



## Telecommunications and Networking

*Professionalism in the Workplace*

*Information Technology*

# Lesson Plan

### Performance Objective

- Upon completion of this lesson, the student will demonstrate an understanding of professional standards in the workplace.

### Specific Objective

- Students will be able to define terms related to professionalism and ethics.
- Students will be able to identify specific components (behavior, dress, etc.) of professionalism in the workplace.
- Students will be able to identify appropriate wardrobe and grooming expectations for the workplace.
- Students will be able to identify professional communication and determine its appropriateness.

### Terms

Accountability

Attire

Attitude

Appearance

Dependability

Ethics

Interpersonal Skills/Communication Skills

Professional

Professionalism

Standards

### Time

This lesson should take approximately five 60-90 minute class periods to teach.

# Preparation

## TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

### §130.274. Telecommunications and Networking

#### c) Knowledge and skills.

1. The student demonstrates the necessary skills for career development, employability, and successful completion of course outcomes. The student is expected to:
  - a. identify and demonstrate positive 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 information technology; and
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;

**Occupational Correlation (O\*Net – [www.onetonline.org/](http://www.onetonline.org/)):**

**Job Title: Network and Computer Systems Administrators**

**O\*Net Number: 15-1142.00**

**Reported Job Titles: Systems Administrator, Network Administrator, Network Engineer, Information Technology Director (IT Director), Systems Engineer, Network Manager, Network Specialist**

#### Tasks:

- Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations.
- Perform data backups and disaster recovery operations.

- Diagnose, troubleshoot, and resolve hardware, software, or other network and system problems, and replace defective components when necessary.
- Plan, coordinate, and implement network security measures to protect data, software, and hardware.
- Configure, monitor, and maintain email applications or virus protection software.
- Operate master consoles to monitor the performance of computer systems and networks, and to coordinate computer network access and use.
- Load computer tapes and disks, and install software and printer paper or forms.
- Design, configure, and test computer hardware, networking software and operating system software.
- Monitor network performance to determine whether adjustments need to be made, and to determine where changes will need to be made in the future.
- Confer with network users about how to solve existing system problems.

**Soft Skills:** Active Listening, Speaking, Monitoring/Assessing performance of yourself and others

### **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.

### **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**

1. International Association of Business Communicators (search online for website)
2. <http://greenwhite.org/blog/2008/05/08/a-case-study-in-professional-ethics-in-the-it-industry/> - A Case Study in Professional Ethics in the IT Industry
3. <http://www.aitp.org/> - Association of Information Technology Professionals
4. <http://www.itskeptic.org/it-professionalism> - The IT Skeptic
5. Lehman, C., & Dufrene, D. (2011). *Business communication*. (16th ed., p. 259. Activity 8. ).
6. 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/>
7. Joanna L. Krotz. 10 things never to say on a business call. Online Article. Retrieved October 30, 2013. [http://www.microsoft.com/business/en-us/resources/marketing/customer-service-acquisition/10-things-never-to-say-on-a-business-call.aspx?fbid=PZ\\_PgQkFp\\_I](http://www.microsoft.com/business/en-us/resources/marketing/customer-service-acquisition/10-things-never-to-say-on-a-business-call.aspx?fbid=PZ_PgQkFp_I)

8. 15 Business Telephone Etiquette Tips. Online Blog. Retrieved October 30, 2013.  
<http://spinwebnz.wordpress.com/2011/01/26/15-business-telephone-etiquette-tips/>

### Instructional Aids

- Lesson: Professionalism in the Workplace
- Slide Presentation: Professionalism in the Workplace
- Instructor Computer/Projection Unit
- Online Websites (Teacher directed)
- Word Clouds – Class Assignment and Handouts
- Professionalism Quiz
- Professionalism Quiz Key
- Writing Effective Emails – Handout
- Correct the Email – Assignment & Key
- Professionalism Skits - Handout

## ***Introduction***

**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.

Begin slide show Part 1.

# Outline

## MI

## Outline

## Instructor Notes



### Day One

- I. Slide Presentation Part 1:  
Terminology of Professionalism
- II. Identify and define professional terminology
- III. Word web

### Day Two

- IV. Slide presentation Part 2:  
Components of Professionalism
- V. Help students brainstorm definitions and preconceptions regarding components of professionalism
- VI. 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: Word Cloud - whole class assignment.



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.



### Day 3

- X. Slide presentation Part 3: Work place attire
- XI. Day 3 assignment: Students will complete the Professionalism Quiz and review for understanding of previously discussed material

### Day 4

- XII. Slide presentation Part 4: Professional Communication
- XIII. Email Correction assignment

### Day 5

- XIV. Review and practice
- XV. Professionalism Skits

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.

### Multiple Intelligences Guide

								
Existential ist	Interperso nal	Intraperso nal	Kinesthet ic/ Bodily	Logical/ Mathemati cal	Musical/Rhyth mic	Natural ist	Verbal/Lingui stic	Visual/Spa tial

## ***Application***

### **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.

### **Independent Practice**

- 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

## ***Summary***

### **Review**

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.

## ***Evaluation***

### **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

- Professionalism Quiz – Day 3
- Correct the Email – Day 4
- Professionalism Skits – Day 5

## ***Enrichment***

### **Extension**

- Students may use what they have learned to create their own Word Cloud related to professionalism and ethics
- Examine some of the teacher-suggested websites to learn more about professional behavior, attire, and communication skills in the work place.
- Students may identify and contact business leaders within their community and invite them to discuss professionalism with the class



**Day 2:**  
**Class Assignment Instructor Directions:**  
**Word Clouds**

**Instructor:** Choose which word cloud site you want to use and display it on the projector.

**Say:** In this assignment we are going to create a “word cloud” as a class. A word cloud is an image composed of words used in a particular subject. The size of the word is based on how frequently it is used in the text.

**Instructor Directions:**

Each student will need access to the Internet.

1. Students will create a list of 10 words related to professionalism. Only three of the words may come from the slide presentations. The remaining seven words must be found through researching professionalism on the Internet.
2. The students will list their words on the sheet provided (Individual Work: Word Cloud Terms handout) along with where they found the words (e.g. “Professionalism” – “Presentation”).
3. Divide the class into groups of two - three students (this can be adjusted based on class size).
4. Each group will get a new sheet of paper (Group Work: Word Cloud Terms).
5. The students within the group will compare their individual lists and explain to each other why/how they believe each word is related to professionalism.
6. The group will come to a consensus on fifteen words they believe are related to professionalism. Only six of the words may come from the presentation.
7. The group will repeat step 2 for the fifteen new words they agreed upon (Group Work: Word Cloud Terms handout).
8. Have one representative from each group enter their word list into the word cloud generator you have chosen to use (it should still be displayed on the projector).
9. Once all words are entered generate the word cloud for the class to see on the projector.
10. Allow the class to discuss the words that appear in the cloud.
  - a. Which words are largest?
  - b. Why might that be the case (higher usage)?
  - c. Why are those words frequently associated with professionalism?
  - d. Ask if there are any words they feel are missing?
  - e. Are there any unfamiliar words in the word cloud?
  - i. If there are any words they are unfamiliar with this would be a good place to use a variety of online sites to look up the meanings of terms.

**There is no ‘absolute’ correct key for this assignment. It is review and reinforcement for the lesson.**

**Individual Work**  
**Word Cloud Terms**

Now that you are working in a group compare the words you found individually. Work together to determine the 15 words most closely related to the topic of professionalism. List the words in the table below. In the first column write the word and in the second column indicate where you found the word (e.g., Presentation if it came from the slideshow, if you find it in a text book or on the Internet give the name of the text or the Website). Remember, only three of the words may come from the presentation.

Term	Where did you find it?
1.	Presentation
2.	Presentation
3.	Presentation
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**Group Work:**  
**Word Cloud Terms**

Write your words related to professionalism in the table below. In the first column write the word and in the second column indicate where you found the word (e.g., Presentation if it came from the slideshow, if you find it in a text book or on the Internet give the name of the text or the Web-site). You may include only six words from the presentation the remainder must be ones you found independently in the previous portion of the exercise.

Term	Where did you find it?
1.	Presentation
2.	Presentation
3.	Presentation
4.	Presentation
5.	Presentation
6.	Presentation
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

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

### Professionalism Quiz

#### TRUE/FALSE

1. \_\_\_\_\_ Keeping nails neatly trimmed and clean only applies to women not to men.
2. \_\_\_\_\_ All professionals display professionalism at all times.
3. \_\_\_\_\_ All professions have a written code of professionalism.

#### MULTIPLE CHOICE

4. All the employees in the office are on a 'first name basis' with the supervisor. One day the vice-president of the company pays a visit to the office. When 'John Henry' (the supervisor) comes out of his office with the V.P. suddenly he is greeting everyone by their last names (e.g. Mr. Smith, Mrs. Cassidy). What is the appropriate response?
  - a. "Why did you just call me by my last name?"
  - b. "Who are you talking too?!"
  - c. "Oh, we are trying to impress the bigwig!"
  - d. "Hello Mr. Henry"

Gary Kelly was a CPA for a major corporation and was accustomed to dressing the part. Button down shirts complete with suit, tie, and formal dress shoes were his standard wardrobe Monday – Friday as well as the occasional weekend when he was attending meetings and dinners. Mr. Kelly was offered the position of Controller by Southwest Airlines in 1986. As he was completing his paperwork to begin his employment Mr. Kelly was instructed to wear Hawaiian shorts and a polo shirt to work his first day on the job. Always one to follow instructions he sat in the parking lot of Southwest Corporate Headquarters questioning his decision to leave the house in such a crazy outfit let alone go to work in it. Fortunately he put one of his regular suits in the car just in case he needed to change.

5. Based on your current knowledge of professionalism and attire in the workplace what should Mr. Kelly do?
  - a. Go into the office dressed as he is.
  - b. He should have double-checked the information with someone else and then followed their advice.
  - c. He should change into the suit before he goes into the office and then if everyone is wearing Hawaiian shorts and polo shirts go back and change clothes.
6. Would any company culture encourage upper level management to wear Hawaiian shorts and polo shirts to work?
  - a. Yes
  - b. No

## **MATCHING**

Match the terms to their definitions. Write the letter of the correct definition next to the appropriate term.

7. Moral –

8. Etiquette -

9. Standards -

10. Ethics -

A. Proper and polite way to behave in a situation

B. Guiding philosophy

C. Morally correct and acceptable behavior

D. Relating to what is right and wrong in human behavior

Name: \_\_\_\_\_ **KEY Questions are 10 pts. Each**

### Professionalism Quiz

#### TRUE/FALSE

1.   **F**   Keeping nails neatly trimmed and clean only applies to women not to men.
2.   **F**   All professionals display professionalism at all times.
3.   **F**   All professions have a written code of professionalism.

#### MULTIPLE CHOICE

4. All the employees in the office are on a 'first name basis' with your supervisor. One day the vice-president of the company pays a visit to the office. When 'John Henry' (your supervisor) comes out of his office with the V.P. suddenly he is greeting everyone by their last names (e.g. Mr. Smith, Mrs. Cassidy). What is the appropriate response?
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  - b. He should have double-checked the information with someone else and then followed their advice.**
  - c. He should change into the suit before he goes into the office and then if everyone is wearing Hawaiian shorts and polo shirts go back and change clothes.
6. Would any company culture encourage upper level management to wear Hawaiian shorts and polo shirts to work?
  - a. Yes**
  - b. No

## MATCHING

- 7. Moral – **H**
  - 8. Etiquette – **E**
  - 9. Standards – **G**
  - 10. Ethics - **F**
- E. Proper and polite way to behave in a situation
  - F. Guiding philosophy
  - G. Morally correct and acceptable behavior
  - H. Relating to what is right and wrong in human behavior

## Writing Effective Emails Handout

Below are some 'best practices' for writing effective and professional emails. Use these to help you in the email assignment.

### Writing effective subject lines

1. Keep subject lines simple and to the point.
2. Be specific.
3. Localize and personalize the recipient.
4. Do not be over familiar with the recipient if it is a work-related email.

### Writing effective emails

1. Be clear and specific.
2. Be prompt. Respond to emails within 24-hours even if the response is simply that you are looking into the matter.
3. Use a clear subject line (see above).
4. Limit emails to one topic and one screen of text.
5. Be extremely careful about using the CC (carbon copy) and Reply All options. People have lost jobs over copying the wrong person on an email or using Reply All instead of Reply to Sender Only.
6. Pay close attention to formatting. Over usage of BLOCK, **bold**, and **colored** text can make the email hard to read
7. Do not put anything in email that you would not want posted on FaceBook or the front page of the newspaper. Email provides an electronic 'paper trail' that leads directly back to you and your company.
8. When writing emails addressing conflicts think twice. It is more appropriate to pick up the phone and call the person. If an email is more appropriate in order to provide documentation then write the email and save it as a draft. Go back to the email after you have calmed down and re-read it for appropriateness before you click send.
9. Keep the message positive.
10. Pay attention to grammar and punctuation (as well as all the rules your English teacher tried to convey).
11. Spell check is in your email options for a reason.



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

### Correct the Email

In this assignment you will need to find the errors in the email below. Circle each error that you find and then re-write the email in an appropriate business format.

Email #1

**From:** [johnriley@somedomain.edu](mailto:johnriley@somedomain.edu)  
**To:** [Mr1234@anotherdomain.mac](mailto:Mr1234@anotherdomain.mac)  
**CC:** [everyoneincreation@yetanotherdomain.com](mailto:everyoneincreation@yetanotherdomain.com)  
**Subject:** URGENT BUSINESS MATTER!!!!

**Good afternoon, Mr. 1234:**

I am wrting to you today to introduce myself. I am an ad speciatly sale rep in you're area. I have workd with other bunisness in your community and feel I can be of service to you as well.

BTW: I have been in the business for 25 years. Please contact me if you have any upcoming events or promos in which I may be of help.

Regards:

John Riley, acct exec  
Fly By Night Sales

In the space below re-write the email in a more appropriate business format and with all necessary corrections.

Name:           KEY          

### Correct the Email

In this assignment you will need to find the errors in the email below. Circle each error that you find and then re-write the email in an appropriate business format.

Email #1

**From:** [johnriley@somedomain.edu](mailto:johnriley@somedomain.edu)  
**To:** [Mr1234@anotherdomain.mac](mailto:Mr1234@anotherdomain.mac)  
**CC:** [everyoneincreation@yetanotherdomain.com](mailto:everyoneincreation@yetanotherdomain.com)  
**Subject:** URGENT BUSINESS MATTER!!!!

**Good afternoon, Mr. 1234:**

I am wrting to you today to introduce myself. I am an ad speciatly sale rep in you're area. I have workd with other bunisness in your community and feel I can be of service to you as well.

BTW: I have been in the business for 25 years. Please contact me if you have any upcoming events or promos in which I may be of help.

Regards:

John Riley, acct exec  
Fly By Night Sales

In the space below re-write the email in a more appropriate business format and with all necessary corrections. – *Below is a suggested response. Students should be able to draft a letter on their own with their own wording based on the email tips provided in the handout.*

**See suggested correction on following page**

Name: \_\_\_\_\_ KEY

**Correct the Email**

**From:** [johnriley@somedomain.edu](mailto:johnriley@somedomain.edu)

**To:** [Mr1234@anotherdomain.mac](mailto:Mr1234@anotherdomain.mac)

**CC:**

**Subject:** Opportunity to increase revenue up to 20%

Good afternoon,

My name is John Riley and I am the Advertising Account Executive for Fly by Night Sales in your area. With twenty-five years of experience in advertising I can offer your company a unique set of marketing tools to help increase your revenue through marketing and targeted advertising.

I recently worked with two other businesses in your community; Hop-A-Long Towing and Orange Vase Distributing, each business enjoyed a twenty percent increase in revenue after our advertising campaigns were completed.

I would like to call and schedule a meeting to further discuss how I can assist your company increase revenue. I will contact your administrative assistant to schedule a meeting next week. If you would like to visit sooner please feel free to call me at (555) 555 – 5555 in order to expedite the meeting.

Sincerely,

John Riley  
Advertising Account Executive  
Fly By Night Sales

## **Instructor Directions**

### **Professionalism Skits**

In this exercise you will allow the students to gather in to groups of two – four. The groups will take 10 minutes to write or plan a brief skit that focuses on either professional or unprofessional behavior.

When you are ready to begin the exercise have each group decide what they want to present (either professional behavior or unprofessional behavior). Ask them to keep their decision to themselves.

Give them 10 minutes to develop a short (3 – 5 minute) skit focusing on the chosen behavior without ever using the words professional, unprofessional, or professionalism. They may simply demonstrate the behaviors. Remind them that the skit must be appropriate for school.

Once the 10 minutes is up have the first group perform their skit for the class. At the end of the performance have the class:

1. Determine if the group was focusing on professional or unprofessional behaviors
2. Identify the specific behaviors that were professional/unprofessional
  - a. If the behavior was unprofessional decide what could be done differently that would make the scenario an example of professionalism instead

## Professionalism Skits Handout

In this exercise you will divide in to groups of two – four. You will have 10 minutes to write and plan a brief skit that portrays either professional or unprofessional behavior.

1. As a group decide what you want to present and keep this decision to yourselves
  - a. Professional behavior
  - b. Unprofessional behavior
  
2. You have 10 minutes to develop a short (3 – 5 minute) skit focusing on the chosen behavior
  - a. You may not use the following words:
    - i. Professional
    - ii. Unprofessional
    - iii. Professionalism
    - iv. Unprofessionalism

The skit must be appropriate for school.

3. Once the 10 minutes is up each group will perform their skit for the class
  
4. At the end of each performance we will:
  - a. Determine if the group was portraying professional or unprofessional behaviors
  - b. Identify the specific behaviors that were professional/unprofessional
    - i. If the behavior was unprofessional discuss what could be done differently that would make the scenario an example of professionalism instead