

# Teacher’s Manual for 2A:

## Being a Dependable Professional

### Module Key Learning Target:

- I can identify ways to be dependable and professional.

### Learning Target for 2A:

- I can identify ways to be dependable and professional.

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\*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

## What Do You Think: The Most Professional Person I Know ...

**Suggested Timing: 10 to 20 minutes**

### **Facilitation Steps:**

1. Review the learning target.
2. Have students read the list and fill out the information about the most professional person they know.
3. Discuss with volunteers the qualities that make this person a professional.
4. Check for understanding by asking volunteers to provide explanations for their choices. Involve other students by asking them which qualities are always required for professionalism and which ones might be very different from job to job.

**Learning Target**

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- I can identify ways to be dependable and professional.

**Plus 1 additional slide**

### **Tips for Successful Implementation:**



#### **Time Management:**

- Give students a 1-minute warning so that they may complete the assignment.



#### **Accommodation:**

- Consider reading the list out loud or asking volunteers to read it out loud for the benefit of struggling readers in the room.



#### **Organization/Class Management:**

- You may choose to have youth identify one way they themselves are professionals before writing about others.

## WHAT DO YOU THINK: The Most Professional Person I Know



**DIRECTIONS** Read over the description and think about the most professional person that you know. Complete the writing prompts below.

### Professionals ...

- learn about every part of a job
- are focused and clear about the work that needs to get done
- choose clothes that are appropriate for their workplace
- avoid making mistakes, but take responsibility for the mistakes they do make
- tackle problems directly without being aggressive
- keep on trying until the goal is reached
- produce high-quality work and take on challenging tasks
- organize their work and workspace so that they can do their best

The most professional person I know is \_\_\_\_\_

I think of this person as a professional because \_\_\_\_\_

\_\_\_\_\_



#### Assessment:

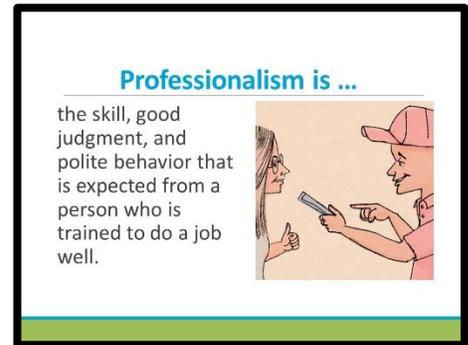
- Are students able to find one aspect that makes a professional?
- Are there some behaviors many or most students note for their chosen professional?

## Presentation: Professional Actions and Attire

**Suggested Timing: 10 to 20 minutes**

### **Facilitation Steps:**

1. As you are presenting, encourage students to take notes on key information, add any appropriate experiences they have had in professional environments, and ask questions.
2. Identify different ways professionalism can be shown. Also, define and give examples of dependability and initiative.
3. As you go through the information on the different slides, pause to offer examples and anecdotes from your own experience and the experiences of young people with whom you have worked in the past to provide additional perspectives on the content.
4. Ask volunteers to share their own experiences and any other information that they have that connects to the different concepts that you are presenting.
5. Invite students to share out questions they have. Depending on the nature of the question, you may want to answer it directly or let students know how the question relates to activities and/or experiences that they will have in the program.



**Plus 8 additional slides**

### **Tips for Successful Implementation:**



#### **Accommodation:**

- When giving your presentation, have written and visual cues with what you are saying in order to engage as many students as possible.
- Allow students to draw pictures in lieu of traditional notes if that is helpful.
- You may use the cloze version of “What Employers Value” for the English language learners.



#### **Organization/Class Management:**

- Use as many or as few slides for your presentation as are appropriate for your class. You can always customize presentations as needed.



#### **Prompting Discussion:**

- What aspects of professionalism do you already possess?
- In what other ways do you demonstrate your professionalism that were not listed?
- Why is it important to know what makes a professional?

## Professional Actions and Attire

**DIRECTIONS**

Use the space below to take notes about what you learn during the presentation on professionalism.

Key Information

Dress, Punctuality & Attitude

Beyond the Workplace (especially online)

One question I have is: \_\_\_\_\_

\_\_\_\_\_

 **Assessment:**

- Gauge the extent to which students are able to grasp the concepts presented through different types of questioning. For example, you might ask students to put information into their own words, generate connections, or explain which ideas they agree with most, and why.

## Dealing with Unprofessional Behavior

**Suggested Timing: 10 to 20 minutes**

### **Facilitation Steps:**

1. Share a time you have encountered unprofessional behavior and how you handled it in a professional way.
2. Have students identify three examples of unprofessional behavior and how they handle it professionally. Allow students time to write their answers before sharing with the group.
3. As you facilitate the share out, remind students to take notes and list at least one new strategy that they would try to use in the future.
4. Be open to any and all strategies — perhaps directing the discussion to highlight the more effective cache of strategies.
5. Discuss some of the strategies youth may try and some challenges that may arise for other strategies.

### Dealing with Unprofessional Behavior

- Write three examples of unprofessional behavior and how you deal with it professionally.
- What is one strategy you will try?
- Which unprofessional situations still seem most challenging? Why?



### **Tips for Successful Implementation:**



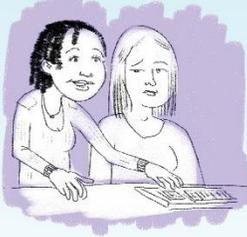
#### **Time Management:**

- Give students a 1-minute warning so that they may complete the assignment.



#### **Accommodation:**

- Consider recording all shared strategies on the board or chart paper, so that students can refer back to all of their possible choices.



## Dealing with Unprofessional Behavior

When coworkers act unprofessionally, it is easy to respond or act unprofessionally too. However, we all have to find ways to deal with unprofessional behavior in a professional manner.

**DIRECTIONS** Use the chart below to record three examples of unprofessional behavior and how you deal with them professionally. Be ready to share some of your ideas with the group.

Unprofessional Behavior	How I Deal With it Professionally

**DIRECTIONS** Now that you have shared your ideas and listened to the ideas of other people in the class, complete the following questions.

1. What is one strategy you learned that you will try in the future?
  
2. Which unprofessional situations still seem most challenging? Why?



**Assessment:**

- Students should be able to identify examples of unprofessional behavior.
- Are students able to list effective strategies in response?
- Are students listing new strategies to use going forward?

## Small Group Activity: Professionalism Situations

**Suggested Timing: 20 to 30 minutes**

**Materials:** Professionalism Situations resource papers

### **Facilitation Steps:**

1. Explain that each group will receive a situation in which it may be challenging to maintain professional behavior.
2. Go over the guiding worksheet, explaining that students will work in groups to read the situation and then decide how it relates to professionalism.
3. Have groups discuss if anyone they know has ever been in a similar situation at work. Groups will brainstorm professional ways to handle the situation and use the worksheet to help them develop a role play and/or response to the situation that they can share with the larger group.
4. Review the ranking component of the activity. Groups should decide what matters most in their situation. Make the idea clearer by providing an example from your own workplace, and tell them whether initiative, dependability, knowledge of the job, or communication contributed most to you being able to have a professional response to a challenging situation.
5. Divide students into groups of 2 - 4 and distribute Professionalism Situations.
6. Give students about 8 - 12 minutes to work through the situation and their resulting response and analysis. Circulate to make sure that students are on task.
7. Have groups report out and/or perform their response to the different situations. Ask the students to listen for which components of professionalism seem most important in a given solution, and to be ready to defend their position.



**Plus 1 additional slide**

### **Tips for Successful Implementation:**

 <p><b>Dig Deeper/Extension:</b></p> <ul style="list-style-type: none"><li>• If some groups are able to work through the situation faster, you may want to challenge them to come up with an alternative approach that emphasizes different components, think about how different unprofessional responses might result in different consequences, or develop a situation of their own.</li></ul>	 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Ask volunteers to summarize back the expectations of the activity.</li><li>• Be sure to give students a time limit for working on their situations.</li><li>• Give students a time limit to present situations to ensure that all groups have time to present or share.</li><li>• If you are short on time, pair each group with another and have them report out to one another.</li></ul>
 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• For students who have issues with language proficiency, you may want to use the ELL version of this activity.</li></ul>	

## Professionalism Situations

**DIRECTIONS** The instructor will give your group a situation. Take a moment to read it over carefully and then work with your group through all four steps of this activity.

1. Summarize the situation into a phrase or single sentence.

2. Discuss the following questions with your group:
  - a. Why does this situation relate to professionalism?
  - b. Have you or anyone you know ever had a similar situation at work?
  - c. What are some unprofessional ways of responding to this situation? What are the possible negative consequences?
  - d. Professional ways to handle the situation
3. Once you feel comfortable with the situation, use the space below to write down some notes from your discussion.

Situation Notes	
Possible Unprofessional Responses	Possible Consequences
Possible Professional Responses	Possible Outcomes

4. Select a group reporter and help prepare them to present the main points of your discussion to the whole group.

Our REPORTER is:



**Assessment:**

- While students are brainstorming, circulate and listen to conversations. Ask questions that may push their thinking. Look for evidence that they understand how to problem-solve issues of professionalism.
- When groups are presenting, ask follow-up questions that magnify the thinking behind their solution.

## Julia's Story: Dependability Case Study

**Suggested Timing: 10 to 15 minutes**

### **Facilitation Steps:**

1. Have students read Julia's Story independently and answer the questions. Then, read the story aloud with the group.
2. Once you have gone over the story, ask volunteers to share some of their thoughts about the different questions.
3. Brainstorm ways to improve Julia's overall attendance.
4. Use this as an opportunity to explore the employer perspective. Also, discuss how every person negotiates conflicts and obstacles in order to ensure their best performance at the workplace.

### Julia's Story

- 1) How would you describe Julia as an employee?
- 2) What are some of Julia's strengths?
- 3) What are her weaknesses?
- 4) What should Julia do differently in order to get a 3 (competent) in punctuality and attendance on the MA WBLP?



### **Tips for Successful Implementation:**

 <p><b>Literacy: 229 words, 8<sup>th</sup> grade level</b></p> <ul style="list-style-type: none"><li>• It can be helpful to have students write down any words that they are unfamiliar with or unsure about during their first read-through. Then, as a class, create a master list of words on the board, and ask students to define each one. You may find that as a class, students will be able to provide definitions for one another. This will prevent pausing the story during the read-aloud to answer vocabulary questions.</li></ul>	 <p><b>Dig Deeper/Extension:</b></p> <ul style="list-style-type: none"><li>• Read the situation.</li><li>• Work with your partner to write and practice a solution dialogue.</li><li>• Answer the questions.</li><li>• This can be an opportunity to point out that the ability to take someone else's perspective can help resolve conflict in school, sports, college, or the workplace. It is a skill that is universally valuable.</li></ul>
 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• If you have struggling readers, read the story out loud first; pair weaker readers with stronger to work through the questions.</li><li>• For English language learners, you may choose to practice a dialogue using the alternate version of this activity.</li><li>• If you are concerned about comprehension, pause at a few points during the story to have students summarize.</li><li>• Some students may have trouble shifting to the employer perspective. If so, provide additional guidance to help them think about what would be important to an employer.</li></ul>	

## Julia's Story: Dependability in the Workplace

**DIRECTIONS** Read Julia's story and answer the questions below.

Julia has an internship at a local television station in Worcester, Massachusetts. At her interview, she was really excited about the job. She couldn't wait to practice her production skills and help research and put together segments. She told the internship coordinator that she was available every day starting at 3 p.m.



When classes end, Julia has to leave her high school right away to get there on time. Lately, she has been later and later. Sometimes, Julia runs in at 3:20 p.m. to find that the other interns are completely swamped. Julia feels bad about it, but she also thinks that she makes up for it because she works extra hard once she arrives. Often, Julia will help multiple producers. Other interns will just work with one.

Some of Julia's coworkers have complained about her. They say she is late and is causing people to miss deadlines. Julia thinks they should mind their own business. She thinks they might be jealous because so many of the producers request her.

Now, Julia wants to try out for the school dance team. She knows some of the practices will make her miss work. Julia received the lowest score of a 1 (performance improvement needed) for attendance and punctuality at her last MA Work Based Learning Plan (WBLP) evaluation meeting. She plans on talking to her boss after she makes the team!

1. How would you describe Julia as an employee?

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2. What are some of Julia's strengths?

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3. What are her weaknesses?

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4. What should Julia do differently in order to get a 3 (competent) in punctuality and attendance on the MA WBLP?

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**Assessment:**

- What qualities do students identify with?
- Can students understand why some of Julia's behavior is unprofessional?
- Are students able to explain how an employer might view Julia?

## Reflection: Section Wrap-Up

**Suggested Timing: 10 to 15 minutes**

### **Facilitation Steps:**

1. Review the learning target, then ask students to take a moment to note the components of this reflection page.
2. Highlight the scope of the first set of questions, focusing on setting a goal pertaining to improving their practice of professionalism.
3. Have students assess themselves with the Target Check-In; remind them that this reflection is private, that no one will be asked to share their responses, and that there is no “best” answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
4. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

**Learning Target**

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- I can identify ways to be dependable and professional.

**Plus 1 additional slide**

### **Tips for Successful Implementation:**

 <p><b>Dig Deeper/Extension:</b></p> <ul style="list-style-type: none"><li>• Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork, and goal-setting.</li><li>• Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• Some students will require support to complete the goal-setting section. Give them a few examples to help them feel comfortable. Encourage them to focus on one step at a time in order to keep it manageable.</li></ul>
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## Session Wrap-Up

**Think about one goal that you have for improving some part of your professionalism or dependability and complete the chart.**

<b>My Goal ...</b>	
<b>2 Next Steps ...</b>	
<b>1 Obstacle and some possible solutions ...</b>	

Target Check-In				
Read the learning target and <b>check</b> the rating that best matches how you feel.				
	<b>1</b> Not Sure ...	<b>2</b> Working on it ...	<b>3</b> Almost there ...	<b>4</b> I can do it!
I can identify ways to be dependable and professional.				

I feel this way because...

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**Assessment:**

- Are students able to identify a reasonable goal and anticipate next steps and possible challenges?
- Do students have a sense of how to rate themselves around professional and unprofessional behavior?

## Resources for Module 2A in Teacher's Manual

	Standard Resources	Page
1.	Professionalism Situations	15

	English Language Learner Accommodation	Page
1.	What Employers Value (Cloze)	17
2.	ELL Professionalism Situations	18

## Professionalism Situations

<p>1. You are working at the receptionist desk. A client complains about the dirty bathroom.</p>		<p>2. One of your supervisors at the medical lab is always giving you the worst jobs — cleaning up spills, washing the tubes, printing up reports — and you are tired of it. You decide to talk to your supervisor.</p>
<p>3. Your new boss asks for your email address so she can send you the weekly employee announcements. The only email address you have is not appropriate for work.</p>		<p>4. You are working on a landscaping job when a customer starts to complain.</p>
<p>5. Two weeks ago, you told your supervisor that you were going to be away this weekend. You just checked this week's schedule and you are scheduled for Friday afternoon and Sunday morning</p>		<p>6. You are working at the register when a customer comes back complaining that you messed up the order. They demand their money back.</p>
<p>7. You are waiting for the bus to go to an interview, but it is already 10 minutes late and you still don't see it. If it does not arrive in the next five minutes, you will be late for your interview.</p>		<p>8. You have been doing a great job at work. You just earned a \$1.00/hr. raise and you also have some new responsibilities, but you are not sure how to do one of the new tasks. You don't want to lose your raise.</p>

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## What Employers Value Cloze

**Directions:** Listen to your instructor. Fill in the blanks. Use the extra space to take notes.

Complete the sentences.	Notes
<p>Employers look for workers who are <b>professional</b>.</p> <ul style="list-style-type: none"><li>• A professional person knows how to do the job _____.</li><li>• A professional person has the right _____ for the job.</li><li>• A professional person is _____ and _____.</li><li>• A _____ person wears the correct clothing for the job.</li></ul>	

# Professionalism Situations

## Directions:

1. Read the situation.
2. Work with your partner to write and practice a solution dialogue.
3. Answer the questions.

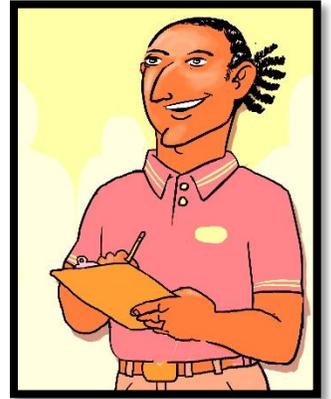
**Situation:** Two weeks ago, Zach told his boss that he had to go to a family wedding on September 13<sup>th</sup>. Zach just got his schedule, and it is wrong. **What should Zach do?**

### Zach's Work Schedule

September 12<sup>th</sup>: 4pm-10pm

**September 13<sup>th</sup>: 10am- 5pm**

September 14<sup>th</sup>: 8am- 2pm



## Solution dialogue:

**Zach:** I have a question. Is now a good time to talk to you about it?

**Marla (Zach's boss):** Yes, I have time. What can I do for you?

**Zach:** I requested this weekend off for my sister's wedding, but my new schedule says I have to work all weekend.

**Marla:** Wow, I am sorry. I will have to see what I can do. When is exactly is the wedding?

**Zach:** My sister is getting married on Saturday the 13<sup>th</sup> and I will get back very late that night.

**Marla:** Do you need both Saturday and Sunday off?

**Zach:** No, I just need Saturday off. It would be helpful if I could work a later shift on Sunday.

**Maria:** I will have to take care of this, but I am very busy.

**Zach:** Would you like me to ask some of the other staff if they can work for me or switch schedules?

**Marla:** Yes. That would be great!

1. What are some **unprofessional** ways to act in this situation? What would have happened?
  
2. Did Zach act like a **professional**? Explain.

# Professionalism Situations

## Directions:

1. Read the situation.
2. Work with your partner to write and practice a solution dialogue.
3. Answer the questions.

**Situation:** Laura needs to have **\$610.98** in her cash register. But, she only has **\$590.98** in her cash register. She does not know what happened.



## Solution dialogue:

Laura: \_\_\_\_\_

Juan (Laura's boss): \_\_\_\_\_

Laura: \_\_\_\_\_

Juan: \_\_\_\_\_

Laura: \_\_\_\_\_

Juan: \_\_\_\_\_

Laura: \_\_\_\_\_

Juan: \_\_\_\_\_

Laura: \_\_\_\_\_

Juan: \_\_\_\_\_

Laura: \_\_\_\_\_

1. What are some **unprofessional** ways to act in this situation? What would have happened?
  
2. Why was this the most **professional solution**?