



## Lesson Plan

**Course Title:** Professional Communications

**Session Title:** Professionalism In The Workplace

**Lesson Duration:** Approximately one 90-minute class period  
[Lesson length is subjective and will vary from instructor to instructor]

**Performance Objective:**

Upon completion of this assignment, the student will be able to evaluate professionalism as applied in an actual work setting.

**Specific Objectives:**



1. Define terms associated with the lesson.
2. Identify professional qualities and expectations.
3. Discuss examples of unprofessional behavior.
4. Observe and evaluate professionalism in a business environment.


### Preparation






**TEKS Correlations:**





**130.99 (c)**






- (2) The student applies professional communications strategies. The student is expected to:  
(C) interpret and communicate information, data, and observations; and  
(G) listen to and speak with diverse individuals.
- (3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.
- (10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:  
(B) demonstrate knowledge of various communication processes in professional contexts by:  
(i) explaining the importance of effective communication skills in professional contexts;  
(ii) identifying the components and functions of the communication process; and  
(iii) identifying standards for making appropriate communication choices.  
(C) use appropriate interpersonal communication strategies in professional contexts by:  
(i) identifying types and purposes of professional communications;  
(viii) identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age; and  
(ix) analyzing and evaluating the effectiveness of communications.  
(D) communicate effectively in professional group contexts by:  
(ii) analyzing group dynamics and processes; (viii) using effective communication strategies for solving problems, managing conflicts, and building consensus in groups.

<b>Instructor/Trainer</b>		
References: McGraw-Hill. (2000). <i>Communication applications. (Teacher's Wraparound Ed.)</i> . New York, NY: Glencoe/McGraw-Hill.		
Instructional Aids: <ol style="list-style-type: none"> <li>1. Professionalism in the Workplace slide presentation</li> <li>2. Professionalism in the Workplace Key Terms and Concepts</li> <li>3. Professionalism in the Workplace: Observation</li> <li>4. Rubric</li> </ol>		
Materials Needed: <ol style="list-style-type: none"> <li>1. Pen/Pencil (one per student)</li> <li>2. Teacher-compiled list of businesses</li> </ol>		
Equipment Needed: <ol style="list-style-type: none"> <li>1. Projector for displaying slide presentation</li> <li>2. Computers with the following capabilities: <ul style="list-style-type: none"> <li>• Online access</li> <li>• Document formatting software</li> <li>• Reader</li> </ul> </li> </ol>		
<b>Learner</b>		
None.		
<b>Introduction</b>		
<b>MI</b>	<b>Introduction (LSI Quadrant I):</b>	
	<p><b>SAY:</b> As we explore various career paths, we also want to understand what being a professional entails.</p> <p><b>ASK:</b> What does being a professional mean to you? <i>[Allow the students a few minutes to reflect then listen to their responses.]</i></p> <p><b>SAY:</b> In today's fast-paced, competitive, and technology-driven world, we can tend to lose sight of what professionalism means and the importance of providing excellent customer service. This lesson will help you understand what it means to be a professional as well as what professionalism in the workplace is all about.</p>	
<b>Outline</b>		
<b>MI</b>	<b>Outline (LSI Quadrant II):</b>	<b>Instructor Notes:</b>
	<p><b>I. Define terms associated with the lesson.</b></p> <ol style="list-style-type: none"> <li>A. Professional – A person who is expert at his or her work.</li> <li>B. Professionalism – The methods, character, status, behavior, etc. of a professional.</li> <li>C. Values – The social principles, goals, or standards</li> </ol>	<p>Go over the Professionalism slide presentation with the class.</p> <p>Electronically distribute Key Terms</p>

	<p>held or accepted by an individual, a class, a society.</p> <p>D. Morals – Relating to, dealing with, or capable of making the distinction between right or wrong. Principles, standards, habits with respect to what is right or wrong.</p> <p>E. Right – In accordance with fact, reason, justice, law, and morality.</p> <p>F. Wrong – Contrary to fact or reason, unlawful, crooked, twisted, immoral, improper.</p> <p>G. Code of Conduct – A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group.</p> <p>H. Employee Expectations – What is expected of the employee to get the job done.</p> <p>I. Unprofessionalism – Not conforming to the standards of a profession; at variance with or contrary to professional standards or ethics.</p>	<p>and Concepts document. Encourage students to add to notes during the discussion.</p>
	<p><b>II. Identify professional qualities and expectations.</b></p> <p>A. Qualities</p> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Competent</li> <li>3. Respectful</li> <li>4. Act with integrity</li> <li>5. Considerate</li> <li>6. Empathic</li> <li>7. Courteous</li> <li>8. Dependable</li> <li>9. Cooperative</li> <li>10. Committed</li> </ol> <p>B. Perspectives</p> <ol style="list-style-type: none"> <li>1. Approachable</li> <li>2. Trustworthy</li> <li>3. Supportive</li> <li>4. Respectful</li> <li>5. Accountable</li> </ol> <p>C. Unwritten rules</p> <ol style="list-style-type: none"> <li>1. Attitudes</li> <li>2. Conflict</li> <li>3. Approaches</li> <li>4. Values</li> <li>5. Communication styles</li> </ol> <p>D. Judgment</p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Image</li> <li>3. Competence</li> <li>4. Demeanor</li> <li>5. Appearance</li> </ol>	<p>Students should record this information on their notes document.</p> <p><b>OPTIONAL:</b> Distribute a hard copy of an online test.</p>

	6. Behavior 7. Attitude	
	<p><b>III. Discuss examples of unprofessional behavior.</b></p> <ul style="list-style-type: none"> <li>A. Conduct that could be characterized as harassment or discrimination</li> <li>B. Verbal threats of violence, retribution, or lawsuits</li> <li>C. Verbal outbursts</li> <li>D. Insults/verbal comments or criticism intended to belittle or berate others</li> <li>E. Arguing in front of customers/clients and families</li> <li>F. Physical actions that threaten others such as throwing or knocking down objects</li> <li>G. Inappropriate physical touching or contact</li> <li>H. Bringing personal issues into the workplace</li> </ul>	Guide students to generate additional examples of unprofessional behavior that can be observed.
	<p><b>IV. Observe and evaluate professionalism in a business environment.</b></p> <ul style="list-style-type: none"> <li>A. Greeting</li> <li>B. Attire</li> <li>C. Interactions between employees/others</li> <li>D. Work ethic of employees and service attitude</li> <li>E. Cleanliness of business (neat and tidy, organized, physically clean, clean smell, etc.)</li> <li>F. Manager availability/visibility</li> <li>G. Respect of customer</li> <li>H. Values, mission, or service policy</li> <li>I. Interactions with other customers</li> <li>J. Reputable appearance of business (curb appeal, inside atmosphere, efficient organization, etc.)</li> </ul>	Discuss the observation criteria with students. Encourage students to make notes about professionalism indicators for each of the key observation criteria.
<b>Application</b>		
<b>MI</b>	<b>Guided Practice (LSI Quadrant III):</b>	
  	<p>Divide students into groups and give them 5-10 minutes to write scenarios depicting poor or exceptional professionalism in the workplace. For each criteria included in the scenario, students must provide two to three clear and observable examples.</p> <p>Once students have written scenarios, trade them across groups and have students determine if the scenario depicts high or low quality professionalism, citing specific examples included in the scenarios.</p> <p>Authoring group should confirm or deny reasoning of solution group.</p> <p>Teacher should redirect understanding of key concepts during discussion.</p>	

MI	<b>Independent Practice (LSI Quadrant III):</b>
	<p>Students will select a business (from a list of approved businesses that the teacher should compile in advance). Students will make arrangements to observe the business outside of class and will complete an observation report based on their observations.</p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• The teacher may work with the Career Preparation teacher to obtain a list of local businesses that are willing to work with the school to allow students to observe professional practice.</li> <li>• Another option is to work with your local Chamber of Commerce of campus/program advisory committee members to create your own list of approved businesses.</li> </ul>
<b>Summary</b>	
MI	<b>Review (LSI Quadrants I and IV):</b>
	<p><b>Q &amp; A Session</b></p> <p><b>Q: What is professionalism?</b>  <i>A: A specific style of or set of standards for behavior in the workplace.</i></p> <p><b>Q: What does it mean to be unprofessional?</b>  <i>A: Not conforming to the standards of a profession; at variance with or contrary to professional standards or ethics.</i></p> <p><b>Q: What are some characteristics of a Professional?</b>  <i>A: Honest, Skilled, Courteous, Reliable, Considerate, Dependable</i></p> <p><b>Q: Why is it important for employees to behave in a professional manner?</b>  <i>A: So that ultimately a business will be respected, reputable, successful, and supported by its customers/community.</i></p>
<b>Evaluation</b>	
MI	<b>Informal Assessment (LSI Quadrant III):</b>
	<p>Teacher will monitor students during Guided Practice activity to ensure understanding of key concepts and will redirect learning as needed.</p>
MI	<b>Formal Assessment (LSI Quadrant III, IV):</b>
	<ul style="list-style-type: none"> <li>• Students will receive a grade for their completed observation assignment.</li> <li>• The teacher will facilitate a student discussion of the results of their observations in class to reinforce objectives of the lesson. Students will also discuss solutions to problems/conflicts observed during the out-of-class assignment.</li> </ul>

	
<b>Extension</b>	
<b>MI</b>	<b>Extension/Enrichment (LSI Quadrant IV):</b>
   	<p>Students will apply key concepts of professionalism on future assignments and activities.</p> <p>Have students create and maintain a professionalism journal for a set period of time. Items to record in the journal include informal observations of positive and/or negative interactions between people in workplace settings, thoughts and feelings about the interactions, and suggestions or application of the observations to personal and professional development.</p>

# Professional Communications

## Professionalism in the Workplace KEY TERMS AND CONCEPTS

1. Professional – A person who is an expert at his or her work.
2. Professionalism – The methods, character, status, behavior, etc. of a professional.
3. Values – The social principles, goals or standards held or accepted by an individual, a class, a society, etc.
4. Morals – Relating to, dealing with, or capable of making the distinction between right or wrong. Principles, standards, habits with respect to what is right or wrong.
5. Right – In accordance with fact, reason, justice, law, and morality.
6. Wrong – Contrary to fact or reason, unlawful, crooked, twisted, immoral, improper.
7. Code of Conduct – A set of conventional principles and expectations that are considered binding on any person who is a member of a particular group.
8. Employee Expectations – What is expected of the employee to get the job done.
9. Unprofessional – Not conforming to the standards of a profession; at variance with or contrary to professional standards or ethics.
10. Characteristics of a Professional:
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.
  - j.
11. What are the perspectives of a professional?
  - a.
  - b.
  - c.
  - d.
  - e.
12. What are the unwritten rules of professionalism?
  - a.
  - b.
  - c.
  - d.
  - e.

13. How are you judged as a professional?

- a.
- b.
- c.
- d.
- e.
- f.
- g.

14. Unprofessional Behavior

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.



# Professionalism in the Workplace: Observation

Student Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Date: \_\_\_\_\_

Business Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

Manager's Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Time Arrived: \_\_\_\_\_ Length of Visit: \_\_\_\_\_

**DIRECTIONS:** Please answer the following questions ranking each 1-5, with 1 for poor professionalism and 5 for excellent professionalism.

1. You are greeted within three minutes of entering the place of business.  
1      2      3      4      5
2. Employees are dressed appropriately for place of business.  
1      2      3      4      5
3. Employees interact professionally with each other.  
1      2      3      4      5
4. Employees are on task and helping customers.  
1      2      3      4      5
5. Place of business is clean and well maintained.  
1      2      3      4      5
6. Manager is easily accessible.  
1      2      3      4      5
7. You feel respected and valued as a customer.  
1      2      3      4      5
8. Company/business values, mission, or customer policy is posted/visible to everyone.  
1      2      3      4      5
9. Employees interact with customers professionally.  
1      2      3      4      5
10. Company/business appears to be reputable.  
1      2      3      4      5
11. List three to five things that you noticed about this company's professionalism.

---

---

---

12. List three to five things that this company could do to improve their professionalism.

---

---

---

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Professionalism in the Workplace: Observation Form/Discussion Rubric**

Criteria	Excellent 4	Above Average 3	Below Average 2	Poor 1
<b>Discussion: Clarity of Speech</b>	Speaks clearly and distinctly all (95-100%) the time, and mispronounces no words.	Speaks clearly and distinctly all (95-100%) the time, but mispronounces one word.	Speaks clearly and distinctly most (85-94%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than two words.
<b>Discussion: Preparedness</b>	Student is completely prepared and has obviously prepared for the discussion.	Student seems somewhat prepared but might have needed more preparation time.	Student is somewhat prepared but it is clear that minimal time was spent preparing for the discussion.	Student does not seem at all prepared to discuss the topic.
<b>Discussion: Use of Vocabulary</b>	Uses vocabulary appropriate for the group. Extends group vocabulary by defining words that might be new to the group.	Uses vocabulary appropriate for the group. Included one or two words that might be new to the group but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the group.	Uses several (five or more) words or phrases that are not understood by the group.
<b>Discussion: Focus</b>	Stays on topic all (95-100%) of the time.	Stays on topic most (85-94%) of the time.	Stays on topic some (75-84%) of the time.	The student does not stay on topic and attempts to redirect or derail the discussion.
<b>Observation Form: Content</b>	All questions are answered completely and thoughtfully. There are no grammatical errors in the student responses.	All questions are answered completely and thoughtfully, but there are some (one to five) grammatical errors in the student responses.	All questions are answered, but it is clear that very little thought was involved in completing the observation. Grammatical errors make the form difficult to read.	No form is submitted.
<b>Observation Form: Neatness</b>	All sections neatly completed. Form is free from stray marks, tears, and folds.	All sections neatly completed, but form includes one or two stray marks, tears, and/or folds.	More than two questions on the form are incomplete or answered in a messy fashion. The form is very unprofessional in appearance.	No form is submitted.

**TOTAL POINTS:** \_\_\_\_\_

Point to Grade Conversion Scale:
22-24 = A
19-21 = B
17-18 = C
15-16 = D
14 or Below = F