

**TOPIC: ETIQUETTE/DRESS SKILLS****SUMMARY:**

Employees represent their company. Therefore, the way you communicate, dress, and behave, both inside and outside the company, contribute to others' perception of you and your company. Consistently demonstrating proper etiquette and protocol in business, dining, and social situations results in positive business relationships. The way you look and behave is a reflection of the organization for which you work. The purpose of this chapter is to prepare you for many of the social experiences you will face in the workplace.

**OTHER RESOURCES:****POTENTIAL GUEST SPEAKERS**

- Invite an INSTRUCTOR FROM AN ETIQUETTE SCHOOL to discuss office etiquette.
- Invite a CLOTHING STYLIST from a local retail chain to discuss business attire.

**POTENTIAL FIELD TRIPS**

- Visit a LOCAL THRIFT STORE and identify two complete professional outfits you can purchase for \$20 or less.
- Visit a PROFESSIONAL OFFICE (CPA or Law) to observe how individuals dress in a typical workplace.

**LEARNING OUTCOMES: *After studying these topics, you will benefit by:***

- Explaining the elements of professional dress
- Recognizing the importance of making a positive first impression
- Expressing an understanding of workplace etiquette
- Identifying the importance of making and keeping appointments
- Describing the impact dress can have on others' perception of you
- Demonstrating appropriate behavior in work-related social situations

***You are a successful student if you:***

1. Identify appropriate and inappropriate dress for appropriate workplace situation
2. Demonstrate networking behavior including initiating a professional introduction and handshake
3. Apply proper etiquette in a formal dining situation

**OVERVIEW OF ACTIVITIES:**

The following chart provides a quick overview of the activities for Etiquette/Dress Skills. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

Activity #	Description	Related Skill and/or Learning Outcome	Can be used Online or in Hybrid Course
<b>Talk It Out</b>	Identifying appropriate attire for different situations and demonstrating courtesy	Professional dress Etiquette Introductions	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Topic Situation</b>	Preparing for a business conference	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Think Like A Boss</b>	Critical thinking: for students to think as a boss	Professional dress Etiquette	<input checked="" type="checkbox"/> Traditional
<b>Text Activity #1 Define Your “Frame”</b>	Review appearance	Professional dress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #2 Show Respect</b>	Identify ways to show respect	Etiquette	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #3 Shake Hands</b>	Practice handshake	Appropriate behavior	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended

			<input checked="" type="checkbox"/> Online
<b>Text Activity #4 Introductions</b>	Practice proper introductions	Appropriate behavior	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #5 Career Basic Wardrobe Requirements</b>	Purchasing clothing when starting a career job	Professional dress	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #6 Observe Dining Etiquette</b>	Observe inappropriate etiquette behavior	Etiquette	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Text Activity #7 Personal Etiquette</b>	Plan for improving personal etiquette	Etiquette	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Writing Exercise</b>	Write a thank-you note	Etiquette	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Additional Activity #1</b>	Demonstrate wearing ties as professional attire and discuss resulting attitudes	Professional dress	<input checked="" type="checkbox"/> Traditional
<b>Additional Activity #2 Discussion Questions</b>	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
<b>Self-Quiz</b>	Review of key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

**MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

<b>MSSL Topic</b>	<b>MSSL Activity</b>	<b>Description</b>	<b>Related Learning Objective</b>	<b>Time on Task</b>	<b>Suggested Use</b>
<b>Workplace Etiquette</b>	<b>Topic Pre-Test</b>	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	30 min	Homework or in-class quiz
<b>Workplace Etiquette</b>	<b>Video: Work Etiquette (2:40 min)</b>	This scenario-based video deals with several workplace etiquette issues through positive and negative examples	<ul style="list-style-type: none"> <li>Analyze how to behave courteously and professionally with people in your workplace</li> <li>Practice professional etiquette when representing your workplace to a customer, patient, client or investor</li> </ul>	25-30 min	Homework, including viewing video and answering discussion questions
<b>Workplace Etiquette</b>	<b>Practice 1: Workplace Etiquette Basics</b>	This multimedia activity reviews etiquette guidelines in an interactive way and also has students react to non-verbal elements of etiquette, such as facial expressions, hand gestures, and posture. Automatic feedback is provided.	<ul style="list-style-type: none"> <li>Explain the definition and purpose of workplace etiquette</li> <li>Describe workplace etiquette basics</li> <li>Analyze how to behave courteously and professionally with people in your workplace</li> </ul>	20 min	Extra practice or homework
<b>Workplace Etiquette</b>	<b>Practice 2: Dress and Behavior Etiquette</b>	In this multimedia activity, students analyze business dress, and communication, etiquette issues. They also watch a video of a business lunch and answer six questions about what they observed. Automatic feedback is provided.	<ul style="list-style-type: none"> <li>Evaluate attire that is appropriate for different work situations</li> <li>Practice professional etiquette when representing your workplace to a customer, patient, client or investor</li> <li>Recommend appropriate dining and social etiquette techniques for work-</li> </ul>	30 min	Extra practice or homework

<b>Workplace Etiquette</b>	<b>Practice 3: Business Dining Etiquette</b>	In this multimedia activity, students watch a video of a business lunch and answer six questions about what they observed. Automatic feedback is provided.	<ul style="list-style-type: none"> <li>related events</li> <li>Evaluate attire that is appropriate for different work situations</li> <li>Practice professional etiquette when representing your workplace to a customer, patient, client or investor</li> <li>Recommend appropriate dining and social etiquette techniques for work-related events</li> </ul>	30 min	Extra practice or homework
<b>Workplace Etiquette</b>	<b>Activity 1: Create Work Etiquette Guidelines</b>	Students create a one-page document on client relations that outlines etiquette guidelines for dress, meetings, and business dining. Students can submit for grading via document sharing or the LMS. (See Appx A for grading rubric)	<ul style="list-style-type: none"> <li>Evaluate attire that is appropriate for different work situations</li> <li>Demonstrate an understanding of appropriate communication technology use in business settings</li> <li>Recommend appropriate dining and social etiquette techniques for work-related events</li> </ul>	45-60 minutes	Graded homework
<b>Workplace Etiquette</b>	<b>Work Etiquette: Journal Writing Assignment</b>	Short e-journal activity to reflect on workplace etiquette strengths and weaknesses	<ul style="list-style-type: none"> <li>Analyze how to behave courteously and professionally with people in your workplace</li> </ul>	15-20 min	Reflection activity <ul style="list-style-type: none"> <li></li> </ul>
<b>Workplace Etiquette</b>	<b>Work Etiquette: Goal Setting Writing Assignment</b>	Students set a goal to improve an area of workplace etiquette	<ul style="list-style-type: none"> <li>Analyze how to behave courteously and professionally with people in your workplace</li> </ul>	15-20 min	Goal setting activity
<b>Workplace Etiquette</b>	<b>Extra Practice</b>	Test items with feedback for correct and incorrect answers.	Over 150 additional Extra Practice items assess all topic learning objectives	Self-paced so time is variable	Extra practice or homework
<b>Workplace Etiquette</b>	<b>Quiz</b>	10 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	20 min	Homework or in-class quiz
<b>Workplace Etiquette</b>	<b>Topic Post-Test</b>	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Topic Overview in the Learning Path)	30-45 min	Graded in-class test (can compare Pre- and Post-test results)

**TALK IT OUT**

- 1. *Name local places where you can buy professional attire at a low cost.***  
Students may identify stores in the area, but remind them that second hand stores can have professional attire that is in good shape.
- 2. *Identify people in class who are wearing something appropriate for a casual workday.***  
Students should identify clothes that are mentioned in the text.
- 3. *Discuss today's fashions and trends that would or would not be appropriate for the workplace.***  
This discussion may include tattoos, hair color and other dress. Refer to dress tips.
- 4. *Discuss ways to demonstrate courtesy in class.***  
This may include following class rules, not talking, interrupting, or use of mobile devices.
- 5. *What prevents you from initiating a conversation with someone you do not know? What steps can you take to overcome these barriers?***  
Students can set goals to initiate a conversation with someone they do not know. This may start in a situation where a student is more comfortable such as in class.
- 6. *Share common dining and social situations that make you uncomfortable and identify how best to deal with these situations.***  
Answers will vary. Remind students to look at the dining etiquette and social settings sections and practice these at home until they are more comfortable.

**TOPIC SITUATION RESPONSE**

***1. What steps would you take to ensure you dress and act appropriately when attending a business conference?***

Answers will vary. Refer to the dress section for tips and the social and dining sections for additions tips. Remind students to prepare before attending by doing some research about the conference.

**THINK LIKE A BOSS**

***1. One of your employees comes in on a Monday morning with a pierced tongue and purple hair. What should you do?***

Privately talk to the employee and share the company policy on professional dress. A pierced tongue and purple hair are not appropriate for a bank, and the employee should be aware of the policy. You then need to let the employee know that he or she needs to change the hair color to a natural color and take out the piercing in the tongue during working hours. If possible, do not allow the employee to work with the public that day. Remind him or her that if he or she does not change his or her appearance for the next shift, he or she will receive a written reprimand that could result in firing.

***2. You have just hired a new employee who clearly has no concept of business etiquette. What specific steps would you take to teach your new employee how to behave professionally?***

Make sure the employee receives proper training in business etiquette. This can be done by sending him or her to a workshop, pairing the employee up with a mentor, sharing an etiquette book, and/or taking time to discuss etiquette with the employee. In addition, the employee should be given a copy of the policies and procedures manual and be told to make sure to read it. It is important that the boss always model appropriate etiquette.



**Text Activity #1: Define Your “Frame” (Exercise 4-1)**

***Define your frame? Be honest. Is it trendy, outdated, professional, or inconsistent? Does it complement your desired appearance as a professional? If your current frame is not yet professional, what changes need to occur?***

Answers will vary. Remind students that the appearance frame highlights not only physical features, but also attitude and potential.


**Text Activity #2: Show Respect (Exercise 4-2)**

*List ways you can earn respect.*

Answers will vary, but could include using please and thank you, writing thank you notes, helping others, not interrupting, using mobile devices only when appropriate, and various other etiquette tips mentioned in the chapter.


**Text Activity #3: Shake Hands (*Exercise 4-3*)**

*With another person, practice introducing yourself with a professional handshake. Have the other person rate the quality of the handshake on a scale of 1 to 5, with 5 being the best. Discuss what improvements should be made.*

Students should following the bullet items in the Handshakes section.

**Text Activity #4: Introductions (Exercise 4-4)**

*In groups of three, assume one person to be your teacher, and the other a friend. Practice an introduction of the teacher to your friend.*

Politely introduce the higher-ranking person to the lower-ranking person. For example, “Mrs. Reese, this is Denise, my friend. Denise, Mrs. Reese is my teacher.”

**Text Activity #5: Career Basic Wardrobe Requirements (Activity 4-1)**

*Research the appropriate attire for your target career and basic wardrobe requirements. Assume you are limited to a \$75 budget. Make a list of items you need and could buy to get you through your first week of work. Include the cost.*

*How will this information impact affect your personal budget and life plan?*

Answers will vary. Make sure students look at the tips from head to toe. They need to list professional clothing:

Women: a solid-color skirt and several blouses to match with closed-toe matching shoes

Men: a solid pair of pants with several shirts to match and dress shoes

What You Need to Buy	Cost
	\$
Total Cost	\$75

**Text Activity #6: Observe Dining Etiquette (Activity 4-2)**

*Visit a (non-fast-food) restaurant to observe and practice proper dining etiquette. Identify and list inappropriate behaviors others are exhibiting.*

Answers will vary. Review the dining etiquette tips listed in the chapter.

Inappropriate Behavior	Why Behavior is Not Professional
1.	
2.	
3.	
4.	
5.	

**Text Activity #7: Personal Etiquette (Activity 4-3)**

***Identify three specific areas of etiquette you need to improve and create a plan by listing specific steps for improvement.***

Answers will vary. Review the etiquette tips listed in the chapter.

Areas of Improvement	Plan
1.	
2.	
3.	

**WRITING EXERCISE**

1. Write a thank-you note to a boss, colleague, or teacher who within the last week has assisted you with a project.



**Additional Activity #1:**

*Bring a few ties and ask several male students to wear the tie the entire lecture. Have them talk at the end of class on how different they felt and ask other students to share how they viewed the student.*

It is a good conversation on dress and attitude.

**Additional Activity #2: Discussion Questions**

1. Discuss the impact dress can have on others' perception of you. Give some examples of a specific situation (professional business).
2. Discuss some of the important tips you saw in this chapter regarding dress. What did you learn?
3. How should you respond when a coworker dresses unprofessional?
4. How should you respond when a coworker displays poor manners?

**Self-Quiz**

**Matching Key Terms:** *In the blank column match the definition to the key term using the identifying number.*

Key Terms	Match Definition	Definitions
Casual workdays		1. A standard of social behavior
Courtesy		2. Workdays when companies relax the dress code policy
Dress code		3. Meeting and developing relationships with individuals outside one's immediate work area; the act of creating professional relationships
Etiquette		4. Having the attitude of an executive by demonstrating appropriate workplace behavior
Executive presence		5. An organization's policy regarding appropriate workplace attire
Networking		6. Clothes that are primarily worn to work and work-related functions
Work wardrobe		7. Exercising manners, consideration, and respect toward others

**Self-Quiz Answer Key**

Key Terms	Match Definition	Definitions
Casual workdays	2	1. A standard of social behavior
Courtesy	7	2. Workdays when companies relax the dress code policy
Dress code	5	3. Meeting and developing relationships with individuals outside one's immediate work area; the act of creating professional relationships
Etiquette	1	4. Having the attitude of an executive by demonstrating appropriate workplace behavior
Executive presence	4	5. An organization's policy regarding appropriate workplace attire
Networking	3	6. Clothes that are primarily worn to work and work-related functions
Work wardrobe	6	7. Exercising manners, consideration, and respect toward others

## ETIQUETTE/DRESS ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 4-1		
Exercise 4-2		
Exercise 4-3		
Exercise 4-4		
Topic Situation: Etiquette at a Conference		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 4-1		
Activity 4-2		
Activity 4-3		