* Have materials and websites ready to go prior to the start of the lesson each day.

**References** * International Association of Business Communicators (search online for website)
* A Case Study in Professional Ethics in the IT Industry
* <http://www.aitp.org/> Association of Information Technology Professionals
* <http://www.itskeptic.org/it-professionalism> -The IT Skeptic
* Lehman, C., & Dufrene, D. (2011). Business communication. (16th ed., p. 259. Activity 8. ).
* Royal Pingdom. (January 16, 2013). Internet 2012 in numbers. Online Article. Retrieved July 19, 2013. <http://royal.pingdom.com/2013/01/16/internet-2012-in-numbers/>
* 15 Business Telephone Etiquette Tips. Online Blog. Retrieved October 30, 2013. <http://spinwebnz.wordpress.com/2011/01/26/15-business-telephone-etiquette-tips/>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) | None |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSATechnology Student Association |
| **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)