

ESTIMATED TIME

One class period as an introduction; one week of observation, and a follow up class period to share observations and discuss

PREREQUISITES

For this lesson students will observe professional behavior. Consider possibilities as the lesson begins.

RESOURCES AVAILABLE

- *Professionalism Observation Assignment*
- *Professional Behavior Rubric*

ACROSS THE CURRICULUM

Whether at an internship, on the job, or in an academic classroom, students should always be working on their ability to demonstrate professionalism. Any class seeks to prepare students for the world after they graduate, and behaving in a professional manner is critical to being successful in the "real world."

LESSON GOAL

Observe professionalism, identify characteristics of a professional person, and apply new knowledge of professionalism to internship site.

Essential Question

What does it mean to behave professionally? How does my professional behavior affect my role in the organization?

Student Expectations

1. Discuss what professionalism is.
2. Develop an observation checklist of questions to consider.
3. Observe someone in a workplace setting and make notes of his or her behavior.
4. Complete the *Professionalism Observation Assignment*.
5. Develop a list of professional characteristics.
6. Write a reflection about professionalism.

LESSON OBJECTIVES

1. Recognize characteristics of a professional person.
2. Identify ways to demonstrate professionalism at internship site.
3. Practice observation tools.
4. Demonstrate understanding of professional behavior.

RATIONALE

In order to prepare students for life outside of school, students need to recognize what it means to be professional. Students need to know how to communicate with others in mature, professional ways. One of the best ways for students to learn what it means to be professional is to watch the adults in their lives. By watching people they respect as the adults do their work, students can see a clear picture of what it takes to be a professional. Also, students can identify when an adult was not acting in a professional manner and can see the result of that action. Students need to understand that in order to be respected and successful in the work world, professionalism is critical. Through observation, reflection, and discussion, students can piece together a comprehensive look at the definition of professionalism.



Professional Behavior Rubric

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *Professional Behavior Rubric* to inform students how they will be assessed throughout this lesson. Discuss what professionalism means. Get a general sense from students about the definition of professionalism. Webster's Dictionary defines a professional as someone "exhibiting a courteous, conscientious, and generally businesslike manner in the workplace." Brainstorm a list of professional characteristics on the board.

ASSESSMENT

Professionalism Discussions Participate in discussions about professionalism.

- 2. WHOLE GROUP** Introduce the observation activity. Explain that students need to choose someone to observe in a workplace setting. This could be a variety of people, but it needs to be someone that the student can observe for at least 15-20 minutes in one sitting. This could occur at a doctor's office, grocery store, school office, cafeteria, local music shop, or playing field. The class could also choose one person to observe who is familiar to all the students, such as a school secretary, principal, teacher, lunch server, or librarian.
- 3. WHOLE GROUP** To prepare for the observation, discuss helpful observation skills. Review what it means to observe. When observing, the students should only write down what they see, hear, feel, or smell. No conclusions or personal opinions are included in observations. Observation is simply making detailed notes on what the senses experience. Ask students what kinds of things they should look for as they observe.
- 4. SMALL GROUP** Have students break into small groups and come up with a list of questions to ask while observing their professional person. Some questions may include the following:
 - How is the person dressed?
 - How does the person talk with others?
 - What does the person's workspace look like?
 - Does the person make eye contact with others?
 - Does the person treat some people differently than others? How?
 - What tone of voice does the person use?
 - What does the person talk about?
 - Does the person talk positively about situations? Does he or she complain?
 - What is the person's overall attitude?



ASSIGNMENT 1

ASSESSMENT

Small Group Brainstorm Participate in small group discussion developing questions for observation.

- 5. WHOLE GROUP** Have each small group choose a spokesperson to share the list of questions that could be considered when observing the professional. Make a master list of questions on the board



Professionalism Observation Assignment



Student Pages

and all students should make note of the questions in a notebook to use during the observation. Distribute and review the **Professionalism Observation Assignment** that students will complete after the observations, and answer any questions before students conduct the observations.

- 6. INDIVIDUAL** Have students observe their chosen professionals some-time in the following week.

ASSESSMENT

Professional Observation Observe a professional at work.

- 7. INDIVIDUAL** After completing the observation, have students complete the **Professionalism Observation Assignment** referring to their notes from their observations. Have them use **Sakai Assignments Tool** to submit their work for evaluation.

ASSESSMENT

Professionalism Observation Assignment Complete observation questions thoroughly.

- 8. WHOLE GROUP** When the class reconvenes after the observations, ask students what they noticed. Listen to the many observations and write common threads of observed professionalism on the board. Come up with a *Characteristics of a Professional* list as a class.

REFLECTION

Have students reflect on their own definition of professionalism and how they can act professionally at their experiential sites, at their jobs, and at school. Have them respond to the following prompt. Have students use the **Sakai Assignments Tool** to submit their reflections for evaluation.



ASSIGNMENT 2

- Define professionalism in your own words.
- In what ways can you demonstrate professionalism at your internship site?

ASSESSMENT

Reflection Complete thoughtful reflection on professionalism.

ASSESSMENT

Use the **Professional Behavior Rubric** to evaluate the various aspects of this lesson.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

Ohio Academic Content Standards

Grade 10 Language Arts

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and Investigation to narrow the focus or extend the investigation.

Communication Oral and Visual

Listening and Viewing

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Provide assistance in completing the written assignments in this lesson.

GIFTED AND TALENTED

Students can observe multiple people. They can then write a comparative paper detailing the similarities and differences between the professionals they observed.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this site for criteria, characteristics, and competencies of a professional. <http://www.tsl.state.tx.us/ld/tutorials/professionalism/prof.html>

BOOK SOURCES

Use this book as a concise reference to help anyone in personal and career growth.

- Ball, James R. *Professionalism is for Everyone: Five Keys to Being a True Professional (Keep It Simple for Success)*. Goals Institute, 2008.