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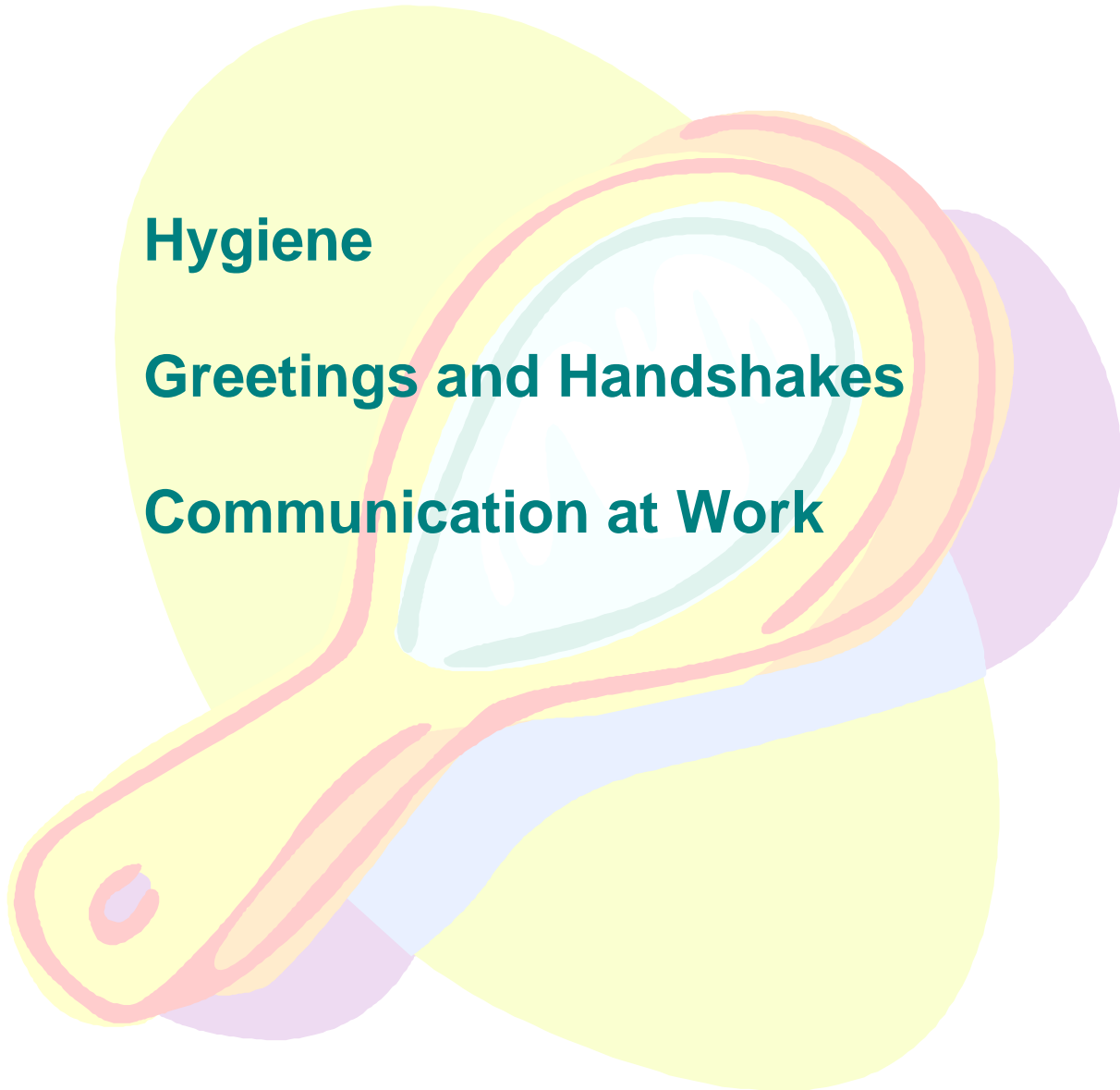
# *Module 3*

## *First Impressions*

**Hygiene**

**Greetings and Handshakes**

**Communication at Work**



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# Purpose



***The purpose of this Module is for students to understand the significance of hygiene and communication in creating a first and lasting positive impression.***

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

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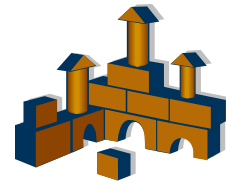
# Module Objectives



Students will:

- Understand the importance of daily hygiene at work
- Understand and practice appropriate greetings, including handshakes
- Understand and practice positive communication, both verbal and non-verbal
- Understand the role that employees play in both internal and external customer service

# Alignment with NYS Learning Standards



## Career Development and Occupational Studies (CDOS)



**Standard 1:** *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

### (Elementary)

**Key Idea 1-1:** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (b) demonstrate an awareness of their interests, aptitudes, and abilities

### (Intermediate)

**Key Idea 1-1:** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (c) understand the relationship of personal interests, skills, and abilities to successful employment

**Standard 3a:** *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

### (Elementary)

**Key Idea 3a-2:** (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

**Key Idea 3a-3:** (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

(b) demonstrate the personal qualities that lead to responsible behavior

**Key Idea 3a-4:** (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

(c) relate to people of different ages and from diverse backgrounds

### (Intermediate)

**Key Idea 3a-2:** (Thinking skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

(a) evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skill

**Key Idea 3a-3:** (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

(a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

**Key Idea 3a-4:** (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations

(a) demonstrate the ability to work with others, present facts to support arguments, listen to dissenting points of view, and reach a shared decision

# Family and Consumer Science



**Standard 1:** *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

**(Elementary)**

**Key Idea 1-1:** Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

(c) Students will recognize how a family contributes to personal health.

**Standard 2:** *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

**Key Idea 2-1:** Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

(d) Students apply basic rules of health and safety to a variety of home and work place situations

**Standard 3:** *Students will understand and be able to manage their personal and community resources.*

**Key Idea 3-1:** Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

**(Commencement)**

(a) Students analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self

(c) Students analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward those goals

(e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

# Health



**Standard 1:** *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

## (Commencement)

**Key Idea 1-1:** Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

- (b) Students will demonstrate necessary knowledge and skills to promote healthy development into adulthood.

**Standard 2:** *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

## (Commencement)

**Key Idea 2-1:** Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

- (b) Students will evaluate personal and social skills which contribute to health and safety of self and others

**Standard 3:** *Students will understand and be able to manage their personal and community resources.*

## (Commencement)

**Key Idea 3-1:** Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

- (a) Students will demonstrate the ability to access community health services for self and others

# Physical Education



**Standard 2:** *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

## **(Commencement)**

**Key Idea 2-1:** Students will demonstrate personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

- (b) Students will accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health care costs are understood as benefits of physical activity.

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# Background Information



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 3**.

- **Employers and co-workers will draw conclusions about an employee based on first impressions.**

The conclusions may not be fair, but the reality is that immediate cues will cause judgments that may be hard to change. This can be especially true if the employers and co-workers are not familiar with working with individuals with disabilities.

Appearance, attitude, and communication behaviors will send messages about work ethic and professionalism as soon as the new employee crosses the threshold of the workplace.

A clean body demonstrates personal responsibility and self-respect. A clean *body* includes care of hair, teeth, and nails. Teeth that are not brushed can cause bad breath, health problems, and communication breakdowns. Some co-workers may avoid talking to someone who has not cleaned their teeth.

Wearing a clean, required uniform also demonstrates responsibility and a willingness to follow the rules. This is especially true if the uniform is unattractive or uncomfortable.

Continued



**The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 3.**

- **The positive communication behaviors at work are actually the same communication skills that should be used by students in their everyday lives.**

Basic communication behaviors should be routine in daily life, not just at work. Once they become a matter of routine, it is easier to communicate effectively at work.

Strong communication behaviors demonstrate that the employee is taking work seriously and is interested in building relationships at work. Positive communication behaviors, such as a pleasant greeting, polite interaction, clean language, and appropriate voice level create a good impression.

The students should make an effort to communicate in a polite and professional manner, regardless of negative behaviors that they may witness in school or the workplace. They should concentrate on their own communication behaviors and not those of their peers or co-workers.

- **Communication consists of many components, all of which should be reviewed with the students.**

The students should not be expected to memorize or master the four components, but should be aware of how their verbal and non-verbal communication can create an impression. The components are:

**Kinesics**  
(movement)

- gestures that emphasize a point
- facial expressions that don't match the words
- breathing that indicates tension
- posture that shows resistance or total comfort

**Proxemics**  
(proximity)

- standings too close to make a point
- entering a room with drama
- standing back from the group
- interrupting someone who is trying to concentrate

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 3**.

- Paralanguage** (use of voice)
- voice rising with tension
  - speaking slowly to make a point
  - speaking loudly to make a point
  - adding false cheer to a message

- Language** (words)
- choosing advanced vocabulary with ease
  - using slang, “hip” terminology
  - using casual grammar

Each one of these components can send a message. For example, one body movement such as raising an arm or turning a head can completely change communication. One word such as “perhaps” or “sometimes” can completely alter the meaning of communication.

The combination of these components can send a *clear* message, or can send a *mixed* message. For example:

- Standing very close to someone and leaning in while pointing a finger at their chest can mean anger or threat, or it can mean that a point is being made with enthusiasm and energy.
- Standing far away from someone, turning away, not looking them in the eye can either imply nervousness, shyness, or fear --- or can mean body odor or bad breath!

**Communication is more effective when individuals:**

- Pay close attention to their own communication patterns
- Are clear and to the point
- Are pleasant
- Show people that they are listening to them
- Are aware of non-verbal messages
- Give clear directions
- Do not stereotype or discriminate
- Hear people out before responding
- Try to understand the other point of view
- Wait, don’t interrupt
- Watch tone of voice, especially when tense.

Continued



**The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 3.**

**Communication can break down when individuals:**

- do not make the effort to talk to one another
- do not know how to talk to one another
- approach conversations with high emotions such as fear, anger, defensiveness, or threat
- approach conversations with low self-esteem, limited vocabulary, or feelings of inadequacy
- are from different generations, backgrounds, genders, and economic status
- have different expectations.

It is important to review the characteristics of strong communication skills with students. For some students with disabilities, communication has been a lifelong challenge. The Instructor should emphasize how verbal and non-verbal cues work together. The speaker can substitute one for the other if communication is a struggle. For example, if a student concentrates on looking at someone who is speaking and indicating non-verbally that they are listening, they will engage the speaker and will be able to take their time when responding verbally.

▪ **Customer service should always be positive, whether the customer is “internal” or “external.”**

Some of the students will work directly with the public in their new jobs. They will interact with the “external” customer. But all students will work side-by-side with “internal” customers (i.e., co-workers and supervisors).

The job readiness students will need to understand that good hygiene, positive first impressions, and ongoing strong communication skills will lead to excellent customer service, whether *internal* or *external*.

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# Module Vocabulary

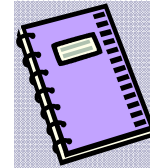


**Before conducting job readiness activities in this module, review the following key vocabulary words with the students:**

- ❖ Hygiene
- ❖ Clean
- ❖ Communication
- ❖ Verbal
- ❖ Non-verbal
- ❖ Customer
- ❖ Customer service
- ❖ First impression
- ❖ Appearance
- ❖ Attitude

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# Module Journal Topics



**Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”**

Suggested journal topics:

- What will I do every day for good hygiene?
- How can I practice my handshake?
- What kind of impression do I want to make at work?
- What communication skills should I work on?

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# *Activities*

## *Module 3*



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# Activity #1 –Hygiene

## Description of Activity

**In this Activity students will discuss the importance of hygiene and clean clothes in creating a positive first impression.**



## Supplies



- ❖ A bar of soap
- ❖ A toothbrush and toothpaste
- ❖ Shampoo
- ❖ Deodorant
- ❖ Razor
- ❖ Nail clippers, nail file, emery board
- ❖ Clean uniform shirt
- ❖ Detergent
- ❖ 5 Clean shirts (any type)
- ❖ 5 hangers

### ***Optional Items***

- ❖ Bleach, stain remover, closet rod, shelf with hanger rod
- ❖ Body wash, washcloth, conditioner, mouthwash, and other hygiene items
- ❖ Sample hygiene items for all students, available from dentist offices, grocery stores, distribution companies, dollar stores



## Handouts



- ❖ ***Soap***
- ❖ ***Toothbrush and Toothpaste***
- ❖ ***Shampoo***
- ❖ ***Deodorant***
- ❖ ***Razor***
- ❖ ***Nail Care***
- ❖ ***Clean Shirt***

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# Activity Directions

**ASK: What are the most important things to remember when you are getting ready to go to school?**

- Accept all responses, but focus on answers related to hygiene and appearance.
- Define “first impression.” Explain that a first impression can be a lasting impression at school and at work.
- Show samples of the following items and discuss their importance in getting ready for school and work:
  - Bar of soap
  - Toothbrush and toothpaste
  - Shampoo
  - Deodorant
  - Razor (for men and women)
  - Nail clippers and emery board
- Point out that using the above items sends the message that the students take care of themselves and are ready for working in their community.
- Stress that employers will know right away that they have pride in their appearance and will take work seriously if they take the time to use these items.

**ASK: When should you use each item?**

Some items may need to be used more than once, such as a toothbrush three times a day. Stress the importance of using the items when getting ready for work.

**ASK: How do you use each one of these items?**

Demonstrate each item, even if the items are used routinely by the students. For example, show the right amount of toothpaste or shampoo, point out that mouthwash should not be swallowed, etc. Individual students can share their experiences and demonstrate the proper use of hygiene items.

**ASK: What happens when one of the items is not used?**

Body odor and bad breath may cause managers to express their disapproval and may draw negative conclusions about the employee. Poor hygiene can result in lack of friendships.

**ASK: How would you feel if you were working next to someone who did not use these items?**

**Optional Questions:**

**ASK: What other items can keep you clean and smelling nice?**

Show optional hygiene items such as body wash, mouthwash, etc.

**ASK: What happens if someone wears too much perfume or aftershave lotion?**

- Display the following handouts



## Handouts



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- ❖ *Soap*
- ❖ *Toothbrush and Toothpaste*
- ❖ *Shampoo*
- ❖ *Deodorant*
- ❖ *Razor*
- ❖ *Nail Care*
- ❖ *Clean Shirt*

- Break the students into pairs or small groups and ask them to discuss the following questions, one question at a time.
- The students will not be expected to report back to the large group, although they will be given the opportunity to share.
- The purpose is to review their own situations and make plans if necessary.

**Discussion Questions:**

**ASK: Where do you keep your soap, toothbrush/toothpaste, shampoo, deodorant and razor at home?**

Explain that employees can usually take a backpack to work and are given a place to store their belongings.

**ASK: Do you have any favorite brands?**

**ASK: How can you make sure that you always have these items available?**

**ASK: What items will you use every day before you go to work?**

- Ask for volunteers to share anything they discussed.
- Show a clean, pressed shirt or uniform, or display handout Clean Shirt.
- Explain how some businesses require a uniform or have a dress code.

Clean clothes send the message that the employee is ready to work with co-workers and the public. Employers will know right away that the employee has pride in their appearance and will take work seriously.

Getting ready for work means taking the time to clean (and, if possible, press) clothes.

- Recite the basic rules of dress codes:

Not too high

Not too low

Underwear

Should not show!

Skirts should not be too short, pants and blouses should not be hanging too low, and underwear should never be visible. Use hand motions to indicate a high skirt, a low blouse, pants or blouse tops falling down to reveal underwear.

- Ask the group to recite these rules a few times.
- If relevant to the group, point out that some workplaces do not allow piercings or visible tattoos.

**ASK: How could a shirt or uniform get dirty at work?**

Discuss working conditions, improper cleaning, and stains.

**ASK: How would you know it was dirty?**

Point out that body odor cannot be seen.

**ASK: What can you do to keep the shirt clean when you are wearing it?**

Wash hands in rest room instead of wiping on shirt, use clean towel instead of shirt, blot out stains, use deodorant.

**ASK: How do you get a dirty shirt clean?**

Display samples of detergent, and optional bleach, stain remover and other cleaning items.

**ASK: How do you dry a shirt so that it is not wrinkled?**

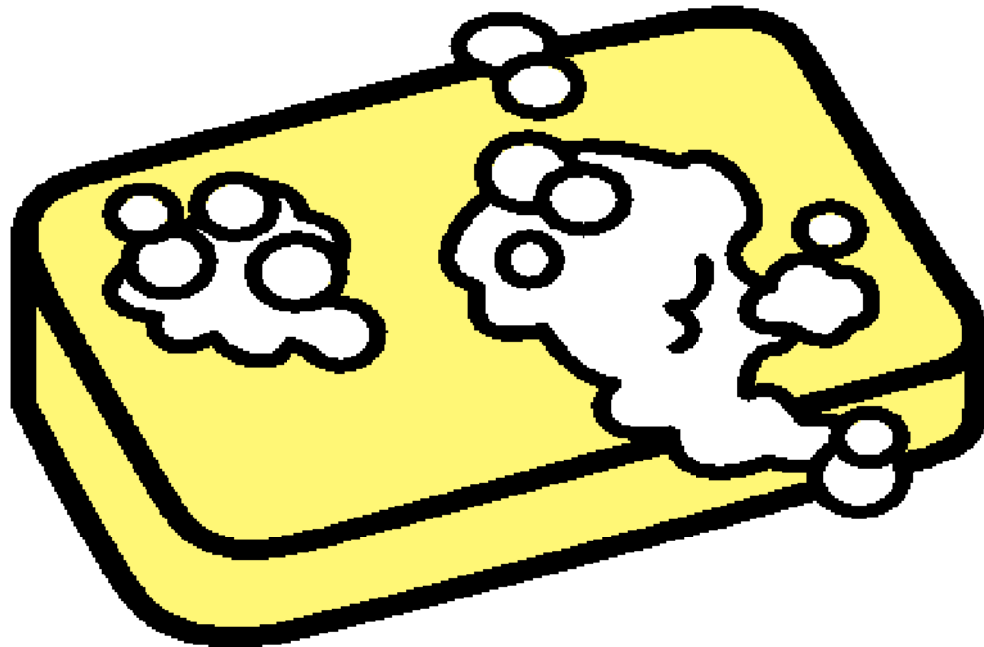
Show how to hang a shirt on a hanger after washing it. This is a skill that most of the students will already have, but the focus is on the importance of taking care of work clothes and reducing wrinkles by hanging up the clean shirt.

**ASK:** How do you keep your clothes clean?

**ASK:** What if you have a messy job to do at work? How will you keep your clothes clean?

- Conduct an informal discussion, always coming back to review dress code rules and the importance of arriving at work with good hygiene and wearing clean clothes.

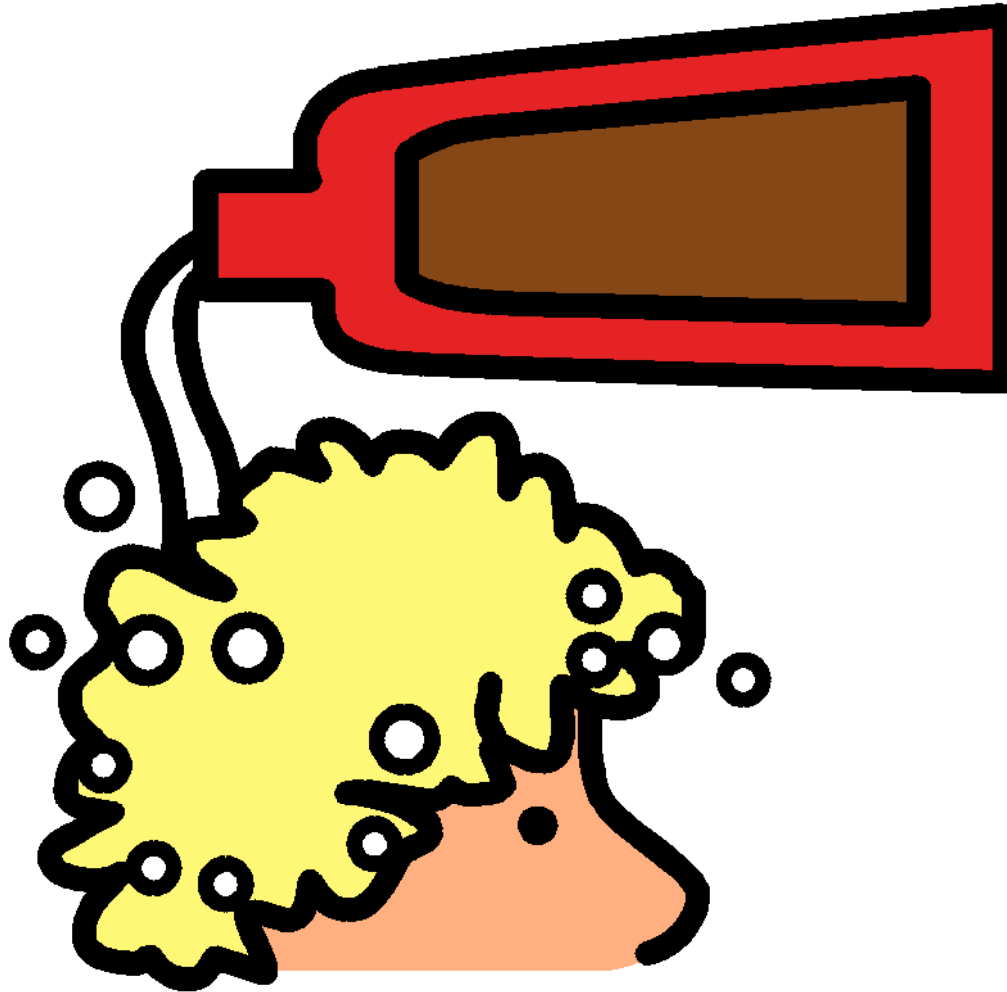
# Soap



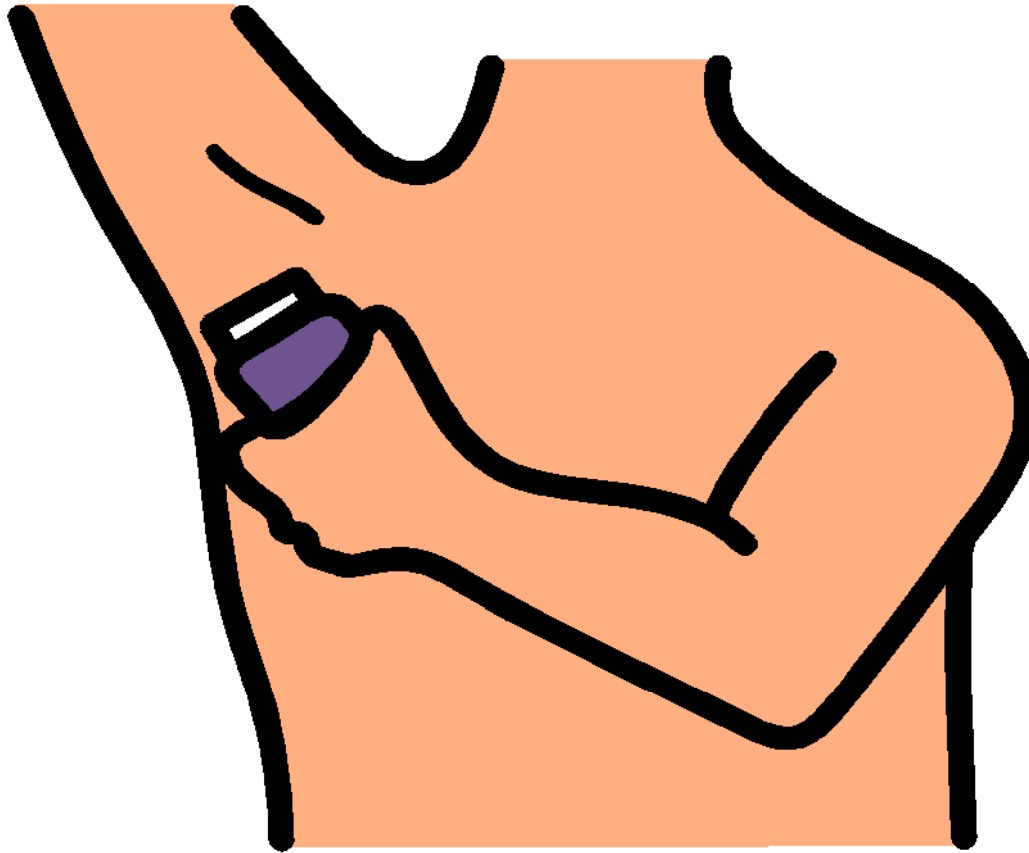
# Toothbrush and Toothpaste



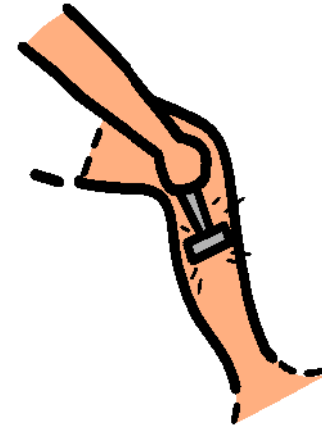
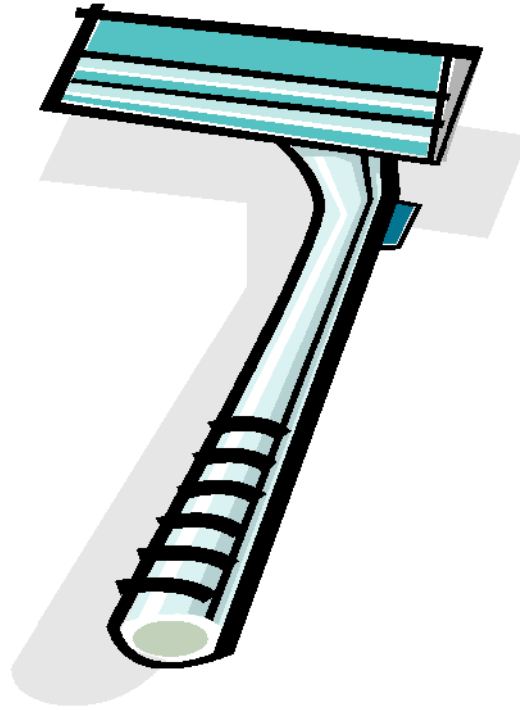
# Shampoo



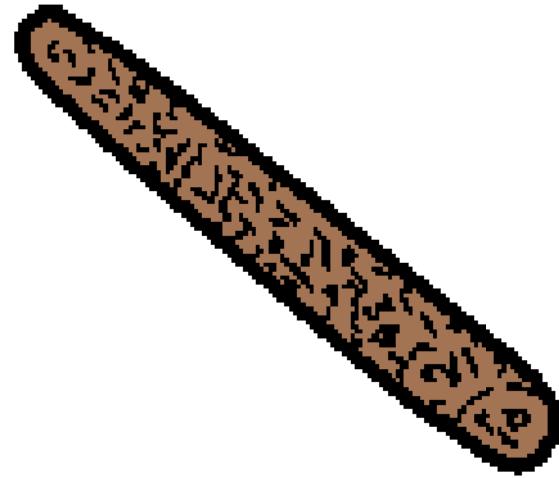
# Deodorant



# Razor



# Nail Care



# Clean Shirt



# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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# Activity #2 – Greetings

## Description of Activity

In this Activity students will learn the characteristics of effective greetings, including handshakes.



## Supplies



- ❖ Soap or gel for hand-washing



## Handouts



- |                      |                         |
|----------------------|-------------------------|
| ❖ <i>Clean Hands</i> | ❖ <i>Shake Hands</i>    |
| ❖ <i>No Germs</i>    | ❖ <i>Space!</i>         |
| ❖ <i>Wave Hello</i>  | ❖ <i>Wait Your Turn</i> |
| ❖ <i>Smile</i>       | ❖ <i>No Shouting</i>    |

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# Activity Directions


- Begin by greeting individual students several different ways. Demonstrate a pleasant, friendly tone.
  - Hi!
  - Good morning!
  - Hello there!
  - How are you today?
- Discuss how a greeting can send a message about attitude, friendliness, and willingness to communicate.
- Explain that when students start working, it is important to greet managers, co-workers, and the public in a cordial, pleasant manner.

**ASK:** Is it okay to say hello like this to people you work with?


Demonstrate the following behaviors while saying “Good morning!” Another adult or student can assist in role-playing the greetings. Wait for a reaction from the group after each behavior.

- Speak too loudly
- Stand too close
- Repeat a greeting several times
- Touch affectionately
- Prolong conversation
- Scowl
- Block a co-worker from passing
- Interrupt a conversation
- Speak with head down

- Display all of the handouts and discuss the meaning of each handout as they pertain to greetings at work.



## Handouts



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- ❖ **Wave Hello**  
(Greet your co-workers with a quick wave and then get right to work. If you are uncomfortable shaking hands you can always wave and smile.)
- ❖ **Smile!**
- ❖ **Space!**  
(use the handout to show that standing too close to someone is unprofessional.)
- ❖ **Wait Your Turn**  
(Do not interrupt a conversation or a meeting to greet someone. If a co-worker is in a rush, don't stand in their way to greet them.)
- ❖ **No Shouting**  
(Greetings should be pleasant and not shouted across the room, disrupting co-workers at work.)

**ASK: Is it okay to greet someone at work like this?**

Demonstrate and wait for a reaction from the group after each behavior.

- Friendly hello in a normal tone of voice while passing
- Wave hi and smile without speaking, moving on
- Stepping around people engaged in conversation
- Looking someone in the eye and greeting them
- Standing an appropriate distance to catch someone's attention

**ASK: What are the best ways to greet someone?**


Review positive behaviors, using the handouts for emphasis.

- Ask for volunteers to approach someone else in the class and greet them appropriately.
- Break the students into small groups and ask them to practice greetings, using the handouts as a guide. Each student should take a turn to greet every person in the small group.
- Stop the groups periodically and remind them to watch the voice level, smile, eye contact, and appropriate distance.
- Explain that the positive behaviors are necessary for all communication at work, not just for greetings.
- Give students the opportunity to wash their hands or use hand gel so that everyone in the room has clean hands.


Walk around the room and shake everyone's hand, giving them a personal greeting. Demonstrate that a handshake is short and firm, does not involve any other touching, and includes looking someone in the eye.

- Describe how a handshake is a formal greeting in the workplace and can be initiated by either the employer, manager, or co-worker, or by the employee.
  - Explain that in a work setting an employer, manager, or co-worker may be the first to extend a hand for a handshake. Demonstrate how to respond. Explain that a good handshake includes eye contact.
  - Show how a handshake at work should not involve holding a hand for too long, pumping the hand up and down, grabbing a hand too tightly, moving fingers, or grabbing an arm or hugging when shaking the hand (unless the two parties are close friends or relatives and comfortable with a more intimate handshake).
  - Fist bumping, hand slides, chest bumping, and other variations on handshakes are not appropriate in the workplace. They may, however, be initiated by a co-worker, requiring a similar response. Demonstrate a fist bump with each student, but stress that elaborate handshakes are not always appropriate.
- Sometimes employers, supervisors, or co-workers are hesitant to shake hands with a woman or with someone who has a disability. They are uncertain if it is appropriate. Discuss how a handshake is viewed as a formal greeting for *everyone* in the workplace, and the students may have to initiate a handshake in the workplace when they first meet someone.

- For individuals with physical disabilities that preclude a traditional handshake, discuss possible alternatives that can be initiated as a greeting (e.g., wave, verbal greeting, fist bump, reaching out with opposite hand, etc.)
- Display the following handouts and discuss the meaning of each handout as they pertain to handshakes at work.



## Handouts



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- ❖ **Clean Hands**  
(Keep hands clean at work, especially if you are going to be shaking hands with someone.)
- ❖ **No Germs**  
(Don't shake hands with anyone if you have a cold. In fact, should you be at work if you are sick?)
- ❖ **Wave Hello**  
(Greet your co-workers with a quick wave and then get right to work. If you are uncomfortable shaking hands you can always wave and smile.)
- ❖ **Smile!**
- ❖ **Shake Hands**  
(Explain that a handshake is a traditional way of greeting people and employers and co-workers may expect it. New employees can extend the handshake first, a sign of polite behavior and professionalism.)

- Walk around the room again and demonstrate both appropriate and inappropriate handshakes. For each one, ask the students:

**ASK:** Is this a good handshake?

**ASK:** What do you do if your manager does not reach out to shake your hand?

**ASK:** Should you shake hands every day that you go to work?

**ASK:** Do you shake hands when you leave work?

**ASK: What if you don't want to shake someone's hand because it feels uncomfortable or it is hard to do?**

Some students will be uncomfortable touching someone else's hand, or may not be able to shake hands. Help them to come up with an alternative greeting such as smiling and waving, fist bump, reaching out first to avoid confusion, etc.

**ASK: Why should your hands be clean?**

- Small groups can practice shaking hands. They should first shake hands with each person in their group.
- Make it clear that anyone with cold symptoms should not shake hands, even if they have used hand gel or soap. In fact, if it is flu season then skip shaking hands!
- Ask for volunteers to approach someone in the room and demonstrate a handshake with good eye contact and an appropriate greeting. For each positive demonstration, the group can applaud.

# Clean Hands



# No Germs



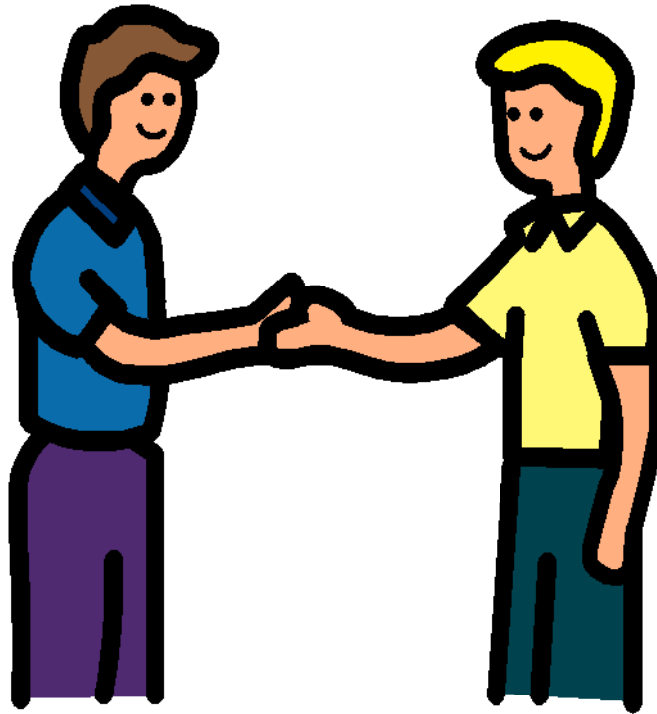
# Wave Hello



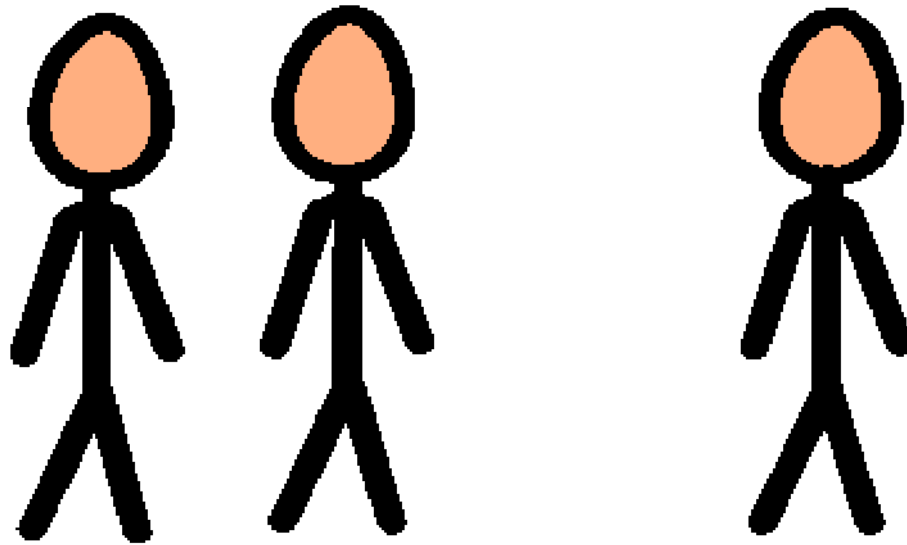
# Smile!



# Shake Hands



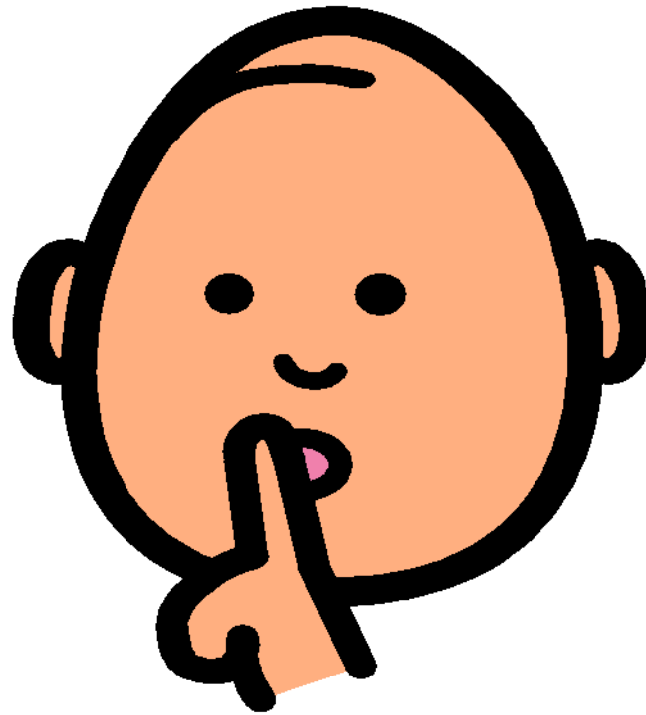
# Space!



# Wait Your Turn



# No Shouting



# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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3

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2

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1

# Activity #3 – Communication at Work

## Description of Activity

In this Activity students will learn about the many components of excellent communication.



## Handouts



- ❖ *Clean Hands*
- ❖ *No Germs*
- ❖ *Wave Hello*
- ❖ *Smile*
- ❖ *Shake Hands*
- ❖ *Space!*
- ❖ *Wait Your Turn*
- ❖ *No Shouting*
- ❖ *Qualities of Excellent Communications*
- ❖ *Communication at Work*

---

# Activity Directions

**ASK: How would you describe the “perfect listener”?**

Discuss the meaning of “communication” so that students understand that communication is a mixture of the four elements discussed in the Background Information of this Module.

**ASK: Who do you know who communicates well? What do they do that makes them strong communicators?**

**ASK: What could the following actions mean?**

- You are talking and the listener looks at his watch.
  - You are talking and the listener looks over your shoulder.
  - You are talking and the room is completely silent.
  - You tell a friend that her new hair color is “much better.”
  - You are talking and the listener keeps saying, “Wait, let me finish.”
  - People keep interrupting you.
  - You are always right, always win an argument, and always have the best ideas.
- Discuss the handouts Wave Hello, Smile, Space!, Wait Your Turn, and No Shouting, showing how verbal and non-verbal cues are all important aspects of communication.
  - For students who are readers, distribute the handout Qualities of Excellent Communicators. Discuss each item, pointing out that no one is perfect, but the handout is a list of excellent communication skills to try to develop.

After completing the handout as a group, divide the class into pairs and ask them to discuss each item again. They should focus on how to *improve* the skill.

Each student, with help from a partner, Consultant Teacher or classroom Aide, should set a personal goal for improving communication. For example, goals might be:

- Take time to give clear directions to my younger brother.
- Practice listening to questions before responding when I meet with my teachers.

**ASK: Does your communication change when you are emotional? For example:**

- |             |               |
|-------------|---------------|
| ▪ Stressed  | ▪ Frustrated  |
| ▪ Tired     | ▪ Embarrassed |
| ▪ Surprised | ▪ Overwhelmed |
| ▪ Powerless | ▪ Distrusting |
| ▪ Rude      | ▪ Confused    |

The students should be encouraged to talk about how their disability may influence communication.

Concentrate on how students can improve their personal skills so that they can have successful communication, will be taken seriously, and will be able to make meaningful contributions when they go to work. For example, if they do not feel that their suggestions are taken seriously they need to make sure that they are not shouting or interrupting and have expressed their concerns with an unemotional, practical tone of voice.

- **Discuss the handout** Communication at Work as a large group.

# Clean Hands



# No Germs



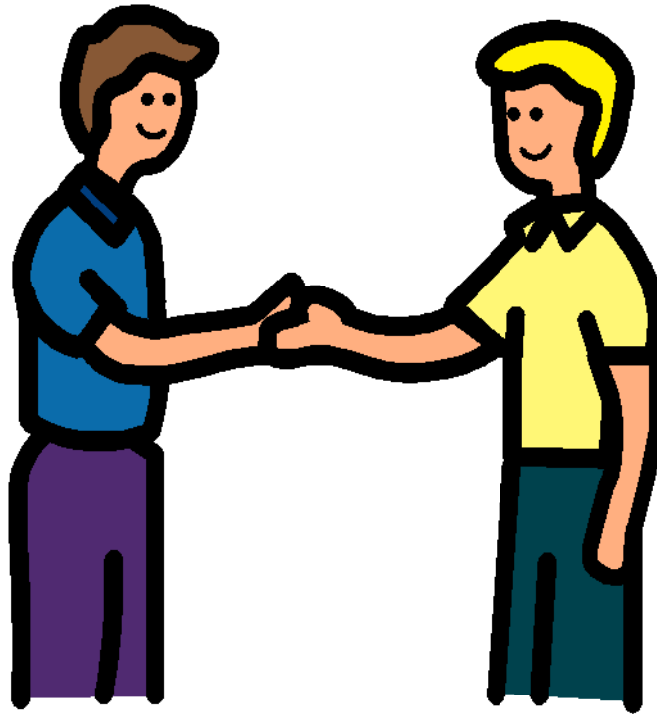
# Wave Hello



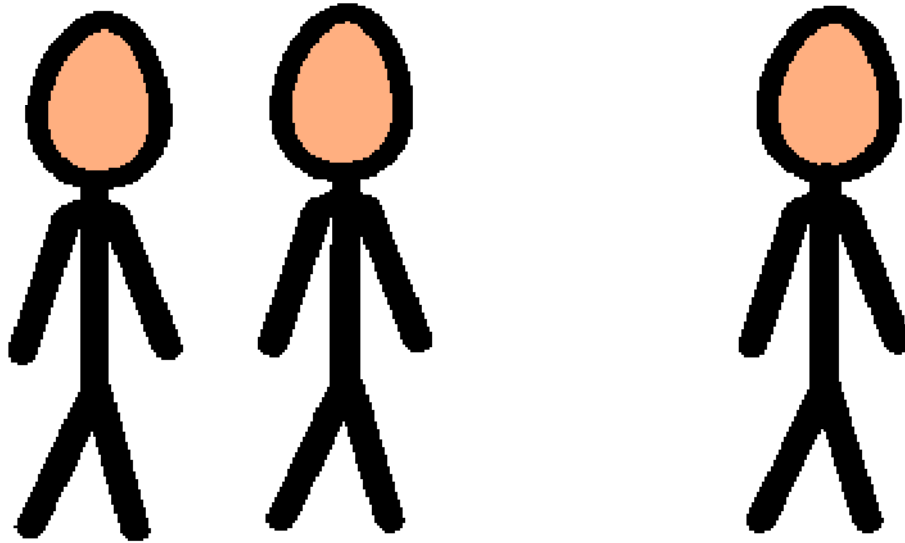
# Smile!



# Shake Hands



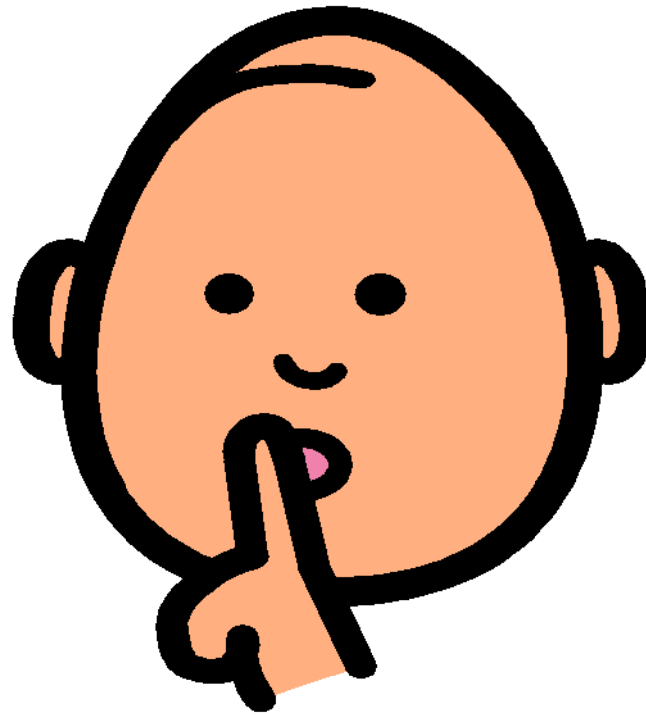
# Space!



# Wait Your Turn



# No Shouting



# Qualities of Excellent Communicators

✓ Check off the qualities below that apply to YOU.

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## Excellent communicators:

- \_\_\_\_\_ Do not do all the talking
- \_\_\_\_\_ Think before they respond
- \_\_\_\_\_ Get to the point
- \_\_\_\_\_ Look the speaker in the eye
- \_\_\_\_\_ Look in the listener's eyes when speaking.
- \_\_\_\_\_ Pay attention to the speaker's words, tone of voice, and body language
- \_\_\_\_\_ Pay attention to their own words, tone of voice, and body language
- \_\_\_\_\_ Try to listen to what people are saying, not how they are saying it
- \_\_\_\_\_ Do not interrupt (although sometimes it is tempting)
- \_\_\_\_\_ Constantly evaluate their communication skills

## I will improve my communication skills by:

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# Communication at Work

**How will you show that you are:**

---

**Pleasant when another worker is unfriendly**

---

**Prepared when a supervisor needs information**

---

**Calm when stress level is high**

---

**Confident when a new task is presented**

---

**Reliable when the supervisor needs a job done**

---

**How will you show that you take your job seriously?**

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# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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# *Module 3*

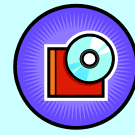
## *Additional Resources*



Note that all website addresses are current as of December 2008.



## Instructional Resources in the Job Readiness Kit



- **MP3 CD: Job Readiness Situations: Can You Solve the Problem?**  
A series of short problem-solving situations organized by Module. Students can work individually, in pairs, or in groups, depending upon the availability of computers. The students listen to a short scene that describes a problem, stop the CD and discuss the possible solutions, then listen to the suggested answers.

**Note: The CD script is provided in the Instructor’s Guide and 5 copies of the CD are provided in the Job Readiness kit.**

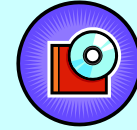
- **WAVE Job Readiness Curriculum** ..... **Page**  
Presenting Appropriate Appearance .....238  
Caring For and Maintaining a Wardrobe .....240  
Effective Oral Communication .....243  
Speaking Clearly .....244  
Active Listening .....255  
Listening Skills .....257  
Visual Communication .....260  
Gesturing Effectively .....262  
Exhibiting Good Interpersonal Skills .....265 - 270  
Model Business Letter .....281  
Characteristics of Positive Relationships .....285  
Meeting New People .....288  
Nonverbal Assertiveness .....300

- **Conversation Skills On the Job and in the Community**  
A Curriculum for Adolescents and Adults with Developmental Disabilities, A series of workbook pages with a CD. Look through the lessons to determine the handouts that might be appropriate for the students.

Continued



## Related Resources



- ***Life Centered Career Education (LCCE)***  
An educational system designed to provide students with daily living and social skills as well as occupational guidance and preparation. Covers work habits, seeking and maintaining employment. Council for Exceptional Children (888) 232-7733 [[www.cec.sped.org](http://www.cec.sped.org)]
- ***Personal Success CD-ROM (Program Development Associates)***  
Targets essential activities for personal care. Fifty-three activities step-by step show tips for covering topics such as dressing for success, clothing care, washing hands, brushing teeth, etc. Includes system for creating individualized lists for students. Use with Grooming for Life CD, a series of videos featuring young adults who prepare for their day with good hygiene. Books also available. (Ideas, Training & Solutions for Today's Disability Professional) [<http://www.pdassoc.com/pspc.html>]
- ***Survival Vocabularies***  
Fun and easy-to-use workbooks provide students with the word power to successfully approach real-life situations with confidence. Each workbook teaches 80 words or phrases associated with situations such as seeing a doctor, eating in a restaurant, talking to employers, and maintaining a bank account. (Requires reading skills.) Teacher's Guides available. Pearson Publications. [[www.pearsonschool.com](http://www.pearsonschool.com)]
- ***Transition Stories: Youth and Young Adults with Special Health Care Needs*** tell stories about their transition in short videos. Honest, personal stories about life in school, transition, ambitions, and gaining independence. [<http://depts.washington.edu/healthtr/story/default.html>]
- ***Life Skills for Vocational Success***  
A manual to be used by professionals who work in vocational rehabilitation settings. Topics include social skills, employability, telephone skills, communication skills, and other topics. [<http://www.workshopsinc.com>]
- ***Learning Seed***  
Video and workbook sets based on research in child development designed for students. Topics include:
  - Body Language (Beyond Words and Reading People)
  - Communication with Tact, Candor & Credibility
  - Manners at Work (covers shaking hands, etiquette, technology, etc.)[[www.learningseed.com/default.aspx](http://www.learningseed.com/default.aspx)]
- ***12 Lessons to Good First Impressions***  
[[http://changingminds.org/articles/articles08/12\\_lessons\\_first\\_impressions.htm](http://changingminds.org/articles/articles08/12_lessons_first_impressions.htm)]

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# *Module 3*

## *More Resources*



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# More Resources



**The following resources can be used to supplement the activities in this Module. The Instructor can select the activities or handouts based on the interests and academic levels of the students.**

- ❖ Personal Hygiene on the Job
- ❖ Forming First Impressions (Iowa State University)
  - Add Up Your Total Appearance
  - Choose the Right Clothes
  - Prepare for the Interview
- ❖ Food Safety Inservice: Personal Hygiene & Handwashing
  - This in-service from the Dietary Managers Association covers hygiene topics that can be used in a variety of work and home settings. Topics include sanitation, food safety, handwashing steps, and personal hygiene.
- ❖ Communication Skills at Work
  - Lesson developed by North Carolina Library of ESL lesson Plans (North Carolina Curriculum Guide)
- ❖ Riding an Elevator (communication handout)
- ❖ Telephones in the workplace (communication handout)
- ❖ Succeed at Work: Provide Good Customer Service (also available in Spanish and as an on-line course)

# Personal Hygiene on the Job

- \_\_\_\_\_ Hair combed and in an appropriate style
- \_\_\_\_\_ Hats...usually best left behind. Worn outdoors only
- \_\_\_\_\_ Face clean. (Girls should wear minimal make-up)
- \_\_\_\_\_ Scent free, that is no perfume or after shave lotion
- \_\_\_\_\_ Deodorant
- \_\_\_\_\_ Teeth brushed and flossed
- \_\_\_\_\_ Simple jewelry, if allowed
- \_\_\_\_\_ If you have an open shirt, only top button is open
- \_\_\_\_\_ Neck clean-take a shower or bath every day
- \_\_\_\_\_ Buttoned dress shirt and tie, if appropriate
- \_\_\_\_\_ Hands clean with limited jewelry
- \_\_\_\_\_ Clean and well manicured fingernails
- \_\_\_\_\_ Watch-usually work on left hand. Correct time?
- \_\_\_\_\_ Belt-put through all the loops
- \_\_\_\_\_ Belt length-should be 5 inches longer than your waist
- \_\_\_\_\_ Pants-ironed and worn at the waist and not lower
- \_\_\_\_\_ Shoes-shined
- \_\_\_\_\_ Most important!! Your smile!



# Forming First Impressions



## *A series of three lessons*

- **Add up your total appearance**
- **Choose the right clothes**
- **Prepare for the interview**

Prepared by Janis Stone, ISU Extension specialist, and Brecca Farr, former graduate assistant, textiles and clothing; D. Elizabeth Kiss, former ISU Extension family resource management specialist; and Laura Sternweis, ISU Extension communication specialist. Originally published as part of the Building Resourceful Families Unit 2 curriculum, July 1998.

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

# Forming first impressions: Add up your total appearance

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<b>Main idea</b>	Getting or keeping a job can depend on grooming, personal hygiene, and appearance.
<b>Objectives</b>	Participants will be able to: <ol style="list-style-type: none"><li>1. understand steps to good personal hygiene and grooming,</li><li>2. discuss why appearance is important in job interviews, and</li><li>3. make an inventory of their current clothing.</li></ol>
<b>Materials needed</b>	<i>Forming first impressions workbook</i> , pages 1-5 Pencils for each participant
<b>Preparation needed</b>	Prior to the meeting: Become familiar with the lesson and the workbook. Each participant will need his or her own workbook. Get enough pencils for each participant.
<b>Introduction</b>	People judge each other by appearance—by what they look like. When you meet someone for the first time, you probably notice his or her appearance. You may make judgments about whether a person is neatly groomed, and whether his or her clothing is clean, in good repair, and fits well.  Prepared by Janis Stone, ISU Extension specialist, and Brecca Farr, former graduate assistant, textiles and clothing; D. Elizabeth Kiss, former ISU Extension family resource management specialist; and Laura Sternweis, ISU Extension communication specialist. Originally published as part of the Building Resourceful Families Unit 2 curriculum.  <b>... and justice for all</b> The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.  Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Looking your best is important for success in your personal life. It also is important when you apply for a job. Research shows that people who are clean and neatly groomed are more likely to get jobs than people who are not. In this lesson, you'll learn how your total appearance adds up.

### Main concept #1

*Grooming, personal hygiene, and the way you dress add up to your total appearance.*

In this activity, we'll talk about how your appearance can be affected by what you eat, and the amount of sleep you get. We'll also talk about a personal grooming routine.

Give participants copies of the Building Resourceful Families Unit 2 Workbook if they do not already have them. Ask them to turn to page 1, *Forming first impressions*. Give them time to complete the worksheet "How does your appearance add up?", then discuss the following questions. Throughout the lesson as you ask questions (**printed in bold**), wait for responses from the group and encourage discussion.

- **How did your appearance add up?**
- **Have you ever noticed a connection between what you eat and how you look?**
- **What keeps you motivated to regularly fit exercise into your schedule?**
- **What changes can you make to get more sleep?**
- **Do you need a new hairstyle?**

### Main concept #2

*Remember, body odor offends others. To avoid the three O's, take a bath or shower daily, brush your teeth twice a day, and manage body odor.*

Remember the three O's—body *odor offends others*. The three most important things to do to be well groomed are:

1. take a shower or bath every day,
2. brush your teeth at least in the morning and before bed, and
3. manage body odor by using deodorants and antiperspirants and by avoiding strong perfume and hairspray. Strong perfumes can be offensive.

It also is important to keep hair clean and trimmed. Wash your hair at least once or twice a week. Clean combs and brushes every week too.

### **Do you think all shampoos are the same?**

Shampoos *are* basically the same. Shampoos can remove soil in hair. Shampoos can't make hair "come alive" because hair is dead tissue. Medicated shampoos to control dandruff are classed as drugs and must be demonstrated to be safe. Baby shampoos are less likely to cause irritations. Conditioners may help control static electricity or make hair look soft and shiny.

**Why do you think some shampoos cost more than others do?** Although all shampoos are basically the same, some may be more expensive than others. A "status" shampoo probably costs more than a store brand. If a shampoo costs more, the cost probably is related to the company's advertising and sales and marketing methods.

Good skin products are available in discount or grocery stores. They do not have to cost a fortune. Regardless of price, most products have similar ingredients.

For clear, healthy skin, wash your face every morning with warm soapy water, rinse, and pat dry with a soft clean towel. Repeat the process in the evening.

Other products that you might try include a cleansing cream, astringent or toner, and moisturizers for your face and body. Like soap, cleansing creams are used to remove makeup and excess oil and dirt from your face. But, they leave behind a film that protects the skin from becoming dry.

Astringents, sometimes called toners, make large skin pores seem smaller and help skin look healthy—especially if facial skin is very oily. Usually these contain alcohol, which causes a tingling, drying effect.

Facial moisturizers keep the skin's natural moisture in and dirt out. It is a base for makeup.

Many cleansing creams and moisturizers now have sun protection ingredients that are advertised as SPF 15 (sun protection factor) or higher. The higher the rating, the longer you can spend in the sun. But, if you're in the sun for long periods of time, you should reapply sunscreens frequently. Today, people are using sunscreens to prevent sunburn which can lead to skin cancer. A suntan is not considered as "healthy" as it once was.

Many adults have skin problems such as acne, pimples, blackheads, and whiteheads that may have begun when they were teens. Skin problems develop for many reasons. Doctors now say skin problems are not related to eating the wrong foods. Do keep your hands away from your face and don't squeeze pimples because that can spread the infection.

Popular skin care products may contain benzoyl peroxide to promote healing. This chemical acts as a powerful bleach on some fabrics. It may bleach towels, sheets, and other bedding, as well as the necks of some shirts. It also can bleach other items washed in the same load. Use these skin medications carefully to prevent bleach damage that can't be repaired.

### **Main concept #3**

*The way you look can determine whether you get a job or whether you keep the job you have.*

The way you look can determine whether you get a job or whether you keep the job you have. Hairstyle, makeup, posture, and the fit of your clothing can add or subtract from the way you look.

Think about your hairstyle and whether it is appropriate for the job you want. It should complement the shape of your face and your body weight. Hairstyles should be simple to care for and add to your neat appearance.

If you want to be considered confident and competent, stand and walk straight with good posture. When you stand, sit, and walk with good posture, your clothes fit and look better.

### **Main concept #4**

*Your clothing will fit better if you choose from the appropriate size range.*

In the next activity you will learn how to find sizes that fit your height and body type. We'll also talk about how to tell the difference between clothing that fits well and clothing that doesn't fit well.

Women's sizes are confusing because similar numbers are used for each size range. The size range describes women of different heights and body types. Petite, junior, misses, plus sizes, or tall are examples of size ranges. Stores may not carry all size ranges.

The sizes in a size range are numbered, for example 6 to 16, or shown by letter, for example S, M, L, XL (small, medium, large, extra large). If P or T is added to the size, it means the range petite or tall. For example, 10P means 10 petite; 10T means 10 tall.

**What size range do you think you are?**

Ask participants to turn to page 4 in their workbooks, “Choose the right women’s size range” and “Choose the right men’s size range.”

Let’s look at women’s sizes.

- Petite sizes are for thinner, shorter women under 5 ft. 4 in. tall, usually with smaller busts and straight hips.
- Junior sizes are for young women of average height with small frames and high bust lines.
- Misses sizes are for adult women, 5 ft. 5 in. to 5 ft. 8 in., with average body size, and developed bust, waist, and hips.
- Plus sizes are for larger women of average height. Plus-size petites are for short women.
- Tall sizes are for women over 5 ft. 9 in.

Men’s sizes are not the same as women’s sizes. Men’s casual tops may be sized small, medium, large, and extra large. Men’s dress shirts are sold by neck and sleeve-length measurements; pants by waistline and inseam pant leg measurements. Men’s suits and sport jackets are sold for body builds of short, average, tall, or big men. **Do you know someone who wears a size above average or shorter than average?**

In any size range, men’s clothes may be designed and cut to fit a particular body type:

- regular cut, tailored to fit the body of a man with average build;
- full or relaxed cut, for heavier men;
- trim or slim cut, to fit men thinner than average;
- athletic cut, with wider shoulders and slim waist; or
- loose or baggy cut—which in young men’s sizes is a current fashion trend.

Try these tips for a better-looking fit.

- If your clothing is too tight, try a larger size.
- If your clothing is too loose, try a smaller size.
- If your clothing is too long or too short, try a different size range. (Women—if clothing is too long, try going from misses to petites. If too short, try going from misses to tall.)
- Sleeves for shirts and jackets should come to or just past the bone in your wrist.
- Women—wear knee-length or longer skirts with neutral pantyhose that matches your skin tone. If you're wearing a dark skirt, match it with dark pantyhose—a good tip for an interview.
- Skirts or pants that have some elastic at the waist give a neater fit.
- Shirt or blouse collars should fit close to the neck without gapping from being too loose or choking you from being too tight.
- Knits should fit with some ease—not skin tight.

### **Main concept #5**

*Organizing your clothes helps you find clothes that can be worn together.*

The last thing we are going to talk about today is how you can find clothes that can be worn together by organizing your closet. You may think spending time in your closet is a waste of time, but it's an important step in making a good impression.

Ask participants to turn to page 5 in their workbooks, "Clothes I have that are fit to wear."

Before our next lesson, please try to complete an inventory of your clothing using the worksheet on page 5 of your workbook. Then, bring your workbook with you to our next lesson. The goal is to identify items that fit your figure or body frame and are in good repair. You aren't expected to list every item of clothing you own.

To complete your inventory, follow these steps.

- **Sort** the clothes you have into two groups—those that are more than seven years old and those that are less than seven years old.
- **Group** the newer clothes by type—skirts, pants, blouses or shirts, sweaters, jackets, and dresses.
- **Try on** all pieces—put aside those that are too tight or much too big.
- **Record** what's left on the “Clothes I have that are fit to wear” worksheet.

After you've completed the worksheet, you can use it to find clothes that can be worn together. We'll talk more about that at our next lesson. Be sure to bring your workbook with you to the next lesson.

## Summary

Let's review what we learned today. **What information would you share with a friend or relative?**

Wait for answers from the group.

Getting or keeping a job can depend on your grooming, personal hygiene, and appearance.

- Grooming, personal hygiene, and the way you dress adds up to your total appearance.
- Odor offends others. To avoid the three O's, bathe daily, brush your teeth twice a day, and manage body odor.
- The way you look can determine whether you get a job or whether you keep the job you have.
- Your clothing will fit better if you choose from the appropriate size range.
- Organizing your clothes helps you find clothes that can be worn together.

## Set a mini-goal

To help you remember what you learned today, choose a mini-goal to work on before the next lesson. To help you set your mini-goal, try some of these ideas.

- In your workbook, complete the “Personal grooming checklist” on page 3.
- Get together with a friend and look at magazines to get ideas for updating your hairstyle.
- The next time you are at a store that sells skin care products, spend a few minutes looking at what is available. Read the labels and compare prices. If your budget permits, consider trying one new product.

When you’ve decided on your mini-goal, write it down on page 3 of your workbook. You might want to talk about it with another member of the group or a member of your family so that they can help remind you or help you achieve your mini-goal.

Thank you for coming today. Our next lesson will be ...

Give date, time, and location of next lesson.

\*\*\*\*\*

Some of the content of this lesson is adapted from:

Iowa State University 4-H materials

Stone, Janis. (1990). *Create a professional wardrobe: For interviewing and for work* (Pm 1234b). Ames, Iowa: Iowa State University Extension.

Stryker, Marilyn B. (1985). *Fashion image* (MF-740). Manhattan, Kansas: Kansas State University, Cooperative Extension Service.

University of Nebraska Cooperative Extension Service. (n.d.). *The importance of appearance: What to wear when looking for or keeping a job* (Educational materials to support Employment First). Lincoln, Nebraska: Author.

# Forming first impressions: Choose the right clothes

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## Main idea

You may need to change your clothing style to get and keep a job.

## Objectives

Participants will be able to:

1. name five personal styles of clothes,
2. describe clothing appropriate for interviews and various jobs, and
3. use a personal clothing inventory to find clothing needs.

## Materials needed

*Forming first impressions workbook*, pages 6-12

“*Going places*” cards, master copy (SP-60a)

Pencils for each participant

## Preparation needed

Prior to the meeting:

1. Become familiar with the lesson and the workbook. Each participant will need his or her own workbook.
2. Get enough pencils for each participant.
3. Photocopy the master copy of “*Going places*” cards (SP-60a). Make enough copies so that either each participant gets a copy, or make enough copies so that participants can work in groups of two to four people. Cut apart the sets of cards and place each set in an envelope.
4. Participants should complete “Clothes I have that are fit to wear” on page 5 of their workbooks.

Prepared by Janis Stone, ISU Extension specialist, and Brecca Farr, former graduate assistant, textiles and clothing; D. Elizabeth Kiss, former ISU Extension family resource management specialist; and Laura Sternweis, ISU Extension communication specialist. Originally published as part of the Building Resourceful Families Unit 2 curriculum.

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## Introduction

In our last lesson, you learned that people judge each other by appearance. How you look *is* important when you apply for a job.

Sometimes our favorite clothes or most comfortable clothes don't give the best impression to others.

## Main concept #1

*You can separate clothing into five styles.*

Many styles of clothing are available. In this activity we'll talk about how you can separate or classify clothing into five styles. You can find out which style is most like the clothes you wear now. These styles are:

- arty,
- casual,
- classic,
- leisure, and
- western.

We're going to look at five clothing styles. Look at pages 6 through 10 in your workbook. The words and drawings show how the five styles are different.

Arty clothes (page 6) are unusual and one of a kind—clothes you tend to remember. Shoes may have unusual colors or high heels.

Casual clothes (page 7) are familiar: khaki twill pants or skirts and polo shirts. Neat sweaters may be used instead of jackets. Shoes may be penny loafers, canvas, or simple styles.

Classic clothes (page 8) are dressier, but simple in design and look more business-like: matching suits or jackets with straight leg pants; straight, A-line, or pleated skirts; plain or tailored shirts (and ties for men). Shoes are neutral colors—black, brown, taupe. Women's shoes are basic with a medium heel.

Leisure clothes (page 9) are the items you wear at home or to participate in sports. Sweat shirts and pants are an example. Athletic shoes, canvas shoes, or sandals are worn.

Western clothes (page 10) have the cowboy / cowgirl look with denim, chambray, turquoise and silver jewelry, and tooled leather accessories. Cowboy boots are typical.

Play the “Going places” card game. Participants can play this game as individuals or in groups of two to four people. Give each person or group a set of “*Going places*” cards (SP-60a). Ask them to turn to the game sheet on page 11 of their workbooks. Remember to collect the cards when the game is over.

Your game sheet shows five styles of dress. Put each “Going places” card on the style of dress that is appropriate to wear for that place.

Discuss the following questions. Throughout the lesson, as you ask questions (**printed in bold**), wait for responses from the group and encourage discussion.

- **Which style is most appropriate for the places you go?**
- **Which style do you wear only occasionally or perhaps never?**
- **Which style do you wear most often?**

## Main concept #2

*Classic styles are preferred for interviews.*

Classic styles are preferred for interviews. Employers expect you to wear clothes to an interview that are business-like and that fit well.

Classic clothes are neat and nearly always in fashion. A suit, with a jacket and skirt or pants that match, is very business-like. Classic clothes are generally neutral colors, such as navy, dark gray, tan, black, or brown. A navy jacket may also be worn with gray or khaki twill pants or a straight, A-line, or pleated skirt. **What other colors might be classic?**

### Main concept #3

*A dress code is a set of rules about clothes that can be worn to work.*

Red, white, beige, taupe, and medium blues are classic colors. **What colors are not classic?**

Fuchsia and lime green are examples of colors that are *not* classic colors.

Classic clothes can be purchased for very little money at thrift stores, consignment shops, or recycled clothing outlets.

Most work sites have a dress code or set of rules about clothes that can be worn to work. The rules may be written down and given to you. Or, you may have to figure them out by looking at what others are wearing. Even if there is no formal written dress code, your employer will expect you to dress modestly, neatly, and in good taste.

Ask participants to turn to “What is a dress code?” on page 12 in their workbooks.

### **What exactly is a dress code?**

Wait for a response from the group.

A dress code is a set of rules about clothes that can and cannot be worn on the job. Have you seen “No shirt, no shoes, no service” signs posted in restaurants or convenience stores? That is an example of a very simple dress code.

Some employers may require employees to wear uniforms. If they do, they may provide the uniforms and/or take care of them for you. You should ask about uniforms.

Some businesses have written dress codes that are spelled out in a manual for new employees. A written dress code lists clothing that is not acceptable. For example, it may say that halter tops, shorts, jeans, sandals, or athletic shoes can’t be worn on the job.

A written dress code also may list characteristics of clothing that is acceptable. For example, it may say that skirts must be knee length. This means that shorter or very long skirts are not acceptable. Or, it may say that pants must be straight leg style. This means that leggings or tight knit pants are not acceptable.

Some employers may require “standardized dress.” This means that they limit the color or styles that employees may choose. For example, they may require polo shirts in certain colors with khaki pants. You may have to wear a certain color shirt or pants every day to the job. If you don’t already have enough clothes in the right colors, you may have to buy more clothes.

Many clothing shops require sales associates to wear the clothes that the store sells. They may offer a discount on their clothing, or at least on certain items, then expect you to wear the clothes they sell all the time on the job. If so, your clothing costs may be higher than with other jobs.

Other employers may not have a written dress code. Instead, they may have a clear set of expectations about how their employees should be dressed. They may not tell you directly, but will expect you to fit in and wear clothes similar to other employees.

Some employers have “casual days” when employees can wear more casual styles. However, even with casual days, rules usually still apply. For example, the rules may be no shorts, no low necklines (even if it is hot), or no ragged jeans.

As you ask the following questions, wait for responses from the group and encourage discussion.

- **How can you find out what clothes are expected on the job?**

#### **Main concept #4**

*You can build an interview outfit and a working wardrobe from clothes you already have.*

- **If standardized clothing colors or styles are required, where might you look to find the required colors at the least possible cost?**
- **Should you look for a different job opportunity, if you think the required clothing will cost more than you can easily afford?**

You can build an interview outfit and a working wardrobe from clothes you already have.

Examine the clothing you have—that is your clothing inventory. Think about each item. Ask yourself these questions.

- Does the clothing you have fit you in the right way?
- Which style of clothes, that we discussed earlier, is most like the clothing in your inventory?
- Which style do the colors seem to fit?
- Does your inventory include some classic clothes?
- Which classic items can you use for an interview outfit?

#### **Main concept #5**

*Your outerwear or coat is very important.*

Your outerwear or coat is very important. The receptionist will see your coat before the interview begins, even if the personnel director or the employer who interviews you doesn't. The receptionist will remember the condition of your coat, especially if he or she hangs it up for you. That person may be asked to give an opinion about you. Try to make a good first impression with the receptionist.

Take time to get your coat or outerwear brushed, cleaned, or washed so it looks as good as possible.

## Summary

Let's review what we learned today. **What information would you share with a friend or relative?**

Wait for answers from the group.

You may need to change your clothing style to get and keep a job.

- Many clothing styles are available.
- Classic styles are preferred for interviews.
- Most work sites have a dress code or set of rules about clothes that can be worn to work.
- You can build an interview outfit and a working wardrobe from clothes you already have.
- Your outerwear or coat is very important.

## Set a mini-goal

Today we talked a lot about choosing clothes to wear to interviews and choosing clothes to wear to work when you get the job. To help you remember what we talked about, choose a mini-goal to work on before the next lesson. To help you set your mini-goal, try some of these ideas.

- Turn to page 5 of your workbook. Use your clothing inventory to put together an interview outfit. What else do you need for this outfit?
- Think about a job you'd like to have. Then put together a week's worth of outfits. What is the most important piece of clothing that you need to buy?
- Take a close look at your coat and decide if it is fit to wear. For example, does it need to be cleaned or mended? Are there buttons that need to be sewn on? Does the lining need to be repaired? If your coat needs repairs or cleaning, schedule a time to take care of it.

When you've decided on your mini-goal, write it down on page 12 of your workbook. You might want to talk about it with another member of the group or a member of your family so that they can help remind you or help you achieve your goal.

Thank you for coming today. Our next lesson will be ...

Give date, time, and location of the next lesson.

# Forming first impressions: Prepare for the interview

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## Main idea

A person can boost confidence by preparing for a job interview.

## Objectives

Participants will be able to:

1. feel confident that they are well groomed and appropriately dressed for a job interview,
2. think of clothing-related questions to ask during the job interview, and
3. create a list of questions to ask during the job interview.

## Materials needed

*Forming first impressions workbook*, pages 13-16

Pencils for each participant

Blackboard and chalk, or newsprint, easel, and markers

Optional:

*Create a professional wardrobe for interviewing and for work* (PM-1234b), available from ISU Extension Distribution Center, 119 Printing and Publications Building, Iowa State University, Ames, Iowa 50011-3171, (515) 294-5247.

Prepared by D. Elizabeth Kiss, former ISU Extension family resource management specialist; Janis Stone, ISU Extension textiles and clothing specialist; and Laura Sternweis, ISU Extension communication specialist. Originally published as part of the Building Resourceful Families Unit 2 curriculum.

### ... and justice for all

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

## Preparation needed

Prior to the meeting:

1. Become familiar with the lesson and the workbook. Each participant will need his or her own workbook. Get enough pencils for each participant.
2. Optional: Review ISU Extension publication *Create a professional wardrobe for interviewing and for work* (PM-1234b).

At the meeting site:

If a blackboard is not available, set up an easel and newsprint.

## Introduction

Job interviews can be stressful. But, there are some things you can do to prepare for your interview that can help you feel more confident. In this lesson we will review the importance of making a good first impression. Then we will talk about the types of questions you will want to ask about any job you apply for.

## Main concept #1

*Grooming is as important as your clothing.*

At the last meeting we discussed choosing appropriate clothes to wear to an interview and choosing clothes to wear to work when you get the job. A few meetings ago we talked about how your appearance can be affected by what you eat, by the amount of exercise and sleep you get, and by following a regular grooming routine. We discussed the three most important things to do to be well groomed. **Can anyone tell me those three things?**

Throughout the lesson, as you ask questions (**printed in bold**), wait for responses from the group and encourage discussion.

The three most important things to do to be well groomed are:

- take a shower or bath every day,
- brush your teeth at least in the morning and before bed, and
- manage body odor by using deodorants and antiperspirants and by avoiding strong perfume and hairspray.

Remember, grooming is as important as your clothing. For big events—like job interviews—be sure to leave yourself enough time so that you can take extra care with your grooming routine.

### **Main concept #2**

*You should feel comfortable in the clothes you wear to your interview.*

It's important that the clothes you plan to wear to your interview fit well—not too tight, not too baggy. Also, you should feel comfortable wearing them. Turn to page 13 in your workbook. You'll find an interview checklist with suggestions about what you can do to be prepared for an interview or other important occasion.

### **Main concept #3**

*Be prepared to ask questions about the job.*

So far, we've reviewed the importance of good grooming and preparing your clothing for the interview. But, there are a few other things you can do to prepare.

First, put together the information you are likely to need for filling out a job application. That means lists of:

- schools you have attended (and the years you attended), including special training programs;
- previous jobs, including job title, dates of employment, company's address, supervisor's name, and a description of the work you did; and
- names, addresses, and telephone numbers of three to five references. Be sure to ask each person if you can use him or her as a reference. Do not include relatives or close personal friends in your list of references.

You can write this information on page 14 in your workbook.

You also can prepare a list of questions about the job that you would feel comfortable asking the interviewer. Don't be embarrassed to refer to these questions during the interview if you need to. For example, you'll probably want to ask about the typical schedule you would be expected to work, the typical work that you would be expected to perform, and benefits you would be eligible for (either right away or after a trial period).

Let's take a few minutes and put together a list of questions you'd want to ask if you were applying for a job at \_\_\_\_\_.

Insert a typical job or employer for the community.

### **What would you want to ask the interviewer?**

Write their questions on the blackboard or newsprint. Allow plenty of time to create a list.

Now, find a partner and pretend one of you is applying for the job and the other is the interviewer. Practice asking each other these questions.

#### **Main concept #4**

*Ask what you are expected to wear on the job.*

Another set of questions you'll want to ask has to do with what you would be expected to wear on the job. For example:

- Are uniforms required?
- If uniforms are required, are they provided or do employees have to buy them?
- Is laundry service for uniforms provided?

Let's put together a list of questions you'd want to ask about clothing if you were applying for a job at \_\_\_\_\_.

Use the same job or employer as in the previous exercise.

## What would you want to ask the interviewer?

Write their questions on the blackboard or newsprint. Allow plenty of time to create a list.

## What if you had an interview at \_\_\_\_\_?

Use another typical employer in the community.

### Summary

Let's review what we learned today. **What information would you share with a friend or relative?**

Wait for answers from the group.

You can boost your confidence by preparing for your job interview. Remember these tips.

- Grooming is as important as your clothing.
- The clothing for your interview should be clean and neat.
- You should feel comfortable in the clothes you wear to your interview.
- Be prepared to ask questions about the job.
- Be prepared to ask what you are expected to wear on the job.

### Set a mini-goal

To help you prepare for your next job interview, choose a mini-goal to work on before the next lesson. To help you set your mini-goal, try some of these ideas.

- Ask at least three people you think would give you a good reference whether you can use them as references. If they agree, put together a list with each person's name, address, and telephone number.
- Complete part 2 of the interview checklist on page 14 in your workbook. Fill in the sections for schools attended, previous jobs, and references.

- Take a look at the shoes you are likely to wear to an interview—polish and shine them if they need it.
- Start a file. Get a file folder or envelope and file the lists you make to help you fill out the application and the questions about what to wear to the job.
- Review the list of “A dozen do’s and don’t’s for job interviews” on page 15 in your workbook.

When you’ve decided on your mini-goal, write it down on page 15 in your workbook. You might want to talk about it with another member of the group or a member of your family so that they can help you achieve your mini-goal or help remind you.

Thank you for coming today. Our next lesson will be ...

Give date, time, and location of next lesson.

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Some of the content of this lesson is adapted from:

University of Nebraska Cooperative Extension Service. (n.d.). *The importance of appearance: What to wear when looking for or keeping a job* (Educational materials to support Employment First). Lincoln, Nebraska: Author.



**Food Safety Inservice:**

# **PERSONAL HYGIENE & HANDWASHING**

Adapted from *DMA Classroom Education Course*, Second Edition, by Susan Davis Allen, MS, RD

© 2003 Dietary Managers Association, St. Charles, IL

Phone: (800) 323-1908

Web: [www.dmaonline.org](http://www.dmaonline.org)

## How to Use These Materials

In addition to lecture and discussion notes, this packet includes:

- Promotional flyer
- Pre-test/post-test
- Handouts
- Attendance sheet
- Certificate of completion

This inservice has been designed to be 30 minutes in length and to be used as a tool to train foodservice employees. We have written an outline for what we see as important steps in studying this inservice topic. However, it's up to you to prepare in advance and tailor your inservice to your employees. Consider:

- Employees' backgrounds and experience levels
- Problems or areas for improvement specific to your facility
- Specific department or facility policies relevant to this topic
- Specific local standards relevant to this topic

While planning how you'll approach your inservice, keep in mind that participants remember:

- 70% of what they talk over with others — discussion
- 80% of what they use and do — projects, scenarios
- 95% of what they teach others — one-on-one training, student presentations

The more involved and focused participants are, the more they will absorb. It is important to keep communication flowing throughout the lecture by continuously involving the participants. You can accomplish this by asking questions, having participants read handouts aloud, and asking for examples of concepts and standards.

To be fully effective, training should begin on a new employee's first day. Then it should be continually reviewed — even for long-term employees. And, you can strengthen lessons learned by setting a good example, actively enforcing policies, and recognizing and rewarding a job well done.

For more information about this inservice topic, please refer to *Food Safety for Dietary Managers*, by Sue Grossbauer, RD (DMA, 800-323-1908), or another sanitation textbook. Also visit the DMA Food Protection Education Center on the Web at [www.dmaonline.org/fppublic/](http://www.dmaonline.org/fppublic/) for links to online resources, including the FDA Food Code.

## Objectives

This lesson addresses personal hygiene standards required of foodservice personnel in order to ensure food safety. After completing this session, employees will be able to:

- Explain why sanitation regulations include standards for food handler hygiene
- List elements of personal hygiene
- Name times/events when handwashing is necessary
- Demonstrate proper steps in handwashing

## Optional Pre-Test

5 min.

### Resources & Supplies

- ✓ Pre-test/Post-test

### Outline

Optional: Ask participants to complete the pre-test. Tell them you will re-visit these questions at the end of the session.

## Lecture & Discussion

15 min.

### Resources & Supplies

- ✓ Handouts: Tips for Personal Hygiene, Handwashing Steps

### Outline

Foodservice personnel have a direct impact on food safety.

More than 9 out of 10 virus-type foodborne illnesses trace back to foodservice workers.

People transmit bugs to food, and the food can transmit bugs to clients.

How can you be part of the solution?

It starts with basic cleanliness — bathing regularly, wearing clean clothing, keeping hair out of food, and covering your mouth when you have to cough or sneeze.

Report any illness to the manager. You should especially report a sore throat, a fever, vomiting, or diarrhea.

Also, if you have a cut or wound, it's important to keep this from contacting food. Please talk to your supervisor about adequate protection.

Not only is hygiene a good idea. It's also the law for us, as providers of food services. Our requirements are specified by the Food Code and [name your local health code].

Hygiene = practices of cleanliness or personal care habits that help to maintain health

Let's look at more detail about hygiene habits that help keep food — and clients — safe.



Distribute Handout: Tips for Personal Hygiene & review it. Or, ask employees to take turns reading the points.

Bathe and use deodorant daily.

Clothing or uniform must be clean every day.

Restrain and cover hair.

Keep hands away from face and hair.

Keep fingernails clean, short and free of polish.

Limit jewelry to a simple wedding band and post earrings.

Avoiding eating, drinking, or using tobacco while preparing food.

Use the restroom for all personal grooming.

Follow the handwashing procedures including washing hands thoroughly and frequently.

Report all illness to the supervisor.

Use single-service paper towels to wipe perspiration from the face.

Cover mouth when coughing or sneezing.

Wash hands.

The most important personal hygiene practice is washing hands.

Why? Illness is often transferred from people to food via hands.

It's up to you to protect food with proper handwashing.

To be effective, handwashing must be done often, at the right times, and the right way.

What are the right times? (Discuss)

After touching bare human body parts (e.g. scratching your nose or pulling up your socks)

Before starting work and after all breaks

After using the restroom

After coughing or sneezing

After using a handkerchief or tissue

After eating, drinking, or smoking

After handling raw foods

After handling soiled dishes or trash

Before food preparation

Before putting on gloves for handling foods

During food preparation as often as necessary — especially when switching between raw foods and cooked or ready-to-eat foods

After engaging in any activity that might contaminate hands

How about hand sanitizers? Can you use a sanitizer if you are too busy to wash hands? Definitely not. A liquid hand sanitizer is NOT an acceptable substitute for washing hands. [If your policy includes hand sanitizers, explain that they provide added protection AFTER hands have been washed.]



Distribute Handout: Handwashing Steps

What is the right way? (Discuss)

Use only a designated handwashing sink (not food preparation sinks).

Use warm running water.

Wet hands & arms up to elbows.

Apply dispenser soap or detergent.

Rub hands and forearms vigorously for at least 10-15 seconds.

Scrub back of hands, between fingers and under nails. [If your policy includes using a nail brush, mention it here. Dirt and pathogens can collect under nails, and a nail brush is an excellent way to control this.]

Rinse thoroughly under running water.

Dry hands and arms using a single-service towel or hot air dryer.

Use the towel to turn off the faucet.

Remember, there is no substitute for handwashing. Gloves and hand sanitizers are not alternatives. In some cases, we use them for added protection. [Address your policies about gloves and hand sanitizers.]

Even when hands are clean, follow these additional safety practices:

Avoid direct contact of hands with food.

Do not touch food that is ready-to-eat (except when washing fruit or vegetables). Use utensils, deli tissue, gloves, or appropriate equipment.

Use proper tasting techniques: Use a utensil once to remove a sample and place it in a bowl. Use a second utensil to taste the food. When you are done, remove the bowl and spoon from the preparation area.

Avoid direct hand contact with any surfaces that will touch food:

Ends of utensils

Top or inside of glasses or mugs

Top of plates or inside of bowls

## Post-Test & Closing/Review

10 min.

### Resources & Supplies

- ✓ Pre-test/Post-test
- ✓ Attendance sheet
- ✓ Certificates of completion

### Outline



Distribute copies of the post-test.

Ask participants to complete the post-test. (If you also used this as a pre-test, ask participants to review their answers.) Review questions and answers.

Correct answers are: 1. D; 2. C; 3. B; 4. D; 5. D

Ask each participant to name a key point discussed today. Review any other key points not mentioned.

Ask each participant to sign the attendance sheet.



Distribute certificates of completion.

## Pre-Test/Post-Test: HANDWASHING & PERSONAL HYGIENE

Select the best answer for each question.

1. Which of the following is acceptable jewelry to wear to work?
  - A. No earrings and one ring of any type
  - B. No earrings and as many simple rings as you want
  - C. Post earrings and as many rings as you want, as long as you wear gloves
  - D. Post earrings and one simple wedding band
  
2. Which of the following statements is good advice?
  - A. If you just washed your hands, do not cover your mouth when you cough.
  - B. Tell your supervisor if you feel sick, unless you're already taking cold or flu medicine.
  - C. Keep your fingernails trimmed short.
  - D. All of the above
  
3. Which of the following is NOT part of the handwashing procedure?
  - A. Wet arms up to elbows.
  - B. Use a hand sanitizer instead of a sink if you are busy.
  - C. Include backs of hands and under nails.
  - D. Dry your hands using a single-service towel or hot air dryer.
  
4. You should wash your hands at the following times EXCEPT:
  - A. After collecting dirty dishes
  - B. Before starting your shift
  - C. After smoking or drinking
  - D. While stirring soup
  
5. Which of the following is a bad practice?
  - A. Using your clean hands to put out fresh rolls
  - B. Wearing gloves all day without washing your hands
  - C. Grabbing a spoon by the "food end" before using it to stir cooking food
  - D. All of the above

## Tips for Personal Hygiene

- 1 Bathe and use deodorant daily.
- 2 Clothing or uniform must be clean every day.
- 3 Restrain and cover hair.
- 4 Keep hands away from face and hair.
- 5 Keep fingernails clean, short and free of polish.
- 6 Limit jewelry to a simple wedding band and post earrings.
- 7 Avoid eating, drinking, or using tobacco while preparing food.
- 8 Use the restroom for all personal grooming.
- 9 Report all illness to the supervisor.
- 10 Use single-service paper towels to wipe perspiration from the face.
- 11 Cover mouth when coughing or sneezing.
- 12 Follow the handwashing procedures including washing hands thoroughly and frequently:
  - ✓ After touching your body
  - ✓ Before starting work and after all breaks
  - ✓ After using the restroom
  - ✓ After coughing or sneezing
  - ✓ After using a handkerchief or tissue
  - ✓ After eating, drinking, or smoking
  - ✓ After handling raw foods
  - ✓ Before food preparation
  - ✓ Before putting on gloves for handling foods
  - ✓ After handling soiled dishes or trash
  - ✓ During food preparation as often as necessary
  - ✓ After engaging in any activity that might contaminate hands

## Handwashing Steps



**Use only a designated handwashing sink**



**Use warm running water**



**Wet hands & arms up to elbows**



**Apply dispenser soap or detergent**



**Rub hands and forearms vigorously for at least 10-15 seconds**



**Scrub back of hands, between fingers and under nails**



**Rinse thoroughly under running water**



**Dry hands and arms using a single-service towel or hot air dryer**



**Use the towel to turn off the faucet**

# Domain Four: The World of Work

# ESL

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**Course: On the Job**  
**Unit: Human Relations at Work**

## **Lesson: Communication Skills at Work**



**Competency Objectives:** The learner will understand the influence clear, positive work communications have on job satisfaction and job success.

**Suggested Criteria for Success:** The learner identifies communication skills that help develop positive work relations with employers-supervisors, co-workers and customers.

**Suggested Vocabulary:**

judgmental	helpful	one way communication
rumors	gossip	two way communication
open	subordinate	chain of command
vertical	horizontal	non-verbal communications

**Suggested Materials:** pens or pencils and paper  
chalk/marker and black/white board  
handout

**Suggested Resources:**

- ♦ Any communications handouts obtained from local resources.
- ♦ Any favorite or available Job Readiness and/or Job Search Workbooks, pamphlets, brochures, and handouts. Some material may need to be modified for ESL lessons.
- ♦ NCSOICC (North Carolina State Occupational Information Coordinating Committee) site has information at <http://www.nccareers.org>. Click on *Begin NC Careers*.
- ♦ Resources available through your local Public Library, County, State, or Federal Employment Centers, JobLink Centers, Local Community College Career Centers, and Human Resources Development Programs.
- ♦ The Employment Security Commission of North Carolina at <http://www.ncesc.com/>. Click on *Individual Services*.

**Suggested Methods:** Discussion and definition of terminology associated with lesson  
Group activities  
One-on-one role playing  
Practice communication skills

### **Some Suggested Steps**

Discuss/define the terms associated with the lesson.

**Introduce types of communications.** *Written* communications consist of reading and writing. *Verbal* communications are comprised of listening and speaking.

Talk about the terms *rumor* and *gossip* and explain how they have an impact on job performance. Play the old game of whispering something to one student, he whispers it to the next, who whispers it to the next, and so on. The last student tells the communication he/she received. You tell the communication you started. What happened to the communication en-route?

Show what the term *non-verbal communications* means. (Sigh, roll your eyes, look at your toe and scrape it on the ground, shrug your shoulders, point, smile)

**What you said/What I heard.** Pair learners and ask them to create a map from their home to the location of this class. One learner describes in detail the directions from his/her house to class. The partner draws the map. Reverse the roles and repeat the activity. Share the instructions and the maps before the class. Follow up by discussing the difficulty learners had with this activity. How correct are the maps? Could you follow the map to your destination? Relate this activity to the work environment. Ask learners for suggestions how to improve communications at work.

**Keeping it Clear.** Explain employer expectations in relation to communications. Include what to do in situations when the employee does not understand a work communication. Have learners demonstrate asking a co-worker, supervisor, or customer to repeat a communication. Have learners ask to check a communication with a co-worker, supervisor, or customer. (*Let me be sure. You want me to . . .*)

Ask learners to give personal examples of communication breakdowns in a work environment and to describe what occurred at work as a result of the communication breakdown. Then assign learners to small groups and ask each group to identify some ways that the learner examples of communication breakdowns at work could have been avoided. Let the groups present their suggestions to the class for open discussion.

**Communicate with Tact.** Use the handout from the end of this lesson entitled *Keep the Communication Channels Open* to discuss ways you can communicate with people while you both show respect for them and gain their respect for you.

## **Keep the Communication Channels Open**

***Get your point across without putting the other person down or threatening their self-respect***

*I can't hear on the phone with your radio on. Would you lower the volume, please. NOT Can't you work without running that stupid radio?*

***Try to understand a person's frame of reference before you make a statement***

*I know it's not an easy decision. You've given it a lot of thought. You'll make the best choice. NOT That's a no-brainer. Tell him no.*

***Use words showing degrees of difference rather than two value words***

*You did better than yesterday. You'll have it perfect soon. NOT You still don't have it right.*

***Show that you are glad to have people ask you questions***

*Thanks for checking. We won't cook the chicken until after we make the pies. NOT Cook the chicken first. Don't you know anything?*

***Watch for non-verbal gestures that communicate lack of understanding or outright misunderstanding***

*Would you like me to work through the first one with you? NOT If you didn't understand, why didn't you ask?*

# Riding an Elevator

## (Communication Skills)

### Objective:

The student will interact appropriately with others when riding an elevator in a business setting.



### Materials Needed:

- Small area defined by chairs
- Props, such as a rolling suitcase, briefcases, folders, etc.

### The Lesson:

#### Role Play elevator situations

- Wait with the crowd for the elevator; do not push forward
- Make a judgment if there are too many people in the elevator, or if it is safe to enter the elevator
- If you think there is room, say “excuse me” and enter
- Enter the elevator slowly
- Face forward
- Ask someone to push the floor button for you
- Move, when asked to make room for people to enter and leave
- Say “excuse me” to exit on the floor you want.

### Role Play Assessment

Observations: Talk out thinking	NO	YES
Make a judgment about space and safety of the elevator.		
Say “excuse me” if someone has to move.		
Enter the elevator slowly.		
Ask someone to push the floor button for you.		
Move, when asked to make room for people to enter and leave.		
Say “excuse me” to exit the floor you want.		

# Answering the Phone

## Objective:

Practice answering the phone using a variety of phone systems.



## The Lesson:

### Role Play Answering the Phone

- Answer the phone promptly.
- Use a pleasant voice. (Put a smile in your voice.)
- Answer the phone at home by saying “hello.” Answer a business phone by stating the name of the business, then state your name. “Dr. Coleman’s office. This is John. How may I help you?”
- Listen carefully to the caller.
- Find the person the caller wants, direct the call to voice mail or take a message.
- Repeat back the information to make sure you understood it correctly.
- Say “Goodbye” and wait for the caller to hang up the phone before you hang up your receiver.

## Role Play Assessment

Observations: Did the student...	NO	YES
Answer the phone promptly.		
Use a pleasant voice. (Put a smile in his/her voice.)		
Answer by stating the name of the business, then state your name.		
Listen carefully to the caller.		
Find the person the caller wants, direct the call to voice mail or take a message.		
Repeat back the information to make sure you recorded it correctly.		

## Provide Good Customer Service

Good customer service begins with a quality product or service—in other words, competence. It ends with clear, constant communication. You must have both competence and good communication to please your customers.

### Competence

It doesn't matter how kindly you treat your customers if you don't deliver what you promise—whether it's friendly sales service at the mall or an article on pollution for your local paper. You have to deliver a good product or service to provide good customer service. Your product or service must be:

- **Tangible**  
Your customers must feel satisfied that they received some "thing," whether it's delicious food, clean clothes or increased peace of mind.
- **High quality**  
Your customers must believe that they received something of value, worth what they paid. In the case of your supervisor, your wages are the amount paid.
- **On time**  
Your customers must be pleased with how soon they got the product. A beautiful cake doesn't mean much when the birthday's come and gone.
- **As promised**  
Your customers want what you said they would get. An attractive sofa delivered on time isn't acceptable if it should be custom-made and it isn't.
- **Reliable / Consistent**  
Your customers need to know that they can count on you. Would you trust a restaurant if the food and service are wonderful one day and terrible the next? Of course not.

### Communication

If your product is as good as your competitor's, communication will decide who wins the customers. If you want it to be you, remember the what, when and how of communicating with customers:

#### What

Let your customers know that you care about them and respect their time.

#### When

Often. Never let customers think you forgot about them. Give updates regularly, even when the status of the situation hasn't changed, just so the customer knows you remember them.

#### How

Show your concern with your:

- **Words**  
Use respectful, caring and specific words, as the box below indicates. Always be honest.
- **Body language**  
Use your facial expression and body language to show customers that you value them.
- **Actions**  
Deliver more than you promise. It's better to surprise than to disappoint.

### Be Specific with Customers

When you give customers specific information, you show them that you care. You also help them feel a sense of control over the situation because they know where they stand.

#### DON'T Say

#### INSTEAD Say This

"I'll put a rush on it." . . . . . "I'll personally see that it ships today."

"It's being processed." . . . . . "Deanne Moore, my supervisor, will review it by Monday."

"I'll call you back." . . . . . "I'll call you by 10 AM whether or not the status changes."

## Serving Customers in Person

Many jobs, especially entry-level positions, require you to serve the public directly. Whatever your job, certain rules apply:

**Greet customers** as soon as they arrive.

**Drop what you're doing** and offer to help unless you're already helping someone else.

**Take customers to the item they request;** don't just point the way.

**Admit when you don't know the answer** to a customer's question and then find someone who does. Don't guess and don't just let it go.

**Count back change for customers.** And don't thrust both bills and coins into their hands at once.

**Acknowledge customers in line.** When someone joins the line, make eye contact and smile. If possible, say you'll be with them shortly.

**Serve in-store customers first.** If a customer calls while you're serving someone, explain the situation and ask the caller to hold while you finish.

**Never conduct personal calls in front of customers.** If a friend calls while you're serving a customer, say you'll call back and hang up.

## Serving Phone Customers

Americans conduct a great deal of business on the telephone, yet many often find it a frustrating experience. You can make the call a pleasant experience for the caller if you stick to the goals and guidelines below.

### Answering Calls

Your goal in answering the phone is to greet the caller and identify yourself.

- Clearly state your name and the organization.
- Greet the caller by name if someone transfers the call to you. It shows that you know the reason for the call.

### Returning Calls

The goal of returning a call is to show that you care about the caller.

- Return calls promptly. It's courteous and shows that you are quick and reliable.
- Do your homework first. Review the issue the caller wants to discuss; it saves time during the call.

### Leaving Messages

When leaving a message, your goal is to conduct business, not play "phone tag."

- Leave a detailed message to explain why you called. If possible, ask for a specific response (such as an action to take or information to give) that doesn't require the other person to speak directly with you.
- Leave "urgent" messages only in cases of real emergency.

### Taking Messages

Your goal in taking a message is to reassure the caller that the message will be passed along.

- Obtain the caller's information, including telephone number and reason for calling.
- Pass on the message immediately to the employee. Don't wait or you may forget.

### Putting Calls on Hold

Your goal is to put callers on hold as briefly and infrequently as possible.

- Explain the reason you need to put the caller on hold.
- Offer the caller a choice to be put on hold or called back later.

### Transferring Calls

When you transfer a caller to another employee, your goal is not to make the caller repeat everything he/she said.

- Tell the caller who can better help, including the employee's name, title and phone number.
- Explain the situation while the caller is online (or briefly on hold). Give all the relevant information, including account number.

## Serving Unhappy Customers

Inevitably, you will encounter unhappy or dissatisfied customers. They say they received poor service or a defective product. Whatever their complaint, believe them. Relatively few customers are crooks or chronically troublesome. Most of them have cause to complain, as the box below illustrates.

When customers complain, don't take it personally or negatively. Instead, see it as a chance to make them happy.

Customers know that mistakes happen. They just want you to fix the problem promptly and respectfully. You can do just that by following the 7 C's in the box below.

When you resolve a problem to the customer's satisfaction, you may have a customer for life. Research shows that well over half of the complainers will remain customers. The number goes up to almost 100% when you resolve the situation immediately.

### 7 C's of Positive Problem Resolution

When customers are upset or dissatisfied, you can resolve the problem by being:

1. **Courteous.** Listen attentively and respectfully. Put yourself in the customer's shoes.
2. **Contrite.** Apologize immediately if you or your employer makes a mistake—even if no one notices, suggests T. Scott Gross in *Positively Outrageous Service*. Make amends and explain how you'll avoid the error in the future. Show that you're sorry.
3. **Clear.** Learn exactly what the customer wants. Explain the options if that isn't possible.
4. **Connected.** Describe what will happen next, follow through and then contact the customer to confirm that it went well.
5. **Confidential.** Use your tone and manner to show that you respect your customers' privacy, especially if the problem is personal.
6. **Cautious.** Make sure you and your other customers are physically safe.
7. **Calm.** No matter how upset the customer is, don't react in kind. Keep your voice and manner calm and helpful.

### Why Customers Complain

Often, people have a good reason to complain about the service they receive. Businesses cause complaints by:

- Confusing customers with too many choices and not enough information
- Ignoring (or seeming to ignore) customers
- Keeping customers waiting a long time
- Treating customers poorly, including being rude, uncaring, unhelpful or indifferent
- Treating customers as criminals without just cause

## Serving Angry Customers

At times, you may encounter angry or unreasonable customers. If they cross the line and become threatening, you need to keep yourself, your other customers and your worksite safe. Call security and/or the police if a customer:

- threatens or abuses you or others.
- seems intoxicated or "high."
- uses loud or aggressive language.
- displays weapons of any kind.
- appears irrational or mentally disturbed.

Never engage the angry customer in a verbal or physical fight. Instead, hold your temper and get help. You may feel scared or angry, but try to remain cool in front of the customers.

### How to Refuse Customers

You can't always give customers what they want. But you can refuse them in a way that leaves them feeling well-treated. The key is to provide specific information.

Here's how to handle a refusal:

1. Listen to what the customer wants.
2. Empathize. Say—sincerely—that you understand and care and want to help.
3. Don't say "no" or argue.
4. Give one reason why you can't do exactly what the customer wants. Be direct and honest.
5. Explain their options. Ask the customer to choose from what you can offer.
6. Repeat steps 1 through 5 as needed.

## Time Management

To be an excellent employee, you need Time Management so you can complete your work on time.

### Setting your Priorities

Begin with assignments or tasks that are:

- Important to your boss.
- Important to coworkers or other customers.
- New to you (because they might take longer than you expect).

### Tools of the Trade

**Calendar:** A calendar helps you remember appointments, deadlines and keeps you from over-scheduling.

**Daily Action List:** Your daily action list helps you keep track of the individual activities that you need to accomplish that day.

## Appearance

Your appearance at work is big part of your work excellence. Be sure to follow four rules:

### 1. Be clean

To avoid offending your customers with poor hygiene:

- Keep your face, body, hair and nails clean and fresh-smelling.
- Wear clean, unstained clothes.
- Use anti-perspirant/deodorant daily.

### 2. Ensure safety and health

Your clothes should meet health and safety guidelines for your job.

- Choose clothes that fit the work to be done, such as an apron if spills are likely or heavy boots if working outdoors.

- Keep your hair away from your face if you handle food.
- Wear any special equipment required (e.g., goggles, hard hat).

### 3. Try to fit in

Since you represent your company while at work, try to fit in.

- Keep your look simple and fairly conservative if you work in a traditional business setting. Model yourself after your successful coworkers.
- Dress so that your customers feel comfortable.
- Before you wear anything unusual, ask your supervisor or other coworkers if it's a problem. Some hair styles (e.g., braids or shaved head) might not be acceptable.

### 4. Minimize distractions

Your goal at work is to work, not distract others from the business at hand. For most jobs, NEVER wear:

- suggestive or low-cut clothes.
- elaborate or unusual hair styles.
- unnatural-looking hair color.
- excessively high-heeled shoes.
- heavy perfume or cologne.
- large, eye-catching jewelry.
- visible or unsupportive underwear.
- clothing with holes or messages.
- visible tattoos, ritual scars or piercings other than in the earlobe.

### Manners

Manners are as important as your appearance. Conduct yourself professionally.

#### Always...

- Hold the door for customers.
- Let customers walk ahead of you unless you're showing the way.
- Act confidently.
- Smoke only in designated areas.
- Put cigarette butts and chewed gum in the garbage.
- Keep the volume on your radio or stereo low.

#### Never...

- Swear or yell at work.
- Interrupt a customer.
- Slouch, lean, put your feet up.
- Dip or chew tobacco in public.
- Chew gum in front of others.
- Pick at your nose, ears, fingers or clothes.