

Professionalism

You could say that everyone at the CH&S Day Program is majoring in Professionalism for one reason or another.

- There are some who have had a taste of “a real job” in the past and are building skills and gaining perspective so that they may be more successful at it the next time around.
- There are those who say they want to “get a job” but are learning what that means and what it takes to be successful.
- There are those who demonstrate no apparent motivation or potential for having a job. They still may benefit immensely from a Professionalism course because it is really all about self esteem and social skills.
- And there are those (Instructors) who undertake the task of imparting Professionalism skills and values to others. In so doing, they may notice their own professionalism growing and growing.

Professionalism Topics / Table of Contents

- Professionalism 101
- Appearance
- Punctuality
- Attendance
- Communication (1,2,3)
- Assertiveness
- Listening Skills (1,2)
- Conflict Resolution
- Positive Recognition
- Short & Long Term Goals
- Business Meetings
- Phone Matters
- Courtesy
- Understanding your Role / Job Description
- Personal Issues at the Workplace
- Issues & Non-Issues
- Attitude
- Using Proper Channels
- Hire-ability
- Job Satisfaction
- Scenarios (Use these to review and revisit materials from the sessions, etc.)

Professionalism 101

Professionalism: Possessing the qualities, standards, skills, and methods that are suited to a position of responsibility.

Objective: to learn and practice professional qualities, standards, skills, and methods.

1. Read each participant's Positive Personal Profile (PPP). Discuss the connection between the PPP and the concept of professionalism (*See Positive Personal Profiles*)
2. Lead a discussion on the difference between being a child and an adult. Do this by drawing a vertical line on the board. One column should be headed *Child*. The other *Adult*. Brainstorm with the class what activities, qualities, symbols, conditions, responsibilities, etc. belong in each column. Ask the class which column they belong in. Talk about how they used to be in the *Child* column and that was good. Congratulate them for being now where they belong, among the *Adults*.

Why Act Professional? (*list on board*)

- *To respect yourself*
- *To help your company and its cause*
- *To support your co-workers*
- *To help society*
- *To further your career*

(*Discuss the meaning of each, give examples, and brainstorm additions to the list.*)

What are the qualities of a Professional? (*list on board*)

- *Dependable*
- *Honest*
- *Effort (Try your Hardest)*
- *Respect for Others*
- *Set Positive Examples*
- *Organized & Ready*
- *Teamwork*
- *Learn from Experience*
- *Poise*
- *Friendly & Positive*
- *Communicates*

(*Define each of the above. Give and ask for examples and role plays. Brainstorm additions to the list.*)

Review... Restate the general theme and definition of the class. Revisit the lists that were made in class. That's it for now!

Professionalism / Appearance

Briefly revisit the definition, advantages, and qualities of Professionalism as well as relation of Professionalism to the PPP. Announce that the facet of Professionalism you will review today is the Professional Appearance.

Interview Questions... Pose to the group; discuss and elaborate, giving and asking for examples and ideas.

- Why is it important to look presentable?
- What is your system for having clean clothes?
- Are your clothes comfortable?
- Do clothes give people an idea of what kind of person you are?
- How's the weather? Cold? Hot? Rain? Etc.? So what do you wear?
- Why, how & when do you dress up?
- Why, how & when do you dress down?
- What is your system for staying clean & bathed?
- Washing hair, brushing teeth, shaving, smelling good, etc. Why?
- Describe your favorite clothes to wear to work.
- What can't you wear to work?

Exercise 1

Staff goes into dressing room and emerges dressed for work, purposefully rigging some aspect(s) of appearance to be inappropriate. Class critiques what is right about his/her appearance and what's wrong.

Repeat the exercise a number of times soliciting participation of class members as the subjects. Make discrepancies in appearance range from slapstick to subtle.

Exercise 2

Provide magazines and/or pictures for participants to sort through. Ask them each to select one picture of a person. When it is their turn, they are to describe each item of clothing that the person in the picture is wearing; guess what that person does for a living; and give their general impression of the person.

Exercise 3

Notice the appearance of your co-workers: what they are wearing; how they are wearing their hair; how they are groomed, etc. and pay each of them a specific, genuine compliment. Staff should model. Remember to say "Thank You" when you have been complimented.

Review... Restate the general theme. Urge everyone to come to work tomorrow looking Professional and ready to give and take compliments in regard to their appearance.

Professionalism / Punctuality

Briefly revisit definition, advantages, and qualities of Professionalism as well as the relation of Professionalism to the PPP. Announce that the facet of Professionalism that you will cover today is Punctuality.

Interview Questions

Solicit responses to the following questions, elaborating, giving and gathering ideas and examples. *Do not spend too much time on any one question.*

What time does your work begin? How do you get to work? Describe your system for getting to work. What are the drawbacks of being late to work? What are the drawbacks of getting to work too early? What is the first thing you do when you get to work? Why does your boss want you to be on time? Why do your co-workers want you to be on time? Why should you want to be on time? What should you do if you're late for work? Do you know the phone number for your job? What if you have a doctor's appointment first thing in the morning? How do you feel when your co-workers are late? Your Instructor? Your boss? Do you have a watch? Do you use an alarm clock? How long is your commute?

Exercise #1

Role Play

- Coming in late and apologizing
- Notifying your boss the day before that you will be late tomorrow due to an appointment
- Calling your job on the phone to let them know you are running late

Exercise #2... Choose a volunteer. Draw 2 columns on the board. In the left column, have the volunteer list all the possible things he might do in the morning before he gets to work. In the right column, estimate the time it takes to do each thing. Based upon what time he needs to be at work and the total amount of time in the right column, determine what time he should set his alarm for. If possible, have an alarm clock available and have him set it. If you want to put on a really good show, you and/or he and the others can act out his morning routine. Repeat the exercise with others if time and enthusiasm allows. *(You might use yourself as the first subject depending upon who is in your group.)*

Exercise #3... Brainstorm with class to answer the following question: What qualities of Professionalism do you demonstrate when you are consistently on time? (e.g. dependable, responsible, trustworthy, committed, organized, ready to work, team member, role model, etc.)

Review... Guide participants to recite this mantra of "I" Statements:

- My work is important. I am important. I am responsible. I am committed.
- I am focused. I have my act together. My co-workers can count on me.
- My job can count on me. I set a good example. I am a true professional!

See you tomorrow... On time!

Professionalism / Attendance

Revisit the definition and qualities of Professionalism. Announce that the facet of Professionalism that you will cover today is Attendance.

Exercise #1

Why is Attendance Important? *List on the board. Discuss the meaning of each.*

- So you can keep your job
- So you can make more money
- So your Supervisor will appreciate you
- So your co-workers will appreciate you
- So you can get more work done
- So you can set a good example
- So you can be proud of yourself
- Because you like being at your job
- Because you are a committed professional!

Add to this list!

Exercise #2

What are the common barriers to good attendance? *List, brainstorm, give examples and ideas.*

- Sick
- Don't feel like getting out of bed
- Problems with Supervisor
- Problems with co-workers
- Don't care; Don't feel like it
- Rather be doing something else
- Up too late last night
- Overslept
- Poor planning
- Emotionally upset / Personal problems

Add to list and for each item on the list, ask for suggestions as to how one can overcome the barrier.

Exercise #3

Pass out a calendar of the next 1 – 3 months to each participant. Assist them in marking each day off (i.e. weekends and holidays). Assist them in marking each payday. Assist them in checking each work day and projecting earning potential for that day. Assist them in also marking special events to which they may be looking forward (i.e. favorite class, certain field trip, etc.). Assist them in totaling their projected weekly earnings if they accomplish perfect attendance. Assist them in setting a goal for themselves in

terms of what they may earn over a specified time period. Assist them in choosing a reinforcer for themselves should they meet their goal. Use this calendar as a focal point on a daily basis to chart, reinforce, and to encourage good attendance.

Review

Guide the participants in reciting the following mantra of “I” Statements:

- I am committed and dependable
- My work is important and I am important
- I like the work I do. I’m good at what I do
- I get a lot done
- People at my job can count on me
- I am proud of myself when I go to work
- I am a solid professional!

Good job!

Professionalism / Communication 1

Communication... *The exchange of thoughts, messages, or information as by speech, writing, signals, or behavior.*

Exercise #1

Demonstrate 4 ways of communicating by

- writing "Help" on the board
- asking for help with words
- gesturing for help by waving your hands and using your facial expression
- indicating that you need help through behavior (acting frustrated, biting your hand, etc.)

Now write "I like you" on the board. Point out that this is a written communication. Ask the class to express the same message with words. They should say "I like you." Now ask someone to demonstrate the same message by gesture, by behaviors.

Exercise #2

Discuss which of the 4 ways to communicate is, as a rule, more clear, effective, and useful. Discuss situations when each of the ways are most applicable... e.g. posting written rules is more effective than explaining the same rules verbally over and over again. Why? Hugging someone at the airport when you haven't seen them in a long time may be more effective than anything you can say. Why? Give other examples.

Discuss that often a communication is most effective when used in combination... such as shaking someone's hand, making eye contact and smiling as you say "I'm really glad to meet you!"

Show examples of commonplace communications and have the class identify in which way, if any, speech, signals, writing, or behavior come into play. (e.g. traffic lights; boxers in a ring; someone singing a song; someone looking for olives in the grocery store; a cat wants to go outside; someone's humming is bothering someone else; someone waiting in line is in a hurry; someone has to wait until someone else is off the phone; someone wants to dance; someone has to go to the bathroom; someone is so full and can't eat anymore; someone wishes someone with the channel changer would change the channel... add more examples.)

You can put the above and other examples on index cards and have participants role-play them. Guide the discussion as the participants analyze the communication methods used.

Review

Revisit the definition of Communication.

See you at Communication 2!

Professionalism / Communication 2

Review and discuss the definition of Communication.

Announce that the aspect of Professionalism to be covered today is Communication Strategies.

Lecture / Demonstration (to paraphrase)

We all have our individual ways of saying what we need to say. Let's say I want a cookie.

- I point to the cookie jar... but you don't give me a cookie.
- I scream & pound my head on the table... but you don't give me a cookie.
- I hand you 5 dollars... but you still don't give me that cookie.
- I call my mother on the phone and cry... no cookie.
- I ask directly and politely for a cookie..."Oh!" you say, "You want a cookie! Here you go!"

I just learned which communication strategy was most effective in that case. It is likely that if I want a cookie again, I will find myself using the communication strategy that I have learned to be most effective.

So everyone you know and everyone you meet has learned communication strategies this way throughout their lives. If you are going to communicate effectively with others, you must be able to understand their strategy and you must use strategies of your own that they may understand. Let's practice.

Exercise #1

For each of the following functions, list some communication strategies that either you or others employ. Indicate

- which communication strategies are dysfunctional / anti-social and why
- and which are functional / pro-social and why.

(Note: You may choose from this list. It is not necessary to do them all.)

- request attention
- request help
- reject an item, task, activity
- request affection
- initiate a social interaction
- go outside
- play a game
- get an object out of reach
- get an object which someone else has
- get preferred food

- engage in a leisure activity
- request that someone go away
- terminate a task or activity once begun
- refuse an instruction
- request a bathroom
- express anger
- express sadness
- express boredom
- express happiness
- express interest
- express discomfort
- express confusion / lack of understanding
- express fear
- express feeling ill

Exercise #2

Choose some scenarios to role-play. (*See Professionalism / Scenarios*) Role-play both dysfunctional and functional communication strategies. Guide the participants in critiquing the interactions and labeling the communication strategies used.

Review

Talk about communication strategies in relation to Professionalism. How do your communication strategies define you as a Professional? i.e. Are you clear, diplomatic, positive, on the subject, etc.?

Next Class is Communication 3

Professionalism / Communication 3

Lecture to Paraphrase

You are a person. Therefore... Wherever you go... Whatever you do... Whatever job you may have... You will have to deal and get along with other people!

This means you must **COMMUNICATE**. When people try to communicate, confusion, misunderstanding, and differences in opinion are inevitable. How a person handles situations like this is what defines that person as a professional.

Exercise #1

Critique the following miscommunications and suggest better ways that may be effective for expressing the same message. (Role-play if you're feeling hammy.)

- laughing and pointing at someone who forgot to zip his pants
- quietly fixing the work that someone else has done as he watches
- insisting vehemently that it's your turn
- complaining to Joe that Bob is trying to irritate you
- claiming you'll be a little late when you know you will be 3 hours late
- yelling at someone who hurt your feelings
- reprimanding someone who used your property
- accusing someone of taking your lunch
- telling someone their idea is stupid and yours is right
- telling someone you already did what you didn't do yet
- promising to do something that you really don't know how to do
- asking for help when you don't really need it
- interrupting a conversation because you have to talk to someone NOW!
- Snapping back at someone who asks you something
- Add to the list

Exercise #2

Recall and share examples of open & professional interactions that have occurred within your workplace involving either yourself and/or your co-workers. For each example, give yourselves a good round of applause. Staff should have some examples in mind to "prime the pump".

Review... Lead the group in reciting the following mantra of "We" Statements:

- | | |
|---|--|
| o We are true, responsible professionals | We work things out... We get things done |
| o We are clear... We are respectful... We listen! | We understand and appreciate each other |
| o We can solve problems | I value you... you value me |
| | We are Valuable!!! |

Professionalism / Listening Skills 1

Review Key points to Communication 1,2, and 3...

Lecture to Paraphrase

Listening Skills are an important and necessary part of communicating. As a professional, you must listen to your supervisor if you are to understand clearly what you are to do... and how you are doing. You must also listen to your co-workers if you are to work collaboratively as a team. When people talk to you, it is with a purpose. They always mean something. It is always better to know completely what someone else means. The aspect of Professional Listening Skills that we will focus upon today is **Taking Direction**.

For every direction that is given, the listener is like a detective sorting out the clues to get to the bottom of the message. He/she must answer the questions:

Who, What, When, Where, Why, and How

So when the master says to the dog... "Come Here!"

Who: Dog **What:** Come **When:** Now **Where:** Here **Why:** A Treat? **How:** By Foot

Exercise #1

Try to answer the Who, What, When, Where, Why, and How questions in each of these verbalizations:

- Our electric bill seems to be rising, so please remember to do your part to save energy.
- Make sure there is a lifeguard on duty if you're going to go swimming at the pool.
- Once collated, distribute 2 copies to each employee.
- I wish I knew where that thing went.

Lecture to Paraphrase

Oftentimes, the answers to these 6 questions are not immediately clear. This is where open communication is crucial. For example, if you understand what you are supposed to do and when you are supposed to do it... but you don't know HOW... you must effectively attain this information by asking. Remember, you are at work and, as a professional, you are "all business". So when you ask, you should be:

Clear... Direct... Respectful... Positive... Calm

Exercise #2

Practice asking questions to further clarify the directions given in Exercise #1 in a manner that is

Clear... Direct... Respectful... Positive... Calm.

Lecture to Paraphrase

A real key to effectively communicating is to accurately understand “where the other person is coming from.” If your supervisor, for example, is explaining to you how to do a new job, he is acting according to his defined role and therefore, his motives are clear and you are in a good position to get his message. If a mother told a child to wash his hands it would be much less confusing than if a stranger at the store made the same request because the child knows his mother within the role of mother and, therefore, her request is consistent with the child’s expectation.

When you are at a workplace, it’s like you are in a play. Everyone (including you) has a part. As such, the script assures that you stay within your character. If you ignore the script and go out of character, you ruin the play.

Exercise#3

Match the following verbalizations to one of the roles listed below:

Doctor Boss Mother Employee Policeman Co-worker Customer Clerk Priest

- You have the right to remain silent.
- May I help you, sir?
- Eat your dinner. How do you expect to grow up to be big and strong?
- If you’re going to be late, be sure to call.
- Can I use that table when you are done?
- Is there a restroom in this place?
- Can I make an appointment to talk about my salary?
- In the name of the Father and of the Son and of the Holy Spirit...
- Do you smoke or drink alcohol or coffee?

Now list some other things these people are likely to say.

What are things that a teacher would say? A lawyer? The President? A friend? An umpire? Keep going...

Professionalism / Listening Skills 2

Review the key points of Listening Skills 1.

Announce that the aspect of Professional Listening Skills that will be covered today is Taking & Giving Feedback.

Lecture to Paraphrase

As an employee,

- o You should expect to receive input from your Supervisor.
- o It is the Supervisor's job to give you input.
- o The input is intended to make your job better.
- o You make your Supervisor's job better by accepting his input the way it is intended.

There are typically 3 kinds of input that you receive:

<u>Positive</u>	<u>Corrective</u>	<u>Informational</u>
-----------------	-------------------	----------------------

Positive: "You did a beautiful job on that report. It looks perfect!"

(Professional response: Say Thank You in a way that lets the person know that you appreciated the recognition.)

Corrective: "You'll have to re-copy this report; and this time, make sure the holes you punch are lined up correctly."

(Professional response: Say Thank You in a way that lets the person know that you understand the message, appreciate the intent, and are committed to a plan of action.)

Informational: "Another way you can turn off the machine is with this button here."

(Professional response: Say Thank You in a way that lets the person know that the information has been received and that you appreciate it.)

It is important that you are able to know feedback when you hear it and that you are able to identify what kind of feedback it is and that your reaction is professional.

It is only natural sometimes to take corrective feedback personally. The Professional recognizes that corrective feedback is **business** and does not take it **personal**.

It is sometimes very difficult to respond professionally to feedback simply because feedback is not always professionally given. In fact, sometimes it is given in a way that is just plain nasty! These are times when it is all the more important to stay **business** and not go **personal**. Someone has to responsibly set the standard for professionalism. If it is you, you are a hero!

Exercise #1

Give examples and role play Positive, Corrective, or Informational feedback (or combinations) that can be applied to the following scenarios. Also suggest and role-play business & personal responses to each...

- Morris took the initiative to organize the supply cabinet.
- Molly assembled 50 packets improperly. They have to be redone.
- Mickey made a personal call using the company phone on company time.
- Michael seems to have alcohol on his breath at work.
- Melissa was very prepared and gave a very helpful report at the meeting.
- Morris misfiled some supplies when organizing the cabinet.
- Mary Ann had perfect attendance over the past 3 months.

Lecture to Paraphrase

As a professional employee, it is sometimes important (and it is an art form) to give necessary feedback to your Supervisor. In so doing, you should be respectful, specific, brief, to the point, and resolution-based.

Exercise #2

Practice / role-play telling your Supervisor:

- He's using too many big words that you don't understand.
- You are uncomfortable when people put their hands on your shoulder.
- You can't tell and are afraid that he's mad at you.
- You are unclear as to what he expects from you.
- You think he's making fun of you.
- You think you have a better idea for a particular job.
- You really appreciate the way he helped you learn the job.
- He seems overly critical and bossy. You would like more positive attention.
- You're bored. You would like to try something more interesting.
- He doesn't smell so good.

Add to list

Closing Exercise

Ask each participant to offer actual feedback either on the class or other aspects of the job. This may include Positive but not to include Corrective feedback toward any other participant(s).

Professionalism / Positive Recognition

Announce that the aspect of Professionalism that will be covered today is **Positive Recognition**.

Read everyone's positive Personal Profile out loud. Don't just go through the motions. Sell it!

Lecture to Paraphrase

Everyone likes to be appreciated and recognized for the good that they do. If you are someone who effectively gives positive recognition, you will have everybody's attention. It is a powerful way to make your environment a better and more professional place. Positive Recognition is contagious. If you give it, you are more likely to get it. An environment that is lacking in positive recognition is a depressing environment that breeds negativity. You don't want to be there.

Exercise #1

Here is how you go about giving Positive Recognition.

- ❖ Be Specific.. Let the person know exactly what was done well... Role-play examples of both specific and vague.
- ❖ Be Sincere.. Don't give positive recognition unless you really do believe the action you are recognizing has real value. Don't give positive recognition at the same time you want something from the person. It may make him feel manipulated... Role-play examples of both sincere and fake.
- ❖ Be Brief... Don't go on and on praising someone. He won't hear everything you say and it may embarrass him... Role-play examples of both to the point and rambling.
- ❖ Be Non-Punishing... Recognizing someone's good performance in the context of his failures or problems may defeat the purpose. (e.g. "Its about time you got that right!") Even if its all in fun, kidding around does not mix well with the dynamic of positive recognition. Role-play examples of gratifying and hurtful.
- ❖ Let Positive Recognition Stand Alone... Choose times to give positive recognition when you don't have to mix it with problem solving. If you have a tendency to say "Good job... BUT...", every time you give positive recognition, the other person will just be waiting for the other shoe to fall and your attempts, in general, will be ineffective... Role-play examples of when positive recognition stands alone and when it does not.

Exercise #2

Encourage members in the class to offer positive recognition to each other. Staff should get it started and continue to positively recognize all the positive recognition going on.

Nice job, everybody!

Adapted in part from:

Professionalism / Assertiveness

Assertiveness is open, honest, direct communication. It is also a lifestyle! The good professional is assertive.

The general rules of assertiveness (write on board & discuss)

1. Do not attack the other person
2. Express your needs directly
3. Stick to your feelings
4. Do not be ruled by guilt
5. Use "I" messages
6. Know what you want
7. Be ready to be persistent

The elements of Assertiveness (discuss & role play)

- o Eye contact
- o Body posture
- o Gestures
- o Facial expression
- o Voice- tone, inflection, volume
- o Timing
- o Content

Distinguish Non-Assertive Behavior from Assertive Behavior and Aggressive Behavior. Write the 3 headings on the board and brainstorm with the group to list characteristics of each under the applicable heading. Role-play examples.

Assertive Rights

1. The right to be treated with respect.
2. The right to express yourself.
3. The right to decide what to do with your body.
4. The right to decide what to do with your time.
5. The right to decide what to do with your property.

As a group, take the following questionnaire and discuss:

- ❖ What are your priorities?
- ❖ Define success.
- ❖ Do people listen to you and take you seriously?
- ❖ Do you take some people more seriously than others?
- ❖ How do you get time to just be alone?
- ❖ How do you ask for what you want?

- ❖ Do you have the opportunity to say “no” to the requests of others?
- ❖ Do you appreciate the right of others to say “no” to you?
- ❖ Do you have a chance to decide what to do with your time?
- ❖ Have you ever learned from making a mistake? Give an example.
- ❖ Are you afraid of making mistakes?
- ❖ Do you worry about the opinions of others?
- ❖ Describe things that are in your power and things that are not.
- ❖ Are you always able to tell what other people may want or need? Do you honestly care?
- ❖ When, if ever, should you feel guilty?
- ❖ Define Independence.
- ❖ What is a boundary? What are some of yours?
- ❖ Why and how do you respect the boundaries of others?
- ❖ Do you always have to try your hardest?
- ❖ Do you have the right to change?
- ❖ Is it OK to let others make choices for you? Can you choose not to make a choice?
- ❖ Give an example when you had to stand up for your rights.
- ❖ Do you rely upon other people? Do other people rely upon you?
- ❖ What is a responsibility?

Cicero said “Freedom can be defined by participation in power.”

Are you free?

Professionalism / Short & Long Term Goals

Lecture to Paraphrase

Most major league baseball players dream of some day being in the Hall of Fame. This is the Long Term Goal. But he doesn't go right into the Hall of Fame just because he wants to. There are many, many Short Term Goals that come first. As a child, he must practice each proper technique for batting, catching, throwing, etc. He must play in little league, pony league, high school, minor leagues... He must play one game at a time. And you just don't win games without scoring runs. And you don't score runs without first getting to first base.

Football is the same way. Maybe you want to score a touchdown. But first you have to go into a huddle and, as a team, engage in short term planning in relation to your team goal.

Needless to say, life is the same way. You always have to ask the same questions:

What do I want?

What do I have to do to get what I want?

What do I have to do first?

Questions for Group Discussion

- Where would you like to go on a trip?
What are the steps you must take first?
- What is a good idea for dinner tonight?
What are the steps you must take first?

What are the steps necessary toward:

- Painting a picture?
- Going bowling?
- Throwing a party?
- Getting married?
- Add others

Now relate this to career / professionalism:

- What kind of job do you think would make you happy?
What are the steps you must take first?

Discuss developing the skills that make you hire-able and desirable as an employee... (Ergo the purpose of this course!)

Professionalism / Meetings

Revisit the purpose for the course. Remind participants of their visions of themselves as successful professionals. Announce that the aspect of Professionalism that you will cover today will be the **Business Meeting**.

Lecture to Paraphrase

Business Meetings are planned for a purpose. Everyone who attends a business meeting “means business”. They are not interested in wasting time, playing silly games, or not being real.

Before you go to a business meeting, understand:

1. Purpose / Objective

Is the purpose of this meeting to try to find a solution to a particular problem? Is it to gather information that will assist in making a particular decision? Is it to get an update on the status of a project? Is it to get acquainted? Is it to plan an event? Is it to clarify a schedule? Etc. Some business meetings are about you. Some are not. Most business meetings essentially set out to

- define the issue(s)
- Design the action plan(s) – **Who does What by When?**

2. Role(s)

Why are **you** at the meeting? Are you there to learn? Are you there to sign papers? Are you there representing someone? Know your role and act accordingly. Also know the roles of the others at the meeting. Who is there to facilitate? Who is there to report? Who is there to decide? Etc. Interact with others according to their roles.

3. Protocols / Conventions

If you are attending a meeting, you must display the etiquette of a professional participant. This allows everyone to stay undistracted and focused upon the common cause.

Exercise #1

Define, discuss, and give examples of the following roles and functions applicable to meeting dynamics.

- Initiator
- Information-seeker
- Information-giver
- Opinion-seeker
- Opinion-giver

- Clarifier
- Elaborator
- Summarizer
- Encourager
- Feeling-expresser
- Harmonizer
- Compromiser
- Gate-keeper
- Standard -setting
- Consensus-tester
- Follower
- Listener

Exercise 2

Make 2 columns on the Board and discuss as you add to lists.

DON'T

Talk too much get personal talk out of turn change the subject withhold relevant information
 give wrong information fall asleep lose your temper make noises have side conversations cry
 fidget engage in unrelated activity (e.g. draw, read a book) talk too loud or too soft slouch
 scowl roll your eyes...

DO

Sit straight and still make eye contact be direct respect everyone stay on the subject talk in a
 normal voice at a normal volume stay positive be prepared...

Exercise #3

Have a meeting in regard to the day's schedule... Critique yourselves and the meeting itself as you go along. Refer to this class when having future meetings.

Professionalism / Job Description... Understand Your Role!

Lead the class in reciting the following mantra: We are true professionals... We are here to do the job... We know what we're doing... We do the job right... We are clear... We are responsible...

Lecture to Paraphrase

When someone needs to pound in a nail, he might go to the hardware store to buy a hammer. It would really do him no good to buy a screwdriver. You can't pound a nail in with a screwdriver. Having a hammer, however, makes the job easy and better assures that the job will be done right. These are the advantages of having and using the right tool.

As a professional, you are a tool! You were hired to perform a function and you are valued and appreciated for that function. Whether you were hired to sweep floors, make boxes, plant flowers, or count penguins, your professionalism is reflected by how reliably you can be counted upon to serve your purpose. It is important, therefore, to know what you are to do and how to do it. If you know your role in relation to the other roles involved in getting the job done, you are more likely to be able to work constructively with others (i.e. a hammer, a screwdriver, and a saw each have different roles that may go toward completing the same job).

Exercise #1

Identify the different roles that exist at your workplace from the top down and who is performing those roles. For each person you've identified, brainstorm to list their functions and responsibilities. What qualities must these people have that suit them to their job descriptions? What systems do they seem to have in place that helps them to do their jobs? Do the same for workplaces you commonly frequent, such as: the restaurant, the grocery store, the theatre, the bank... What are the different jobs there? Who does what? What is the chain of command? What qualities & systems?

Exercise #2

Ask and discuss the following job description related questions:

- What if my boss asks me to do something that I think is someone else's job?
- What if I don't know how to do what they want me to do?
- What if there are some parts of my job I don't like?
- What if there is another assignment I would prefer to the one I have?
- What if someone else is not doing his job?
- What skills, qualities, attributes of mine suits me to my job description?
- What systems or methods come into play for me to perform my job?
- Other Questions?

We are true professionals... We are here to do the job... We know what we're doing... We do the job right... We are clear... We are responsible... right... We are clear... We are responsible...

Professionalism / Personal Issues at the Workplace

Key Points

- o The company values the professional who is able to focus upon what he is really there for... to do his job!
- o There is definitely a line between “business” and “personal”. The professional knows where that line is and keeps it clearly defined.
- o The professional knows how to separate personal issues from business.
- o The professional does not get distracted and does not distract others at the workplace.
- o Professionals set standards of professionalism for each other.
- o When the professional is at work, he knows its “all business”.
- o Because of this, the professional earns the appreciation and respect of all.

Questions & Answers (ala Dear Abbey)

Q: Is it OK for co-workers at the same job to be good friends?

A: Yes! That's great!... But if their friendship interferes with the well being of the company or others; or if it takes them away from their work; or if it causes them or others to lose sight of “the line”, it is unprofessional and does damage.

Q: What if I don't like someone I have to work with?

A: You don't have to like the people with whom you work. It is not likely that you're going to like everyone with whom you come in contact. The professional does not let his likes and dislikes effect his job performance. Its easier and better if you just stay focused on your work.

Q: I have so many personal problems; how can I do my job?

A: If you have so many personal problems, the last thing you need is another one. Losing your job is a major personal problem. When you are at work, you have a job to do. This means you get to focus upon something other than your personal problem. Take advantage of that.

Add questions or take questions from the class to discuss.

Exercise

Divide the board into two columns: business & Personal. Brainstorm with the class, issues, behaviors, situations that go into each column... i.e. what belongs at work and what does not.

Guide the class in reciting the following mantra: We are professionals! ... We are here to work!... We get the job done! ... We don't play silly games!... We are for real!... We are professionals!

Professionalism / Issues & Non Issues

Lecture to Paraphrase

Look at yourself as a tool that is here for a purpose. If you were a hammer (just like in the song) and it was a hammer that was needed, people would always turn to you, rely upon you, and appreciate you if you were, indeed, a hammer that hammered effectively. In other words, you would be solid, balanced, shaped like a hammer, and user-friendly to the grip. If the carpenter were to reach into his tool box and come up with a Barbie doll or a lizard... what use would they be to him?

For each job, there are real issues. The more directly and the more accurately, the more genuinely you address the real issues, the more useful and appreciated you are. If you are always in the habit of presenting “non issues” or issues that do not apply to the job, you are only getting in the way. Why would you want to do that?

Always ask yourself the question: What is my role / How are my actions designed to contribute toward the success of the project? If you know the answer, then you know what to do. If you are not sure of the answer, it is good to sincerely ask.

QUESTION... (the bottom line one actually!)... Please answer this question honestly to yourself:

Do I really want to be a professional... or do I want to play children's games?

ANSWER: It is best and easiest for a child to play children's games. And it is best and easiest for an adult to behave professionally on the job.

While at work... it is appropriate and productive to discuss the **issues**. It is a waste of time, destructive, and irritating to dwell on **non-issues**.

What separates an issue from a non-issue?

An issue is about the job, the schedule, the product, the well-being of the work environment and the company.

A non-issue has nothing to do with any of the above and/or acts to distract, disrupt, jeopardize, or prevent job –related processes.

Draw a line down the center of the board. Title one side issues; the other side non-issues. Using the above definitions, place these scenarios in their proper columns:

- Out of toilet paper
- Don't like the meds I'm taking
- Too noisy to concentrate

- Been fighting with my boyfriend
- Want to ask a co-worker out on a date
- My feet hurt
- My birthday is coming up
- Someone called me a bad name
- The boss is too bossy
- Like one work assignment but hate another
- This isn't on my schedule
- Don't know how to do what they are asking
- Don't feel like working today
- Have an idea for a new hobby
- Have an idea about getting rich
- Have an idea about this job
- Don't like my lunch
- There's going to be a new Star Trek movie
- Don't like somebody's "attitude"
- Tired... didn't sleep last night
- Personal phone call
- Worried about family
- A good place to keep pens
- Add to the list!

Summary Sermon (to paraphrase)

Employers are people too. Like everyone else, they prefer to be happy. If they had it their way, there would be no complaints. Everyone would be happy and everything would go smoothly and, for that matter, perfect.

While we know this isn't possible, it still gives us a vision to go by. When your employer hired you, he/she had a vision of success for you in mind. There's no way he/she would sign on (and pay) for a situation that is negative, destructive, and stressful. No. It is his/her wish that you turn out to be an ideal employee. Therefore, any behavior on your part that resembles this vision for you will be greatly appreciated and reinforced. This is what he/she's looking for!

When he/she notices that, instead, he's always getting caught up in your problems, misbehaviors, grabs for attention, excuses, etc., he will avoid or get rid of you.

The squeaky wheel only gets so much grease before it gets discarded.

So if you want positive recognition from your employer (and others), simply concentrate on doing your job.

Closing Mantra:

We are true professionals!

We keep it Real! ... (high fives!)

Professionalism / Attitude

Discussion Stimulants

Any professional at any workplace should ask himself the following questions:

- What brought me to this job?
- What keeps me here?
- How do I feel about the meaning of the work I am doing?
- Am I suited for the demands of this job?

Definitions to Discuss

Attitude: ... a state of mind... a habitual way of thinking

Mood: ... a state of emotion... how you feel

Motivation: ... an inducement or incentive to act... why you do what you do

No matter what mood you are in or what your attitude might be or whether or not you feel motivated, the job that you were hired to do still needs to be done. When you chose to take the job, you accepted a responsibility...

Professionalism is taking responsibility for the disciplined management of mood, attitude, and motivation.

More questions:

- Is attitude something that happens to you or do you choose your attitude?
- How does attitude effect job performance?
- Is being in a bad mood an excuse for a poor attitude?
- What are some behaviors that people do that reflect their attitude?
- Is mood something that happens to you or do you choose your mood?
- Can you control the effect of mood upon job performance?
- What are ways you've learned to change your mood?

Exercise

Make 2 columns on the board: "bad" and "good". Brainstorm with the group: What signs serve to indicate when someone is in a good or bad mood? Add to the appropriate column.

Now look at what you added to each column and, as a group, identify what is “professional” and “unprofessional”.

Thank You & Be Cool!

Adapted in part from Professional Assault Response Training, Paul Smith PhD., 1999

Professionalism / Using Proper Channels

All workplaces have **procedures**. Sometimes they are written. Sometimes they are not. All workplaces have a **chain of command**. Sometimes it is defined; sometimes, not.

The employee uses procedures and the chain of command to answer the who, what, where, when, and how questions related to the job.

The more clarity you have, the more focused you can remain, the less frustrated you become, and the less time and energy you will waste trying to get what you need or what you want.

Procedures are good because they explain and clarify. The chain of command is good because it defines and gives you outlets.

Exercise #1

- Define “chain of command.” Check out the dictionary.
- What is the chain of command at your workplace? (Put it on the board. Name names.)
- What problems come up when you don’t use the chain of command? Discuss.
- Discuss some examples of uses and abuses of the chain of command.

Exercise #2

- Define “procedure”.
- What are some of the general daily procedures at your workplace?
- What is the reasoning behind certain procedures that you’ve listed?
- Think of examples of procedures that have helped you on the job.
- Think of examples (if any) of procedures that you can do without.
- Do you have any ideas for new procedures that are needed?
- What are the problems that arise when people do not follow procedures?

Exercise #3

For each of these questions, suggest what you should do and what you should not do:

- What should I do if I want a raise?
- What if a co-worker is bothering me?
- What if I have an earache?
- What if I need to make a personal call?

- What if I don't agree with a procedure?
- What if I don't understand my assignment?
- What if I need to change my schedule?
- Where can I put my backpack?
- Where & when should I eat my lunch?
- Where & when can I smoke?
- When do I get paid?
- Can I borrow something?
- Can I use the fax machine? The copier?
- Who is going to do these dishes?
- What if my Doctor's appointment conflicts with my schedule?
- What if my boss is being rude or unfair?
- What if there is an emergency?

Other Questions?

Professionalism / Hireability

To want a job is not enough. It is also necessary that the job wants you!

Here are some of the main qualities that most employers value...

List on the board and discuss each, defining and using examples...

- **Accurate Self Image...** Ability to be objective and realistic; know and accept your role; see the big picture; keep ego in perspective; stay in context; use assertiveness skills
- **Positive...** See the glass half full.
- **Humor...** Smile. Lighten up. Have fun and be fun!
- **Poise...** Stay focused... Grace under pressure...
- **Team Player...** Ability to listen... recognize / support others... focus on common cause
- **Proactive...** Plan ahead... be prepared... fix it before it breaks
- **Committed...** Good attendance, appearance... on time and ready to work
- **Potential...** Never stop learning from experience!

Professionalism / Scenarios

Pick and choose from this list to stimulate discussion and review relating to different aspects of professionalism. Don't just answer these questions... DISCUSS them and go off on tangents. Get people talking and role-playing. Have fun. Add your own scenarios to the list.

- Rough morning! You're going to be late for work.
- A co-worker loses his temper.
- You are attracted to a co-worker.
- You don't understand your assignment.
- You are out of supplies and do not know the procedure for getting more.
- You are at work and you're feeling sick.
- You think your boss is being rude to you.
- You accidentally break something on the job.
- You get blamed for someone else's mistake.
- A co-worker asks you for help.
- A co-worker asks you to "cover up" for him.
- You notice someone else is doing a great job.
- You discover your lunch is missing.
- You get bored with your task.
- You discover that someone else made a mistake.
- You have an idea about how to do the job better.
- You have to make an emergency call while at work.
- You notice someone else violated a company policy.
- Your personal friends are calling you at work.

- Your personal problems are distracting you from work.
- You come to work in a miserable mood.
- You don't feel like getting out of bed this morning.
- You really like your supervisor and you want to tell him/her how much you appreciate him/her.
- You have an idea for changing your schedule.
- Something you say offends someone else.
- You need to take a day off because of a family obligation.
- You feel like you would just like to get a day off.
- Your co-worker is talking too much during work.
- Your co-worker starts telling you negative things about another co-worker.
- You do not feel your workload is being distributed fairly.
- You would like to ask for a raise.
- Your boss is correcting you but you don't think you're wrong.
- You arrive an hour early for work.
- You notice that the cabinet with the money in it was left unlocked.
- There is a big mess in the bathroom.
- You like to visit with the people working at the company next door.
- A co-worker pays you a compliment.
- It's too hot to work.
- Your supervisor is sick and the substitute does not know the routine.
- You have a new supervisor.
- You have a new co-worker.
- There is a new job/task to learn.
- Your supervisor tells you that you must do something differently.

- You are asked to attend a special meeting.
- You need to talk to your supervisor but he is in a meeting.
- Someone comes to the door to ask for information.
- Someone comes to the door to complain.
- Someone calls on the phone and asks you to take a message.
- Someone calls on the phone but you can't tell what he wants.
- Your supervisor violates company policy.
- You have no clean clothes to wear to work.
- You feel like everyone is ignoring you.
- Someone messed up the work you were doing.
- You smell alcohol on a co-worker's breath... your supervisor's.
- You are sick but you don't want to miss work.
- A co-worker wants to date you.
- You feel like people are teasing or taunting you.
- You don't think your paycheck is right.
- What is an emergency?
- What do you do when there really is an emergency?
- You want/need to use the fax machine, the copy machine.
- There is a book at your workplace that you would like to borrow.
- You notice a condition that you feel is unsafe.
- Your supervisor forgot to do something he said he would do for you.
- You keep making the same suggestion and you get no response.
- One supervisor tells you to do something and another supervisor tells you to do the opposite.
- They are playing music that is bothering you and distracting you from your work.

- Your co-worker or your supervisor seems sad... or mad.
- You accidentally interrupt a meeting that is in progress.
- You overhear two co-workers gossiping.
- You overhear two co-workers gossiping about you.
- You are having a hard time staying awake at work.
- Someone asks you to do something that you feel he could easily do himself.
- Someone gets credit for your work.
- You get criticized for something that everyone else is doing.
- You are offered a better job for better pay elsewhere.
- Someone's noises are bothering you.
- You have a lot of fun hanging out with your friends at work.

Keep adding to the list.