

**DELIVERABLE B TEMPLATE SC ACCELERATE**

To expedite the approval process, please make sure you can answer “yes” to the following questions:

- Are your Deliverable B components (open text, assessments, media, and other instructional resources) organized in a manner that another school or instructor could easily take them and incorporate them into their learning management system?
- Does the information in your Deliverable B documents align with your Deliverable A outlines?
  - If you make changes once you get into Deliverable B, please make the appropriate changes to your Deliverable A documents.
- Does your open text section include enough copyright-free content to provide students with information regarding the key concepts?
  - The open text should not be a lesson plan, but does not need to be as detailed as a textbook. It should guide students through the module concepts with elements such as your original content, activities and assessments, and hyperlinks to additional content and activities that may be proprietary.
- Do your learning activities and assessments align with the stated objectives? Is it clear that each objective is being learned and assessed somewhere in the content?
- Do your learning activities and assessments offer students a variety of ways to demonstrate what they have learned (i.e. tests, discussion prompts, projects, portfolios, hands-on activities, etc.)?
- If you already teach this course face-to-face, is the same content covered in your online course (just in a different format)?
  - Sometimes it is easier to think of how you would teach a face-to-face class (one class from start to finish). Then think of how you can complete those same tasks in an online classroom. So if you start a class with a problem on the board, provide a problem to start each module in your online course. You could even provide a demonstration of how to solve the problem later in the module.
- Do your Deliverable B components present the content in a variety of ways to appeal to different types of learners (e.g. presentation, voice recordings, video demonstration, screen shots, etc.)?
- Did you provide a way for learners to practice the skills and knowledge within the content (student recorded demonstration, practice equations, blueprint writing/programming)?

## 1

# Developing Emotionally and Physically

## Objective

Students will be able to:

- Identify the characteristics of people who lead successful lives.
- Explain the effects of beliefs on behavior.
- Improve self-esteem and use positive self-talk.
- Project a positive image of self and the organization.
- Employ work ethics to include punctuality, regular attendance, dependability, honesty, reliability, pride in work, fairness, and confidentiality.
- Demonstrate proper business etiquette and ethics.
- Accept and provide constructive criticism.
- Describe the elements of a healthy diet and exercise program.

## Orienting Questions

- ✓ What does success mean?
- ✓ What are some common characteristics for successful people?
- ✓ How do beliefs affect behavior?
- ✓ How can you improve your self-esteem and use positive self-talk to your advantage?
- ✓ Are you striving to realize your full potential?
- ✓ Do you project a positive self-image?
- ✓ Do you realize the importance of first impressions?
- ✓ Are you a professional, and do you have a strong work ethic?
- ✓ Do you demonstrate proper business etiquette including courtesy, table manners, proper introductions, greeting visitors, and telephone etiquette?
- ✓ Are you ethical in your everyday dealings with coworkers and clients?
- ✓ Do you provide and receive constructive criticism effectively?
- ✓ Do you eat healthy foods and have an active lifestyle?



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*\*\*\*Closed Captions and transcripts are available for all videos in this module. Click the button at the bottom right of the play menu to turn on closed captions in the language of your choice. You may also read a full transcript of the video by clicking the bottom of the play menu. If the YouTube closed captioning is not accurate, there will be an indication that the transcript is attached at the end of the module. \*\*\*\**



A black arrow pointing to the right inside a lavender circle is the symbol used for activities, which are non-graded assignments.



A black arrow pointing to the right inside an orange circle is symbol for a graded assignment.



A black question mark in a lavender circle is the symbol for a practice test.



A white question mark in a black circle is the symbol for a project which is graded.



A black question mark in an orange circle is the symbol for a graded test.

## INTRODUCTION

Welcome to AOT-133 Module 1, Developing Emotionally and Physically. Please click on the Video 1 image to watch an introductory video about this module.



Video 1 - Module 1 Introduction (Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

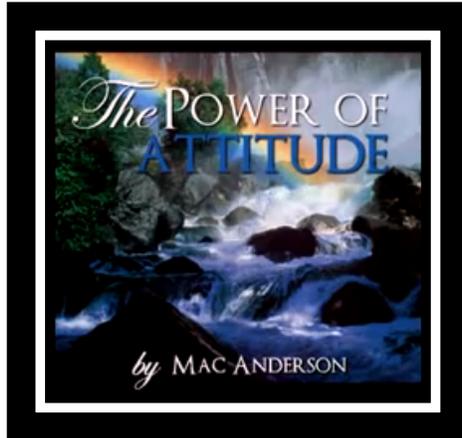
Module 1 is designed to help you improve your self-belief, the foundation of success. By evaluating where you are and where you would like to be, both personally and professionally, you will work toward becoming the successful person of your dreams.

Successful people spend time developing their professional image. Through a process of self-examination, you will evaluate and improve your professional image and work ethic.

Successful people understand that reaching their full potential is a lifelong process. In years to come, it will be necessary for you to apply what you learn in this module to your own life and reevaluate your dreams and goals based on these same concepts.

Without good health, it will be impossible to reach your full potential; therefore, in Module 1 you also will learn about the benefits of a healthy lifestyle.

Please click on the following link and watch this short inspirational film, *Simple Truths*, based on the book *Power of Attitude* by Mac Anderson. I promise you will be glad you took the time. Enjoy! Please click on the Video 2 image to watch the *Power of Attitude* video.



Video 2 – The Power of Attitude (by Mac Anderson, Standard YouTube License)  
For a transcript of this video, please click on [transcript](#).

## 1.1 CHARACTERISTICS OF PEOPLE WHO LEAD SUCCESSFUL LIVES

What makes people successful? What is it that separates successful people from unsuccessful people? In order to live a successful life, first you must have a clear picture of what success means to you; and you need to possess certain characteristics common for successful people. Success does not just happen. The following image gives a strong message about how to obtain success. Please take a moment to read the verbiage and apply it to success.



Figure 1 – Steps to Success  
(by Celestine Chua, CC – BY 2.0)

Verbiage on image: "The elevator to success is out of order. You'll have to use the stairs...one step at a time." ~Joe Girard

### 1.1.1 DEFINING SUCCESS

Please click on the Video 3 image to watch a video on defining success.



Video 3 - Defining Success (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

What does success mean to you? Is it a new house and lots of money? Your dream job? Being a good mom or dad? Success is a personal journey. It means different things to different people. Ralph Waldo Emerson, a famous poet referenced “winning the respect of intelligent people” as one of his definitions to success (see Figure 2).

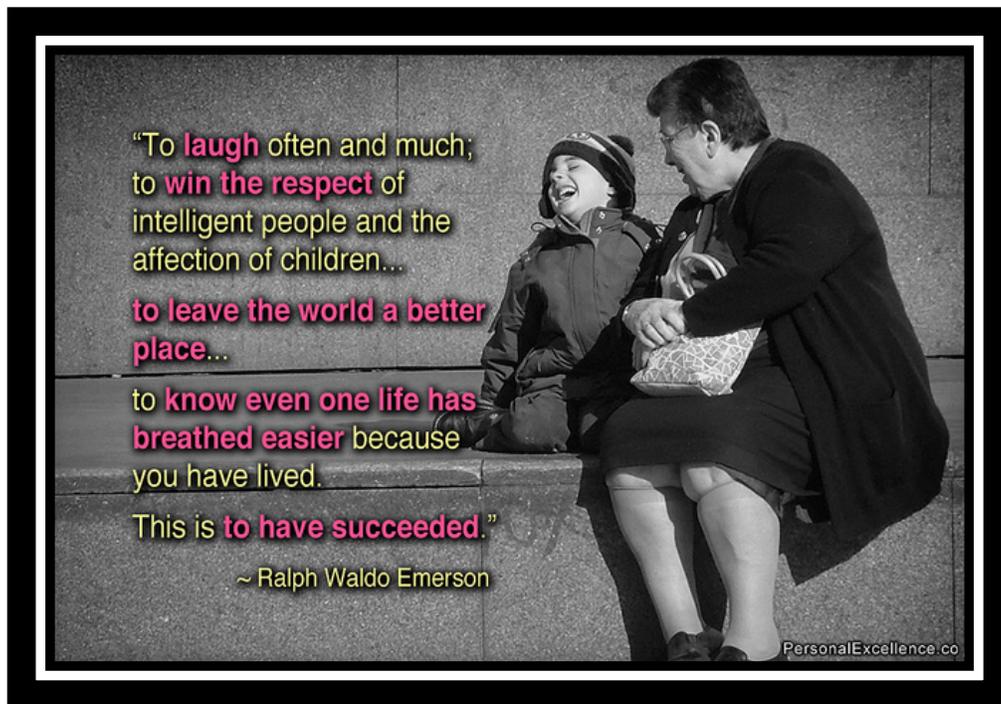


Figure 2 – To Have Succeeded  
(by Celestine Chau, CC – BY 2.0)

The verbiage on the image is: “To laugh often and much, to win the respect of intelligent people and the affection of children... to leave the world a better place... to know even one life has breathed easier because you have lived. This is to have succeeded.” Ralph Waldo Emerson

The image on the poster is a woman and child laughing

As you can see, **success** is not just about money or status; it is a feeling of accomplishment. Success is about completing a goal. For a more detailed definition, please click on [success](#). (Definition 1 – Merriam-Webster, success) Success to me means the following:

- Being a good mother, grandmother, wife, and sister
- Spending quality time with my family and friends
- Doing my best
- Motivating my students to succeed
- Helping others
- Achieving financial independence
- Attending church regularly

Every day you are faced with so many things to do and without a clear picture of success, it will be difficult to stay focused on reaching your full potential. Visualize the success you want by asking yourself the following question: “How will my life be different from the way it is today once I become successful?”

Now take the time to list exactly what success means to you. Defining success will help you clarify the direction in which you need to go. It will become reality only when you make a mind shift and tell yourself it is “go” time. Here’s the challenge: This is the time, this is the place, and you are the person to do whatever it takes to succeed.” Robert K. Throop, educator (Troop & Casterlucchi, 2011)

Complete the following assignment:



## MODULE 1 ACTIVITY 1

For this assignment you will need a personal journal. A loose leaf notebook will work fine. Title your journal and refer to it often as you work toward reaching your full potential.

1. Create a list of what success means to you and video record your response. The instructor may want to use a voice thread for this assignment.
2. Answer the following questions in your personal journal:
  - Am I focusing my time and energy on the items in my success list?
  - What changes can I make in order to realize my dreams?

### 1.1.2 DEVELOPING THE CHARACTERISTICS

There are many characteristics you can possess—some positive and some negative. **A characteristic** can be defined as a quality you possess and portray. For a more complete definition, click on please [characteristic](#). – (Definition 2 – Merriam-Webster, characteristic) The good news is you can develop desirable characteristics and get rid of the bad ones. Of course, it will require a concerted effort on your part.

Most people agree that successful people have at least some common characteristics. Based on my own observations and personal experiences, I created a list of 15 characteristics that define successful people:

*They have a clear picture of what success means to them.*

*They are confident – a firm belief in their own abilities.*

*They are positive* – use “I can” and “I will” statements.

*They don't make excuses* - they take responsibility.

*They make other people feel special* – they have a genuine concern and a tremendous respect for other people.

*They go the extra mile* – always doing more than is required.

*They admit their mistakes* – they don't worry about blame or waste time complaining.

*They are enthusiastic* – they are a joy to be around and inspire others.

*They are persistent* – they endure in the face of adversity.

*They are ambitious* – they have a burning desire to succeed.

*They are honest* – they live by a code of sound moral principles.

*They are passionately committed* – they have a strong desire to reach their goals.

*They are optimistic* – they expect positive outcomes.

*They are humble* – they are not proud or arrogant.

*Failure is not an option* – they don't take failure personally; they keep on trying until they succeed.

The following image shows the characteristics of success. Think about the various ways you can succeed.

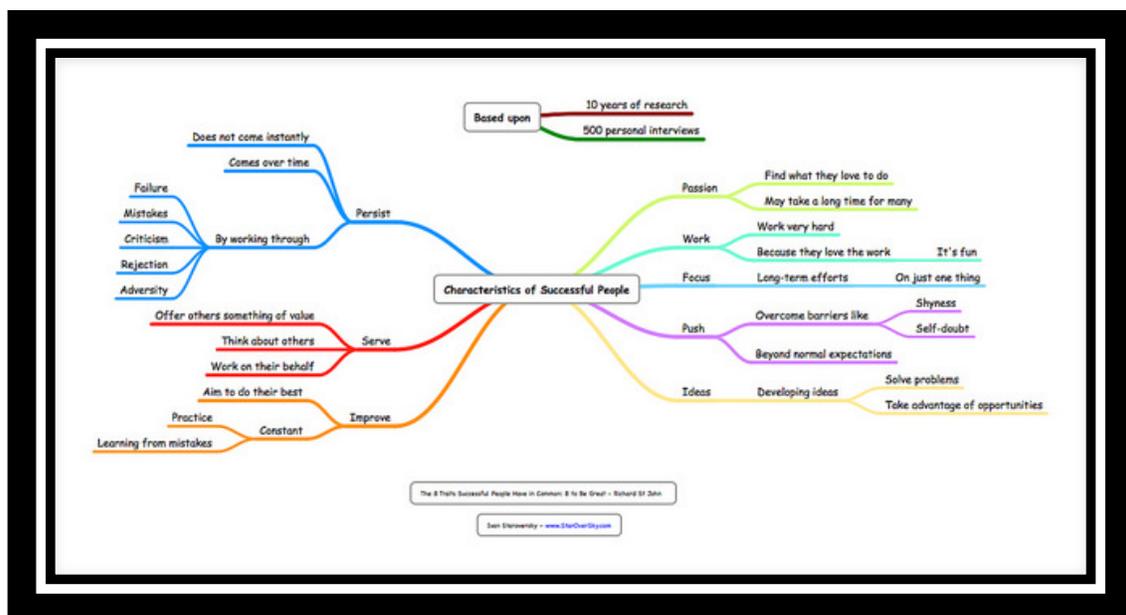


Figure 3 – Success – Characteristics of Successful People  
(by staroverky, CC – BY – NC – 2.0)

Verbiage of the image:

Shape of an organization Chart. On the top we have an oval with “Based Upon” with two lines. One line is “10 years of research” and the second line is “500 personal interviews”

Center of Chart is an oval with “Characteristics of Successful People” There are three main branches on the left and 5 main branches on the right.

The top left branch has “Persist with 3 branches” “Does not come instantly”, “Comes over time”, and “By Working Through”. The By Working Through branch has 5 branches: “Failure”, “Mistakes”, “Criticism”, “Rejection”, “Adversity”

The second branch on the left has “Serve” and it has 3 branches: “Offer others something of value”, “Think about others”, and “Work on their behalf”

The third branch on the left has “Improve” with 2 branches of “Aim to do their best” and “Constant”. The Constant branch has two branches of “Practice” and “Learning from mistakes”

The top right branch is “Passion” with two branches of “Find what they love to do” and “May take a long time for many”.

The second from the top branch on the right is “Work” with two branches of “Work very Hard” and “Because they love the work – It’s Fun”

The center branch on the right is “Focus” with one branch of “:Long-term efforts – On just one thing”

The next to the bottom branch on the right has “Push” with two branches. The first branch is “Overcome barriers like (two branches of “Shyness” and “Self-doubt””. The second branch is “Beyond normal expectations”

The last branch on the right is “Ideas” with one branch of “Developing ideas” which has two branches of “Solve problems” and “Take advantage of opportunities”

In the center at the bottom there are two ovals. The first oval has “The 8 Traits Successful People Have in Common: 8 to Be Great – Richard St. John”. The second oval has “Ivan Staroversky – [www.StarOverSky.com](http://www.StarOverSky.com)”

What characteristics do you possess? Do you possess some or most of the characteristics listed above? If not, would you like to possess these characteristics or other characteristics you deem necessary for success? As you watch the following video, pay close attention to what Warren Buffet has to say about the qualities you need to be successful. Please click on the Video 4 image to watch the Warren Buffett MBA Talk – Part 1.



Video 4 – Warren Buffett MBA Talk – Part 1 (by Leizhg, Standard YouTube License)  
For a transcript of this video, please click on [\*transcript\*](#).



## MODULE 1 ASSIGNMENT 1

After watching the video, please answer the following questions in the discussion board titled “Warren Buffet Video”:

1. What did Warren Buffet say about the qualities you need to be successful?
2. Do you have certain qualities that are preventing you from becoming successful? What did Mr. Buffet say about these qualities?
3. In whom did he suggest you invest?



## MODULE 1 ACTIVITY 2

Please note: The instructor may want to create a wiki for the list of characteristics.

1. From the following list write down at least ten characteristics you deem necessary for success:

|                 |               |                       |
|-----------------|---------------|-----------------------|
| Action Oriented | Extrovert     | Passionate            |
| Ambitious       | Flexible      | Persistent            |
| Analytical      | Friendly      | Positive              |
| Articulate      | Good Listener | Prepared              |
| Competent       | Goal Focused  | Productive            |
| Confident       | Hard Working  | Professional          |
| Committed       | Honest        | Relationship-oriented |
| Courageous      | Humble        | Responsible           |
| Creative        | Intelligent   | Respectful            |
| Decisive        | Introvert     | Result-oriented       |
| Detail-oriented | Logical       | Self-aware            |
| Enthusiastic    | Open-minded   | Sincere               |
| Ethical         | Organized     | Wise                  |

Of course, this list is not all inclusive; so if there is not a characteristic listed here that fits you, feel free to include it.

2. After preparing your list, answer the following questions in your journal:
  - Are there characteristics that you need to develop in order to be successful? If so, list them.
  - What are your plans for developing these characteristics?

## 1.2 EXPLAINING THE EFFECTS OF BELIEFS ON BEHAVIOR

Please click on the Video 5 image to watch a video introducing module 1.2.



Video 5 – Introduction Module 1.2 (by Janice Steele, CC – BY)

For a transcript of this video, please click on [transcript](#).

What are **beliefs**? Beliefs are things we take to be true without proof. For a more detailed definition, please click on [beliefs](#). (Definition 3 – Merriam-Webster, beliefs)

There is a strong correlation between beliefs and behavior. When our beliefs are positive, we improve our chances of success; and when our beliefs are negative, we limit our chances of success. The following poster has a great deal to say about your beliefs. Please read the verbiage on the image and consider the message.

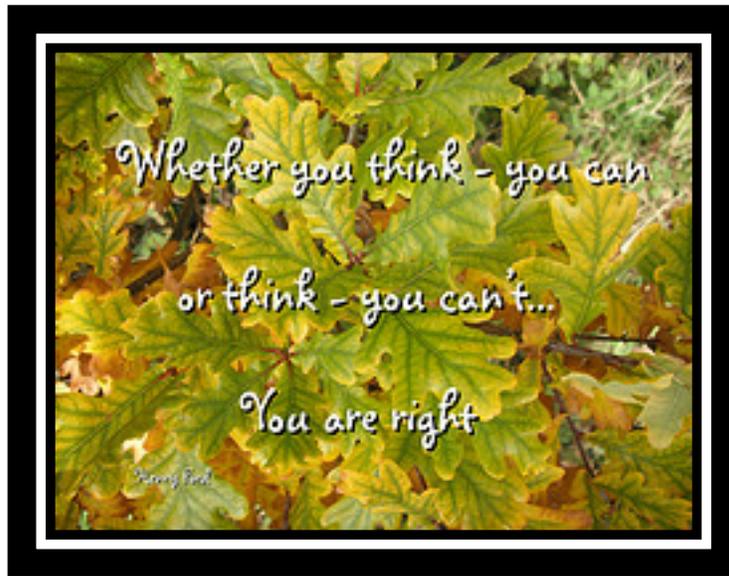


Figure 4 – Whether you think you or you think you can't, you're right  
(by Trina, CC – BY – NC – SA 2.0)

Verbiage on poster: “Whether you think 0 you can or think – you can't... You are right Henry Ford”

To me, when we believe we can, we go about doing the things necessary to succeed; and when we think we can't, we don't try. We are what we think.

There are two types of beliefs: positive beliefs and negative beliefs. Beliefs influence the way we behave. A good example is Aesop's fable about the fox and the grapes. A fox was strolling through an orchard and came upon a bunch of grapes hanging from a vine. At first he thought the grapes looked absolutely delicious. Yet after several failed attempts at reaching the grapes, he changed his belief and decided the grapes were probably sour. Please click on the Video 5 image to watch the animated video of The Fox and the Grapes.



Video 6 – The Fox and the Grapes – Aesop's fables (by Hoopla Kidz, Standard YouTube License)  
For a transcript of this video, please click on [transcript](#).

### 1.2.1 NEGATIVE BELIEFS

We all have negative beliefs . . . mental garbage that limits our potential. Negative thinking can stagnate achievements, lead to depression and anxiety, and harm us physically. Negative beliefs have a negative influence on our behavior. Some examples of negative beliefs are below:

- I can't get it right.
- I do stupid things.
- I'm always in the wrong place at the wrong time.
- I can't say "no."

. . . and the list goes on and on.

Your beliefs are what determine if you will be successful in life. The key to changing your beliefs is changing your thoughts. Silence that negative inner voice and replace negative thoughts with positive ones.

What's on your list of negative thoughts?



### MODULE 1 ACTIVITY 3

1. In your journal list your negative thoughts for one week. At the end of the week review your list of negative thoughts and rewrite each one with a positive thought. For example, negative thought – I am always doing something stupid. Rewrite – Everyone makes mistakes, I will get it right next time.
2. For the next week, practice reframing your thoughts with the positive statements in your list.

Notice how much better you feel and how much more you accomplish. Over time, reframing your thoughts will become more natural to you; and as a result, impossibilities will become realities. Ernest Holmes' book [How to Change Your Life](#) is an excellent book and speaks to this subject.

### 1.2.2 POSITIVE BELIEFS

We all know the story of Susan Boyle, the aspiring singer who shocked the world with the song, *I Dream the Dream*. Watch the following video and be inspired by Susan's debut on *Britain's Got Talent*.



Video 7 – Susan Boyle, I Dream the Dream – Britain’s Got Talent 2009 Episode 1 (by UKAdvertChannel, Standard YouTube License)

For a transcript of this video, please click on [\*transcript\*](#).

Our thoughts are powerful. They determine our destiny as in the case of Susan Boyle. They affect our attitude and the people around us as well. People like to spend time with persons who are positive. Also, a positive attitude is contagious. When you are positive, those around you have a tendency to be positive.

When I was employed in the financial services sector, the people in the front office had terrible attitudes. I always dreaded going in there. My employer realized there was a problem as well. He hired a lady with a shining personality . . . everyone loved her. I noticed how the attitude of everyone in the office became more positive because of this lady. No longer did I find it necessary to force myself to go to the front office . . . it became a pleasure. It only takes one person to make a difference. Will you be that person who makes a difference? From the *Simple Truths* video we watched earlier, “Is your attitude worth catching?”

Positive beliefs promote positive outcomes. Some examples of positive beliefs are below:

- I feel good about myself.
- I am in control of my life.
- I always do my best.
- I can be successful.
- I have the power to change.

Our attitude comes through in all we do and say. We make the choice every day as to the type of attitude we are going to have. Employers are more likely to choose the candidate with a positive attitude than a more qualified candidate with a bad attitude. The same holds true for promotions: the candidate with the best attitude will be the winner.

Can you think of other reasons why a positive attitude is beneficial? Research indicates that a positive attitude promotes better health. The Mayo Clinic has found the many benefits from positive thinking. Among their findings are longer life spans, increased coping skills, reducing the probability of heart disease, increased resistance to the common cold and increases a better state of mind. For further reading on the benefits of positive thinking, please click on the [Mayo Clinic](#). (Reading 1 – Mayo Clinic, All rights reserved)

My Dad's favorite saying was made by Abraham Lincoln: "Folks are usually about as happy as they make their minds up to be." (Marden, 1917) We do, in fact, have the power to make ourselves happy and content.



## MODULE 1 ASSIGNMENT 2

Research a story of someone who overcame tremendous physical or mental challenges and because of their positive attitude went on to succeed in life. Write a brief summary of the story or upload a movie clip or video in the Discussion board titled "Overcoming All Odds."

### 1.2.3 SELF-FULFILLING PROPHECY

Please click on the Video 8 image to watch a video on self-fulfilling prophecy.



Video 8 – Module 1.2.3 Self-fulfilling prophecy (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

Robert K. Merton, renowned Columbia sociologist, coined the phrase – self-fulfilling prophecy. He describes a self-fulfilling prophecy as a cultural belief that becomes true because people act as though it is true. A **self-fulfilling prophecy** can be negative or positive. A famous study called 'The Pygmalion Effect' conducted by Dr. Robert Rosenthal, a Harvard professor, found the self-fulfilling prophecy to be consistent in over 300 case studies.

The original study was conducted at an elementary school. Students were given intelligent tests and then randomly selected to be members of two classes. One class was given to a teacher who was told that the students showed "unusual potential for intellectual growth." The other teacher was told that the students did not score as well on the intelligence tests.

When the students were retested at the end of the school year they found that the students who were labeled "high achievers" scored significantly higher than the students who had been labeled as "underachievers."

The Pygmalion Effect applies to higher education as well. There have been numerous studies done at the college level that confirm the Pygmalion Effect. As you can see, the power of beliefs is that they often come true.



## MODULE 1 ASSIGNMENT 3

Can you think of a time that a self-fulfilling prophecy (positive or negative) came true for you or someone you know? Video record your response and upload it in the Discussion Board titled "Self-fulfilling Prophecy."

### 1.2.4 VICTIM OR NON-VICTIM

Please click on the Video 9 image to watch a video on victim or non-victim.



Video 9 – Module 1.2.4 Victim or Non-Victim (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

Are you a victim or non-victim? We all know people who see themselves as victims. They think only bad things happen to them and that they have no control over their lives. Stop for a moment and think about someone you know who sees themselves as a victim. Visualize that person. Do you enjoy being around this person? He/she oozes negativity and is always complaining and blaming others. Victims exhaust themselves and sap the energy out of the people in their lives in the process. Do you have a victim mentality? If you do, you may find yourself saying things like, "Life is not fair" or "Why me?" How can you change your attitude? The first step is to admit that you do in fact have a victim mentality. Next, you need to reframe your thoughts. Take responsibility for your life . . . you can choose how to respond to life's situations.

A successful person will never be a victim. The non-victim has a positive attitude and the ability to deal with life's ups and downs. He/she understands the true meaning of the serenity prayer, "God, grant me the serenity to accept the things I cannot change . . . courage to change that which can be changed, and the wisdom to know the difference." (Reference 1 – Boethus, Public Domain)



## MODULE 1 ASSIGNMENT 4

Read the following case study and answer these questions in the Discussion board titled “The Case of the Frustrated Student”. Is Angela a victim or non-victim of her circumstances? Why? Is it possible that Angela could have improved her circumstances? How? Also, respond to three of your classmates’ postings.

*Case Study 1: The Case of the Frustrated Student*

Angela has attended the local community college for the past three semesters. Since she is single with a small child and works full time, she enrolls in online and evening classes. ACC 111 is a required course for her major. Because she lacks confidence in her math skills, she is nervous about this particular course. Her first attempt at Accounting resulted in a failing grade. She found it difficult to find enough time to go to the computer lab on campus to complete online homework assignments. Had her test grades been better, she probably would have passed the course even though the homework assignments were incomplete.

Determined to pass the course, Angela enrolled again in her second semester. This time she dropped the course a few weeks before the end of the semester. She told the instructor she was having personal problems; but in reality she was afraid she was not going to pass the upcoming test.

Third semester – her academic advisor advised her to enroll in ACC 111 once again, stating that “certainly nothing bad could happen this semester.” This particular instructor required a semester project that counted 10% of the final grade. She allowed the students two class periods to work on the project. Because Angela had to leave early both class periods to pick up her daughter from the sitter, she was unable to complete the project. The instructor gave her a grade of 60. Totally frustrated, Angela dropped the course once again.

Please take the practice test listed below.



## MODULE 1 PRACTICE TEST 1

1. Without a clear picture of success, it will be difficult to stay focused on reaching your full potential.
  - True
  - False
2. It is virtually impossible to overcome an undesirable characteristic.
  - True
  - False
3. Beliefs have no influence on the way we behave.
  - True
  - False
4. Aesop's fable about the fox and the grapes explains the concept of
  - A. personal mastery approach
  - B. thinking critically
  - C. how beliefs effect behavior
  - D. learning effectively
5. The key to changing your belief system is changing your
  - A. desires
  - B. intuitions
  - C. values
  - D. thoughts

### 1.3 IMPROVING SELF-ESTEEM

Please click on the Video 10 image to watch a video on improving your self-esteem.



Video 10 – Module 1.3 Improving Self-Esteem (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

What exactly is self-esteem or **self-confidence**? It can be described as the assurance in your abilities. For a more complete definition, please click on [self-confidence](#). (Definition 4, Merriam-Webster, self-confidence)

The right amount of self-confidence is a balance between low-confidence and over-confidence. If you are under-confident, you may avoid trying new things because of a fear of failure; or you might not try at all. If you are over-confident (cocky), you may overestimate your capabilities and crash. With just the right amount of confidence, you will take informed risks and come across as sincere and capable. Watch this clip of Nicholas Cage from the movie *The Family Man* by clicking on the image for Video 11.



Video 11 – The Family Man (8/12) Movie Clip – Interview at the Old Job (by Movie Clips, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).



## MODULE 1 ASSIGNMENT 5

In the Discussion Board titled “The Family Man,” answer the following question: What did you notice about Nicholas Cage’s level of self-confidence? Based on his performance in the interview, do you think Mr. Cage was awarded the position? Also, respond to three of your classmates’ postings.

### 1.3.1 SELF-BELIEF CYCLE

Please click on the Video 12 image to watch a video on the self-belief cycle.



Video 12 – Module 1.3.1 Self-Belief Cycle (by Janice Steele, CC – BY)

For a transcript of this video, please click on [transcript](#).

Are you your best friend or worst enemy? Because you lacked enough confidence, how many times have you sat on the sidelines? Can I really do this? What will people think of me? People who lack self-confidence struggle to become successful. How can you expect another person to think highly of you when you don’t think highly of yourself?

In contrast, self-confident people are passionate and enthusiastic. They live life to the fullest. They have better coping skills. They rarely develop addictions to alcohol or drugs or get depressed. Since they view obstacles as challenges, they are not afraid to try new things. They view failure as a temporary setback rather than defeat.

When you believe in yourself, you can accomplish great things. Confidence in your own abilities has a cyclical effect. The harder you try . . . the better the outcome. When the outcome is good . . . you try even harder the next time.

Since believing in your abilities affects all the areas of your life, it is important to know your current level of self-confidence. To take a self-test quiz to find out just how confident you are click on [quiz](#). (Reference 2, Mind Tools, All rights reserved)

As you evaluated your level of self-confidence, you probably identified areas where you need to improve. After all, no one is perfect; we all have insecurities. How can you improve your self-belief? Following are some suggestions:

- First, stop comparing yourself to other people. Visualize yourself acting with self-confidence.
- Take care of yourself . . . style your hair, dress in clothes that make you feel good about yourself. Eat healthy foods, exercise, and get enough sleep.
- Manage your stress level.
- Do things you enjoy doing.
- Try new things.
- As you did in an earlier assignment for this course, silence that negative inner voice and replace negative thoughts with positive thoughts.
- Accept all compliments by simply saying, “Thank you.” When you brush off a compliment, you are basically saying that you are not valuable enough to be complimented.
- Make an effort to compliment the people around you. My Dad always told us to “look for the best in people.” When you look for the best in others, you bring out the best in yourself.
- Choose to be around supportive people. Avoid people and places that make you feel bad about yourself.
- Do good things for other people, no matter how big or small.
- Find your passion.
- Celebrate your accomplishments.



#### MODULE 1 ACTIVITY 4

In your personal journal, make three lists: on list #1, list your strengths; on list #2, list your accomplishments; and on list #3, list the things that you admire most about yourself. Refer to these three lists whenever you need to boost your level of self-confidence.

### 1.3.2 UNLIMITED POTENTIAL

Please click on the Video 13 image to watch a video on unlimited potential.



Video 13 Module 1.3.2 Unlimited Potential (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

**Potential** can be defined as within your physical, intellectual, emotional and mental reach. For a more complete definition, please click on [potential](#). (Definition 5, Merriam-Webster, potential)

In other words, it is what we can become. Each of us has four areas of potential growth: emotional (how we feel and what we want), intellectual (how we think and learn), physical (how we maintain our bodies), and social (how we relate to other people). It is important that you strive to develop each area to your full potential.

There are lots of reasons why many of us never reach our full potential:

- Fear of failure
- Fear of the unknown
- Stuck in a rut
- Laziness
- Too stressed out
- No vision
- Complacent

Achieving your full potential will enable you to live a meaningful and happy life. However, in order to reach your full potential, you have to be willing to overcome the obstacles that are holding you back. Face your fears and move beyond them. Also, you must be willing to change. Change is good . . . change can be exciting!

If you suffer from fear of failure, take action to overcome it. Unfortunately, I have students drop out of school because they fear giving a speech or failing a test. Don't let fear stand in the way of reaching your full potential. Remember that failure is just a poor result that can be changed if you keep trying. The one sure way to fail is to quit. If you quit, you can't possibly reach your potential. Consider the poster in the image below. What does the message convey to you?



Figure 5 – The only time you fail is when you fall down and stay down.  
(by BK, CC – BY – NC 2.0)

Verbiage on image is: The only time you fail is when you fall down and stay down. Stephen Richards, Symphony of Love, Photo by Kenny Love.

So how do you get started in developing your potential? Consider the following ideas:

*Discover your passion* – What is it that excites you?

*Quit being your worst critic* – Stop beating yourself up. Sure you've made mistakes, we all have. Learn from them and forge on.

*Don't let ignorance hold you back* - Knowledge is power. Do your homework; learn all you can.

*Don't allow fear to dominate your thinking* – Get out of your comfort zone. Don't be afraid to try new things.

*Know and accept yourself* – You are a unique individual with both strengths and weaknesses. Know your strengths and be honest about the areas where you need help.

*Decide what it is you're willing to do* – Maybe your potential requires long days, and you're not in a position to devote that much time to your goals because of family obligations. That's OK. Make the most of the time you have.

*Learn to say "No"* – Watch out for distractions. They won't get you where you want to go.

*Commit to reaching your full potential* – You owe it to yourself.

*Begin now* - Make it happen.

The following image has an excellent message. Please think about the section and the message on the image.



Figure 6 – Potential  
(by Celestine Chau, CC – BY 2.0)

Verbiage on image is "You were born with potential. You were born with goodness and trust. You were born with ideals and dreams. You were born with greatness. You were born with wings. You are not meant for crawling, so don't. You have wings. Learn to use them and fly." ~ Rumi

Think about what you want out of life and what steps you need to take to reach your full potential.

#### 1.4 PROJECTING A POSITIVE IMAGE OF SELF AND ORGANIZATION

Please click on the Video 14 image to watch a video on positive self-image.



Video 14 – Positive Self-Image (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

What is **self-image**? It is how you perceive yourself. Your image is reflected not only by your appearance but also through your attitude and behavior. When you go to work, you are representing not only yourself but also the organization where you work. People are watching you; so it is important to project a positive professional image. A professional image is essential for a successful career.

The following are some tips for projecting a positive self-image:

*Stop thinking negatively* – Quit beating yourself up. Replace negative thoughts with positive ones. Rather than, “I can’t do that,” try telling yourself, “I will never know if I don’t give it a try.”

*Celebrate your accomplishments* – Reward yourself. For the accomplishment of a small task, you may want to simply take a brief break. For the accomplishment of a larger task, you can reward yourself with something more tangible; such as, a celebration dinner or a movie. Choose something that you really enjoy doing as your reward. For me, after I teach an evening class, I celebrate with a cup of coffee from Panera Bread. I recently paid off a loan and celebrated with dinner at my favorite restaurant. When you take the time to celebrate your accomplishments, you gain confidence and renewed energy for what is to come.

*Accept that you are a human being* – You can’t possibly be all things to all people. Be realistic with what you hope to accomplish.

*Don’t be a perfectionist* – People who are perfectionists are never happy with themselves – nothing is ever good enough. Accept that you are a human being and simply do the best that you can do.

*Quit criticizing yourself* – Don’t second guess yourself. It can have devastating effects on your self-esteem. Self-criticism is self-defeating. If you want to feel better about yourself, turn off the self-criticism and be kind to yourself.

*Stop feeling guilty* – Guilt can be paralyzing. If the guilt is truly warranted, learn from your mistake and change your behavior so it will not happen again. Don’t dwell on what could have been . . . move on with your life.

*Be nice to yourself* – Take time out from a busy day to just be you . . . relax, take it easy for a while. By disconnecting from the hustle and bustle of the day, you can recharge. I take time out in my rocking chair with a cup of coffee . . . so wonderfully relaxing.

*Be your own best friend* - Love yourself. The next time you get down on yourself, stop and think about this. Would a true friend kick you when you are down? True friends appreciate you for the person you are and love you unconditionally. Shouldn’t you do the same for yourself?

*Look on the bright side* – Count your blessings. Even on bad days, there is something to be thankful for. Don’t get caught up in what you “don’t have;” focus on what you “do have” . . . a loving family, a roof over your head . . . .

*Forgive yourself* – It is necessary to forgive yourself so you can get on with your life. Studies have shown that people who are unable to forgive are more prone to disease and illness.

*Focus on what you can do, not on what you can’t do* - Dwelling on what you can’t do will get you nowhere. Focus on what you can do, and don’t waste your time on the things that you can’t do.

### 1.4.1 FIRST IMPRESSIONS

The impact of first impressions is truly powerful. It takes 7 seconds for someone to form a first impression of you. People make their first impression of you based on how you look. What you wear and your personal hygiene say a lot about the type of person you are.

The following image has a powerful message. Consider the message on the image.

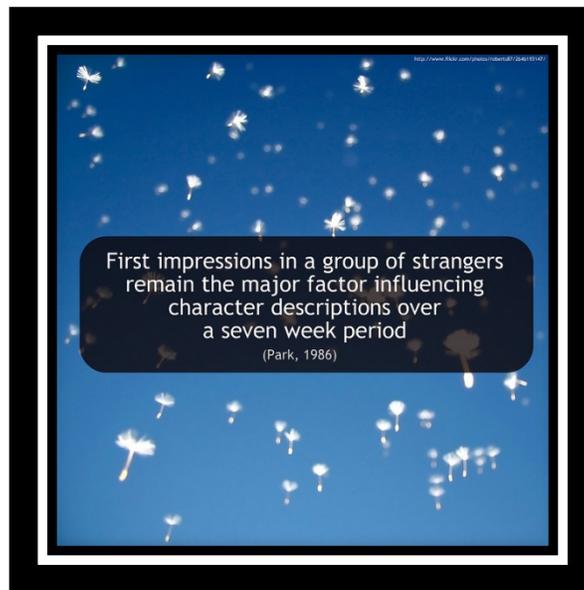


Figure 7 – linger first impressions  
(by Will Lion, CC – BY – NC – ND 2.0)

Verbiage on image: First impressions in a group of strangers remain the major factor influencing character descriptions over a second week period. (Park, 1986)

Follow these suggestions for a brilliant first impression:

*Arrive 5 to 15 minutes early* - It is the first step in making a favorable first impression. Think about this - being late is the same thing as stealing. When you make other people wait on you, you have stolen some of their time . . . time they will never be able to get back. Being late will have a negative impact on your career. On the other hand, arriving early will give you an opportunity to collect yourself before your meeting. Be sure to allow additional time for delays in traffic.

*Personal Appearance* – Professional business attire and appropriate hygiene will be discussed in depth in Module 3.

*Maintain good eye contact* – Eye contact is used to establish rapport.

*Smile* – It has been proven that people react positively to smiles. A smile is understood all over the world as an expression of friendliness. As the saying goes, “smile and the world smiles too.”

*Firm handshake* – A firm handshake is appropriate for both males and females. Do not squeeze too hard and by all means, avoid a limp handshake; it portrays a sign of weakness. Extend your right hand and make certain hands are web-to-web. Even if you are left handed, a right-handed handshake is proper etiquette. Use one hand instead of two hands . . . a two-handed handshake appears to be too friendly for

people you are meeting for the first time. If you are sitting, stand before shaking hands. Offer a greeting before and during the handshake; “It is so nice to meet you.” The handshake should be only 2 to 3 pumps and only last 3 to 5 seconds.

*Wait until you are offered a seat before sitting down* – It is proper etiquette to wait until you are offered a seat before sitting down.

*Be yourself* – If you are confident and comfortable with yourself, you will make others feel at ease. Be confident (not cocky), courteous, and friendly.

*Be open and confident* – Lydia Ramsey, author and etiquette expert, recommends that you lean in toward the person; it makes you appear engaged and involved in the conversation. Also, according to Ms. Ramsey, “studies show that people who walk 10 to 20 percent faster than others are viewed as important and energetic . . . .” “Pick up the pace and walk with purpose if you want to impress . . . you never know who may be watching.”

*Be Positive* – A positive attitude begins with you.

*Speak clearly and listen attentively* – Speak with authority. Active listening is a key factor for effective communication. Without active listening, messages are misunderstood; and the result is a breakdown in communication.

*Be conscious of your body language* – It speaks louder than words. In a study by Dr. Albert Mehrabian, he found the total impact of a message is about 55 percent nonverbal (facial and body cues), 38 percent vocal (tone), and 7 percent words (verbal). Since 93 percent of your message is non-verbal, body language is a crucial part of your first impression. According to Forbes, the 10 worst body language mistakes are:

- Avoiding eye contact
- Weak handshake
- Folding arms
- Slouching
- Fidgeting and biting nails
- Leaning away from the person to whom you are speaking
- Invading the space of other people
- Glancing at the clock or your watch
- Frowning
- Looking away or looking down

*Be courteous and attentive* – Turn off your mobile phone. Focus all of your attention on the person with whom you are talking.

You only get one shot at making a first impression, so make the best of it.



## MODULE 1 ACTIVITY 5

Match the pictures to the body language being conveyed. Take note of your impression of the people in the images. (The names of the pictures are not listed with the figure number in this part due to the nature of the exercise. The names are listed in the attribution table.)

|  |   |  |   |
|--|---|--|---|
|   |  |  |  |
| Figure 8 (by Michael May. CC BY-NC-ND 2.0)   | Figure 9 (by Jhayne. CC BY-NC-SA 2.0)   | Figure 10 (by Bill Abbott. CC BY-SA 2.0)   | Figure 11 (by Nathan Gibbs. CC BY-NC-SA 2.0)  |
|   |  |  |  |
| Figure 12 (by Kat S. CC BY-NC-SA 2.0)  | Figure 13 (by Ed Yourdon. CC BY-NC-SA 2.0)  | Figure 14 (by Laura Weis. CC BY-NC-ND 2.0)   | Figure 15 (by David Woo. CC BY-ND 2.0)  |
|  |   |  |   |
| Figure 16 (by Ed Yourdon. CC BY-NC-SA 2.0)   |   | Figure 17 (by Ed Yourdon. CC BY-NC-SA 2.0)   |   |

Match with:

- A. Avoiding eye contact
- B. Weak handshake
- C. Folding arms
- D. Slouching
- E. Fidgeting and biting nails
- F. Leaning away from the person to whom you are speaking
- G. Invading the space of other people
- H. Glancing at the clock or your watch
- I. Frowning
- J. Looking away or looking down



## MODULE 1 ASSIGNMENT 6

In the following video, meet Ivan Lowe and Mina Williams. Mr. Lowe is the Department Chair for the Business Department. He is interviewing Ms. Williams for an opening in his department. Please click on the Video 15 image to watch the video of Mr. Ivan Lowe meeting Ms. Mina Williams.



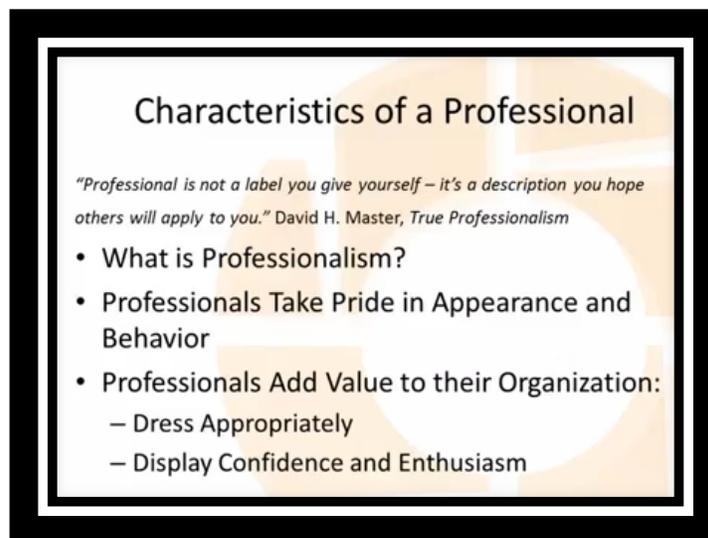
Video 15 – First Impressions (by Mr. Ivan Lowe and Ms. Mina Williams, CC – BY)  
For a transcript of this video, please click on [transcript](#).

In the discussion board titled “First Impressions” answer the following questions. Also, reply to three of your classmates’ postings.

1. What did you observe (good or bad) about Mr. Lowe and Ms. Williams’ introduction? Be specific as to their dress and demeanor.
2. What did you observe (good or bad) about their body language? Include information about their posture, eye contact, facial expressions, handshake, etc.
3. If you were Mr. Lowe or Ms. Williams, what could you have done differently? Explain your answer.

## 1.4.2 CHARACTERISTICS OF A PROFESSIONAL

Please click on the Video 16 image to watch a video on characteristics of a professional.



Video 16 – Characteristics of Professional (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

What does being professional really mean and why is it important? **Professionalism** is the act of using good judgment, good manners, and excellent skills within the work setting. For a more complete definition, please click on [\*professionalism\*](#). (Definition 6, Merriam-Webster, professionalism)

In the following video, Jason's supervisor, Ramon, explains how every job demands professionalism. He goes on to say that "professionalism means conducting yourself in a responsible way, having integrity, being accountable, and striving for excellence." Please click on the Video 17 image to watch a video on professionalism and soft skills.



Video 17 – Soft Skills – Professionalism, (by US Department of Labor, CC – BY)  
For a transcript of this video, please click on [\*transcript\*](#).

Professionals have earned the respect of their coworkers and clients. They are trustworthy and reliable. They are successful and among the first to be promoted. They take pride in their appearance and behavior.

Professionals add value to their organizations in the following ways:

*Dressing appropriately* – They look the part.

*Displaying confidence and enthusiasm* – They have a firm belief in their abilities and inspire others.

*Becoming an expert in their field* – They attend seminars and take advantage of continuing education offered through their employer. They obtain job-related professional designations and join professional organizations. For example, administrative professionals would obtain the CAP (Certified Administrative Professional) and join the IAAP (International Association of Administrative Assistants) or ASAP (American Society of Administrative Professionals) among others.

*Performing to the best of their abilities at all times* – They take the initiative to get things done, without waiting to be told what to do. Also, they aim for excellence.

*Staying current with the necessary knowledge and skills of their trade* – They know the company's policies and procedures and stay on top of any changes. They continuously educate themselves so they can stay ahead of the curve.

*Exceeding expectations* – They do the unexpected. For example, recently we had the dormers on our house stained. The painter had to clean them with a pressure hose before applying the stain. He noticed

our garage doors needed cleaning and pressure washed them as well (of course, at no charge). It really is the small things that make such a difference.

*Delivering on promises* – They don't overpromise and under deliver. They do what they say they are going to do.

*Communicating (verbally and written) in a clear and concise manner* – They promptly respond to phone messages. They return e-mail messages within one business day (24 hours), and messages are grammatical correct and error free.

*Remaining level headed and calm in stressful situations* – They are always in control and never resort to retaliation. For example, an irate customer is complaining about a doll that she ordered for her granddaughter's birthday. The doll has not arrived and no one has called to tell her about the delay. As the customer service representative, you remain calm, and do not resort to retaliation (even though the customer is extremely rude). You are sympathetic and find a solution that is acceptable for the customer.

The message on the image reminds us to remain calm in stressful situations.

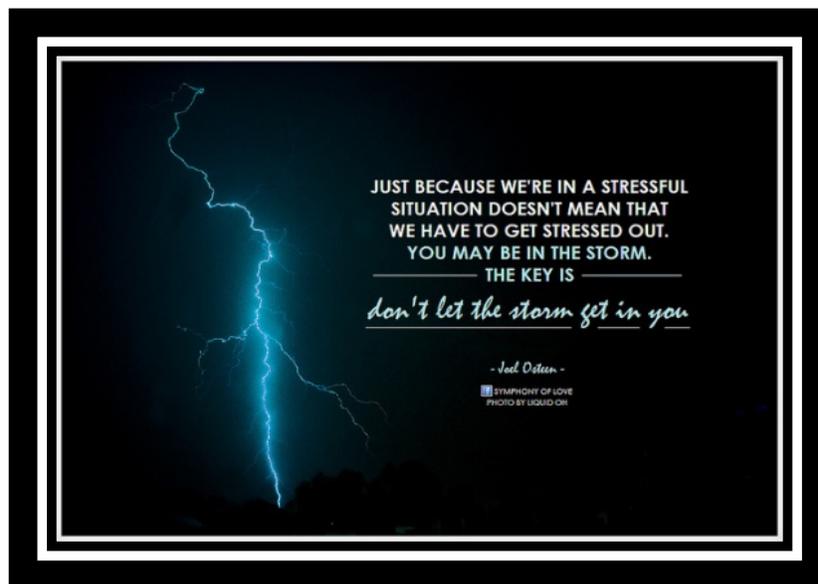


Figure 18 – Just because we're in a stressful situation doesn't mean that we have to get stressed out. You may be in the storm. The key is, don't let the storm get in you (by BK, CC – BY – NC – SA 2.0)

Verbiage on image is: Just because we're in a stressful situation doesn't mean that we have to get stressed out. You may be in the storm. The key is, don't let the storm get in you. - Joel Osteen, Symphony of Love, Photo by Liquid OH

*Being organized* – They keep their work area organized and neat (briefcase included).

*Practicing good manners and proper etiquette* – They are polite and thoughtful to everyone in the organization. For example, when was the last time you took the time to say thank you to the custodian for clean restrooms or stopped to thank the security officer for providing a safe work environment.

*Having high ethical and moral standards* – They are honest. They keep their word and can be trusted.

*Respecting and encouraging others* – They realize they must first respect themselves before they can have respect for other people. They encourage others by letting them know that what they do matters.

*Helping others* – They are always willing to help out a coworker or volunteer in the community. Sometimes a compliment or just a pat on the back can brighten another person’s day. Years ago an associate of mine noticed I was having a horrible day; he came by my desk, patted me on the shoulder and simply said, “It is going to be OK Janice.” To this very day, I remember his kind gesture and smile whenever I think of him.



## MODULE 1 ACTIVITY 6

What are some ways in which you can add value to your organization? Video record your response. The instructor may want to use a voice thread for this assignment.

### 1.5 EMPLOYING GOOD WORK ETHICS

Please click on the Video 18 image to watch a video on employing good work ethics.



Video 18 – Employing Good Work Ethics (by Janice Steele, CC-BY)  
For a transcript for this video, please click on [transcript](#).

What is **work ethic**? It can be defined as the belief that you are employing good morals within the work setting. For a more detailed definition, please click on [work ethic](#). (Definition 7, Merriam-Webster, work ethic) A strong work ethic includes a positive and productive approach to work. Workers with a strong work ethic are sought after by employers. Their willingness to work hard and go beyond what is expected does not go unnoticed. They are at the top of the list when promotions arise and the bottom of the list when the company decides to downsize. Not only does a strong work ethic lead to greater opportunities, it earns them a reputation of excellence in their field. Individuals with a strong work ethic generally display the following characteristics.

### 1.5.1 PUNCTUALITY

Being on time is respectful . . . an essential characteristic for success. Being on time shows you value the time of others, you can be counted on, and you are organized. When you arrive on time, your nerves aren't frazzled and you can be at your best.

On the other hand, showing up late for work indicates a "don't care" attitude. It shows a serious lack of respect and definitely has a negative impact on your career. Benjamin Franklin had this to say to a late employee: "I have generally found that the man who is good at an excuse is good for nothing else." (Conversion of Cornelius, 1897)

It has been my experience that the same students are the ones who are habitually late. I make it their responsibility to remind me to mark them present at the end of class. I certainly do not allow a tardy student to interrupt my lesson plan. Why make your life harder than it has to be by constantly running late.

### 1.5.2 REGULAR ATTENDANCE

Attendance is a valued work ethic. Regular attendance and punctuality improve the success of the individual and the organization.

Absenteeism is disrespectful. It results in lost productivity and has a negative impact on the company's bottom line. Also, it has the potential to cause bad feelings with your coworkers who are forced to pick up the slack.

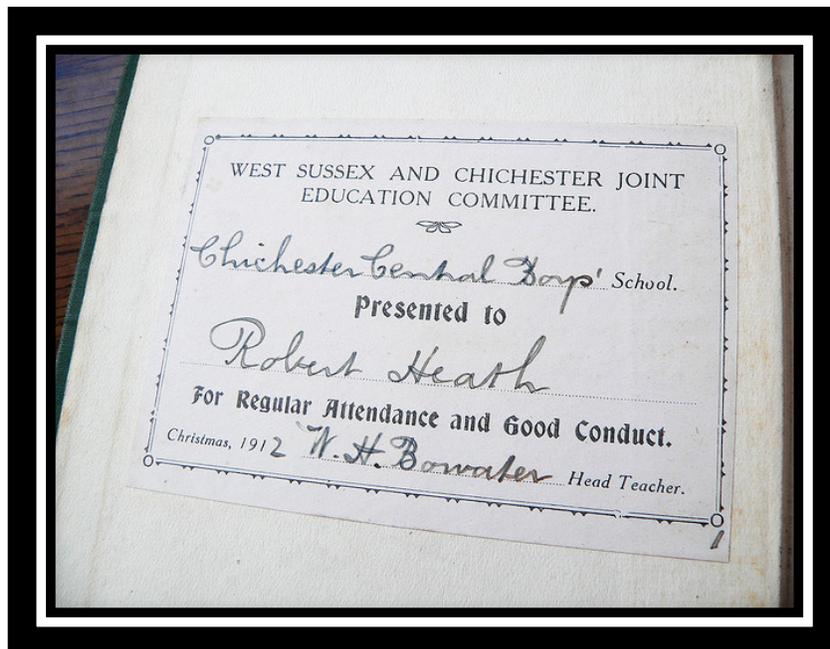


Figure 19 – For Regular Attendance and Good Conduct  
(by Florriebassingbourn, CC – BY – NC – SA 2.0)

Verbiage on image: West Sussex and Chichester Joint Education Committee. Chichester Central Boy's School. Presented to Robert Heath. For Regular Attendance and Good Conduct. Christmas, 1912. W. B. Bowater Head Teacher

### 1.5.3 DEPENDABILITY

**Dependability** can be defined as being trustworthy. People who are dependable keep their promises. They don't make excuses. If they are unable to follow through as promised, they renegotiate. For example, in a customer service setting, suppose you promised a customer that the item they ordered would arrive the following Wednesday. On Tuesday, you learn that the shipment will be delayed. What should you do? You immediately call the customer to inform them of the delayed shipment and arrange for another delivery date. Follow-through is a major factor in establishing long-term relationships, the essence of success.

On the other side of the coin is the person who cannot be depended upon. Unfortunately, this person will be passed over when opportunities arise in the workplace. This person will lose the respect of coworkers and clients. Are you dependable . . . can you be counted on to get the job done?

### 1.5.4 HONESTY

**Honesty** means being truthful . . . the most important characteristic of a strong work ethic. We have all heard the old saying, "Honesty is the best policy." Honesty builds trust and good relationships are built on trust. Trust must be earned – it is not something that you automatically get from another person. Your honesty – or lack of it - says a lot about the type of person you are. What do you do when you make a mistake? Do you own up to it, attempt to cover it up, or blame someone else? Dishonesty will get you absolutely nowhere. Be honest in your everyday dealings with coworkers and clients . . . your integrity is the most valuable asset you have.

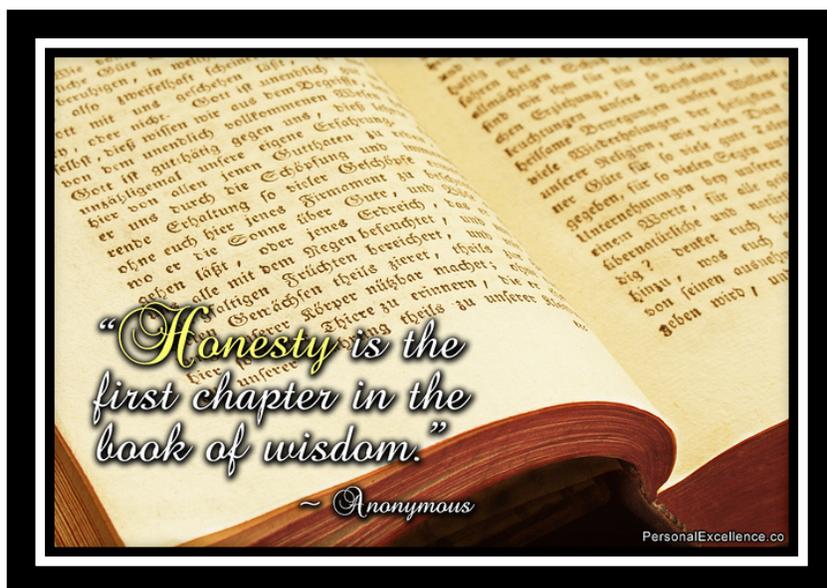


Figure 20 – Honesty  
(by Celestine Chau, CC – BY 2.0)

Verbiage on image is: Honesty is the first chapter in the book of wisdom ~ Anonymous

### 1.5.5 RELIABILITY

Reliability is one of the keys to professional success. Who do you go to when you need help – the person who cannot be counted on or the person who gets things done? Of course, it is the reliable person. When coworkers ask for help, you need to be able to provide that help. If your plate is already full and you can't, then say "no" and explain why. Most people will understand if you are assertive and explain your reasons in a sincere and kind way. The benefit of being reliable is that people trust you. Reliable people are in line for pay raises and promotions.

### 1.5.6 PRIDE IN WORK

People with pride place value in every aspect of their work. They are conscientious about their work environment, the quality of their work, and their relationships with coworkers and clients. People who take pride in their work create a more positive working environment. Another benefit of taking pride in their work is that it enhances their reputation.

Of course, we all know people who only do enough to get by. What type of person are you? Do you take pride in your work or do you do just enough to get by?

### 1.5.7 FAIRNESS

Be fair to your employer . . . put in "a day's work for a day's pay." Don't spend time on the phone with your friends when you should be working. Don't use the computer for personal matters and don't use email to send personal messages. The fair person does not take credit for another person's ideas. Also, they do their fair share of the work.

If you are in a position of leadership in your organization, you should avoid favoring some people over others. Favoritism results in low morale and damages productivity.

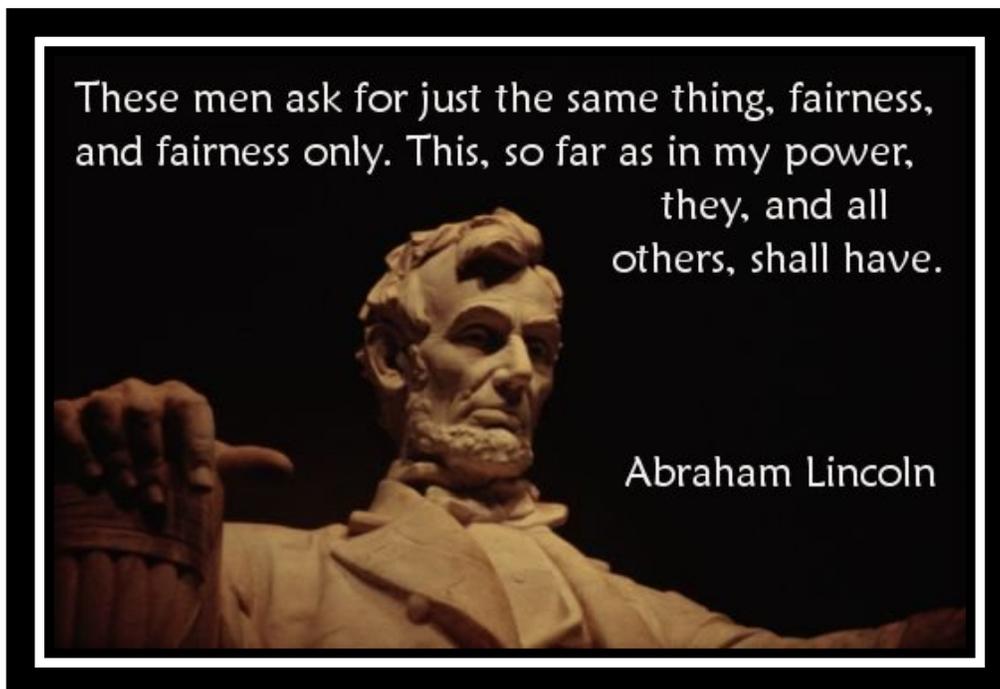


Figure 21 – Fairness 1  
(by Terry McCombs, CC – BY – NC 2.0)

Verbiage on image is: These men ask for just the same thing, fairness, and fairness only. This, so far as in my power, they, and all others, shall have. Abraham Lincoln.

### 1.5.8 CONFIDENTIALITY

In the workplace, **confidentiality** means the ability to keep information private. Your role as an employee is to follow the procedures outlined by your organization to safeguard the privacy of your coworkers and clients.

Confidentiality also means not repeating information that was told to you in a confidential manner. We commonly refer to this as gossip. If you are a gossiper, people will lose respect for you and stop trusting you.

Please complete Module 1 Practice Test 2.



## MODULE 1 PRACTICE TEST 2

1. We all have 4 areas of potential growth. What are they?
  - A. Emotional, intellectual, physical, spiritual
  - B. Emotional, intellectual, physical, social
  - C. Emotional, intellectual, physical, professionalism
  - D. Emotional, intellectual, physical, realism
2. Fear of failure and having no vision are among many of the reasons why many of us never reach our full potential.
  - True
  - False
3. It takes only \_\_\_\_\_ seconds for someone to form their first impression of you.
  - A. 10
  - B. 7
  - C. 15
  - D. 5
4. People make their initial impressions of you based on your
  - A. body language
  - B. spoken words
  - C. tone of voice
  - D. personal appearance
5. You could define \_\_\_\_\_ as the act of using good judgment, good manners, and excellent skills within the work place.
  - A. trustworthy
  - B. professionalism
  - C. reliability
  - D. success

## 1.6 DEMONSTRATING PROPER BUSINESS ETIQUETTE

### 1.6.1 COURTESY AND MANNERS

Please click on the Video 19 image to watch a video on proper business etiquette.



Video 19 – Courtesy and Manners (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

Courtesy and good manners are important attributes that show you care. They are crucial for leading a successful and confident life. Always be respectful, tolerate, considerate, and kind to others. Saying “please,” “thank you,” or “excuse me” or offering to allow another person to enter the elevator or escalator before you are all small things. Yet the smallest act of kindness can make a huge difference in the life of another person. It costs nothing, yet the benefits are endless. When we are courteous to other people, we feel good about ourselves in the process. I was raised to say “please,” “thank you,” and “excuse me.” People do take notice when you are courteous and respectful. This image has an excellent message.

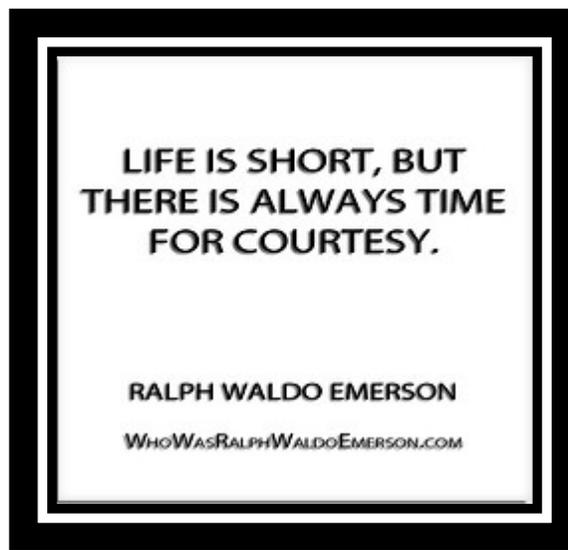


Figure 22 – Life is short, but there is always time enough for courtesy.” Ralph Waldo Emerson

(by QuotesEverlasting, CC – By 2.0)

Verbiage on image: Life is short, but there is always time enough for courtesy. Ralph Waldo Emerson  
WhoWasRalphWaldoEmerson.com

It is never OK to be discourteous or disrespectful to another person. Most people will avoid rude and discourteous people. The lack of manners is not only inconsiderate; it is a handicap that will hold you back in your professional life and personal relationships.

Following is a list of appropriate manners:

Basic Etiquette-

- Say “please” and “thank you” to everyone
- Say “excuse me” when appropriate and “I’m sorry” for even the smallest mistake
- Be on time
- Hold the door for the next person entering or leaving
- Offer your seat to the elderly, physically challenged, or expecting mom
- Congratulate people – offer your congratulations to someone who has recently gotten married, celebrated the birth of a child, or received a promotion . . . .
- Give and receive compliments graciously
- Never interrupt the other person
- Don’t gossip or talk only about yourself
- Don’t pry or ask personal questions
- Don’t point
- Speak properly - not too loud or too fast and avoid slang
- Don’t rummage through or look at another person’s personal belongings
- Be a courteous driver – yield to pedestrians, don’t follow too close, don’t refuse to let another person into your lane, use your turn signals . . . .
- Greet people with the appropriate titles – “Mr.” or “Mrs.” or use “sir” or “ma’am.” For example, “Hello, Mrs. Steele, how are you today.” In a professional setting it is appropriate to offer a handshake when meeting someone for the first time.
- Write thank you notes – when someone gives you a gift or goes out of their way to be particularly nice to you. It is preferable to send a hand-written thank you note. However, a thank you e-mail will suffice in a workplace setting.
- Do not use your cell phone when you are being served or standing in line to be waited on.
- Cover your nose and mouth when you sneeze in public.
- Be aware of invading another person’s space. An arm’s length is appropriate for most situations.



Figure 23 – Since When Are Manners Sufficient Contribution to Conversation?

(by David Goehring, CC – BY 2.0)

Verbiage on image: Let your manners speak for you.

Use Common Courtesy and Good Manners When Using Technology to Communicate-

- Always say “thank you” in all forms of communication.
- All messages including phone, text, and e-mail messages should be brief and to the point.
- Turn off your cell phone or place it on vibrate if you are in a meeting or anytime the ring of the cell phone will interrupt other people.
- Respond to e-mails within 24 hours. If you can’t respond, then let the sender know that you received their message and that you will respond within a certain time frame.
- Use “blind copy” when sending e-mails to a large group of people. It is a good idea to put a note in your message to let the receiver know the general audience for the message. For example, this message is being sent to faculty and staff in the Business Department.

## 1.6.2 DINING AND RESTAURANT ETIQUETTE

Please click on the Video 20 image to watch a video on defining success.



Video 20 – Dining Etiquette (by Janice Steele, CC – BY)  
To read a transcript of this video, please click on [transcript](#).

In a dining environment your dining etiquette speaks volumes about you as a professional. As the host of a business meal, select a restaurant that will allow you to make reservations and arrive 10 to 15 minutes early so you will be there to greet your guests as they arrive.

Table manners are an important part of presenting a professional image. Follow the following guidelines:

- Don’t place anything on the table. This includes your pocketbook or eye glasses.
- The guest should order first.
- Leave your cell phone behind or turn it off.
- Sit up straight and keep your elbows off the table.

- Make eye contact with the host and other guests.
- Don't start eating until everyone at the table has been served.
- Chew with your mouth closed and never talk with food in your mouth.
- Once you pick up a piece of cutlery, do not put it back on the table. Put it on the dish.
- Never reach across the table; ask for something to be passed.
- Pass salt and pepper together.
- When eating soup, spoon it away from you. When you are finished eating, place the soup spoon on the service plate behind the bowl or leave the spoon in the bowl if there is not a service plate.
- Remember to say "please" and "thank you."
- Say "excuse me" if you need to leave the table...an explanation is not necessary. Place your napkin on your chair.
- After you have finished eating, place your napkin on the left side of the plate, not on the top of the plate. Do not push your plate away from you.

The host will indicate the beginning of the meal by unfolding his/her napkin and placing it in his/her lap. Also, the host will signal the end of the meal by placing his/her napkin back on the table. Do not order the most expensive meal on the menu, and order something that is easy to eat. Remember to use your utensils in the order they are placed from the outside moving in toward the plate. Once you are finished eating, lay your fork and knife diagonally at the bottom of your plate. This will let the service-staff know that it is OK to take your plate.



Figure 24 – Place Setting  
(by Renee Suen, CC – BY – NC – ND 2.0)

Image of a place setting with 3 forks on the left. Plate with a napkin in a napkin ring and boarding pass. Knife and spoon on right of plate. Two glasses above the knife. There is a name plate with Sid to the immediate left of the glasses. The Boarding Pass has : White Star Line. Boarding Pass. Permission Graded to Come Aboard. White Star Line's R. M. S. Titanic. Ismay, Imrie & Co. 34, Leadenhall Street, London and 10, Water Street Liverpool

The two types of dining styles are continental (or European style) and American style. For a right-handed person with the American style of dining, the knife is held in the right hand and the fork is held in the left hand when cutting food. After the food is cut, the knife is placed at the top of the plate with the blade facing in; and the fork is switched to the right hand to lift the food to the mouth. With this style of dining, the left hand should remain in the lap when not being used.

With the continental or European style of dining, the knife remains in the right hand and the fork in the left hand. After the food is cut, the knife can be used to push the food onto the fork. The tines of the fork stay down as the food is lifted to the mouth. It is acceptable to have the wrists above the table during the meal. In today's global economy, it is especially important to be aware of appropriate etiquette among different cultures. If you are visiting another country, do your research so you are aware of the customs specific to their culture.

Observe Lisa Taylor Richey, founder and President of the American Academy of Etiquette, as she demonstrates proper etiquette for both American and continental styles of dining (watch both videos).

Please click on the Video 21 image to watch a video on business etiquette.



Video 21 – Business Dining Etiquette (by Lisa Richey, Standard YouTube License)  
For a transcript of this video, please click on [\*transcript\*](#).

Please click on the Video 22 image to watch a video on business etiquette.



Video 22 – Business Dining Etiquette – Part 1 of 3 (by Rothman Institute of Entrepreneurship at Fairleigh Dickinson University, Standard YouTube License)  
For a transcript for this video, please click on [transcript](#).

### 1.6.3 INTRODUCTIONS

Please click on the Video 23 image to watch a video on how to introductions.



Video 23 – Introductions (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

As a general rule, in social settings gender determines who is introduced first. Introduce the man to the woman. For example, “Angela Chandler, may I introduce Jonathan Steele.” Also, in a social setting introduce the younger person to the older person. “Mr. Fifty, may I introduce Mrs. 40.”

Business introductions should be made based on professional rank. The higher ranking person should be introduced first regardless of gender or age. For example, “Angela Chandler, may I introduce Cameron Steele, vice president of Coastal Automotive. Mr. Steele recently transferred from Virginia to our South Carolina office. Mr. Steele, Ms. Chandler is president of Chandler Automotive.”

Follow these guidelines when making introductions:

- Name the most important person first.
- Speak clearly and pronounce names correctly.
- Then follow with a brief interesting piece of information about each person. This will help get conversations started.
- Always stand up for introductions.

Guidelines for determining rank:

- Senior executive to junior executive – “Mr. President, may I introduce you to Mr. Vice President.”
- Hiring manager to job seeker – “Hiring Manager, may I introduce you to Terri Smith.”
- The client is always the most important person – “John Doe, (client) may I introduce the President of our company, John Smith.”
- Doctor, Judge, or Reverend to the lay person. “Reverend Anderson, may I introduce you to John Doe.”
- People with the same rank – introduce the person you don’t know very well to the person you have a closer relationship with.

Introduce people even if you do not know who has the most rank. In these situations it is more important to make the introduction than to ignore the situation. Ignoring the introduction will be remembered much longer than the importance of who was introduced first. The same holds true when making an introduction and suddenly you can’t remember the person’s name. Simply say, “Have you met my associate, Joe?” Hopefully, the other person will say, “No, I haven’t, I’m Janice.”

Introducing yourself at seminars or conferences:

- Remember it is your responsibility to introduce yourself.
- Make eye contact and smile.
- Wear the name tag on the right shoulder. Place it high enough so it will be easily visible.
- When is a good time to introduce yourself?
  - If you recognize someone and it is obvious they do not recognize you.
  - Always introduce yourself to the person seated next to you.
  - If the person who is introducing you can’t remember your name.

Syndi Seid, trainer and consultant in Business and Social Etiquette, recommends that you use the person’s first and last name when making introductions. The use of first or last names indicates you are only introducing half of the person. If you use an address other than the full name, keep the form of address the same. For example, if you say Ms. Steele, you must say Mr. Smith. Do not say, “Janice Steele, this is Mr. Smith.”

Watch the following video of Fay de Muysshondt from Social Skills as she explains the proper way to make an introduction. Please click on the Video 24 image to watch a video on how to introduce others.



Video 24 – How to Introduce Others | Good Manners (by Howcast, Standard YouTube License)  
For a transcript of this video, please click on [transcript](#).



## MODULE 1 ASSIGNMENT 7

Ask a couple of friends, family members, or coworkers to help you with this assignment. Make an introduction following the guidelines presented above. It can be in any social setting; such as home, work, school, a restaurant, or church. Video record the introduction and upload it in the discussion board titled “Introductions.”

### 1.6.4 GREETING VISITORS

Please click on the Video 25 image to watch a video on greeting visitors.



Video 25 – Greeting Visitors (by Janice Steele CC – BY)  
For a transcript of this video, please click on [transcript](#).

Greeting visitors appropriately is important for promoting a positive professional image of you and your organization. By projecting a professional and capable demeanor, you set the tone for a positive experience for your visitor.

Tips to ensure that visitors experience a warm reception when they visit your office:

- Welcome every visitor with direct eye contact, a smile, and a welcoming message. “Hello, welcome to XYZ company, how may I help you today?”
- Convey genuine warmth and enthusiasm.
- Speak clearly, not too loud or too soft.
- Learn the visitor’s name and address the visitor by name. How impressive, if you remember the visitor’s name the next time they visit your office.
- Address the visitor by his or her correct title; example, “Good morning, Mr. Smith.” Don’t use the visitor’s first name unless you know them really well or they have given you permission to use their first name.
- Use grammatically correct language and of course, never use slang.
- Listen closely to what the visitor has to say. To avoid any miscommunication, paraphrase and repeat information when you are taking a message.

- Be patient and pleasant to difficult visitors. Never retaliate if a visitor is rude or disrespectful.
- Don't assume the visitor has time to wait. Always ask the visitor if they mind waiting. Apologize to visitors who have been waiting for a while, and if possible keep them updated as to their expected wait time.
- Offer the visitor refreshments such as water, coffee, or tea while they wait.



## MODULE 1 ASSIGNMENT 8

Assume you are the receptionist for XYZ Company. Write a script of a visit that you had from a customer (Beth Schwartz) who came to the office for an appointment with John Smith, President of Marketing. Further assume that Mr. Smith had a family emergency and had to leave unexpectedly. Use the guidelines above for writing your script and submit this assignment in the drop box titled "Visitor Script."

### 1.6.5 TELEPHONE ETIQUETTE

Please click on the Video 26 image to watch a video on defining success.



Video 26 – Proper Business Etiquette (by Janice Steele CC – BY)  
For a transcript of this video, please click on [\*transcript\*](#).

If you are to be effective in your telephone communications, you must use proper etiquette. When answering the phone, follow these guidelines to project a positive and professional image of yourself and your organization.

A couple of key things to remember:

- Always say "thank you" and "please"
- Listen actively without interrupting
- Return phone messages within 24 hours
- When you are going to be out of the office or away from your desk, forward your phone to voicemail



Figure 25 – Configuring VoIP PBX  
(by Giles Moss, CC – BY – NC – ND 2.0)

Image contains pictures 10 VoIP phones 2 computers and labeler

#### WHEN ANSWERING CALLS

*Answer promptly* – answer the phone within three rings. Allowing the telephone to ring five or six times will not make a good impression on the person calling.

*Smile as you answer the telephone* – a smile on your face is evident in the tone of your voice. A student once told me she had a mirror positioned on her desk so that when the phone rang, she could look in the mirror and make certain she was smiling. Also be positive and enthusiastic. Let the caller know that you are there to help them with whatever needs they may have.

*Speak clearly* – it goes without saying that you should not have gum or food in your mouth when answering the telephone. Speak in a normal tone of voice, not too loud or too soft.

*Identify yourself and your organization* – For example, “Thank you for calling XYZ Company, I’m Terri Drum, how may I help you today?”

#### *Place callers on hold effectively*

Always ask the caller’s permission before placing them on hold. “She is on another call at the moment, would you like to hold?” Return to the call every 30 seconds to keep the caller updated on the status of their call. After a couple of minutes, it is best to offer the caller the opportunity to leave a message. Also, when you return to a caller who has been on hold, always thank him/her for waiting.

#### *Transfer calls properly*

When you need to transfer a call to another person, explain why it is necessary to make the transfer. Again, ask the caller’s permission; “Mrs. Steele is currently out of the office, but Mr. Blackmon may be able to help you. May I transfer you to Mr. Blackmon?” Stay on the line until the person picks up the phone and announce the transfer.

#### *Record messages carefully*

When taking messages, it is your responsibility to get all necessary information from the caller and record it correctly. Always be prepared with a pen and message pad. Be sure to get the following information:

- Person’s name (spelled correctly)
- Organization of the person calling

- Telephone number and an alternate number including the area codes
- Best time to have the call returned
- Message
- Date and time
- Your name as the person who took the message

Of course, you can transfer them to voice mail instead of taking a message. However, do not assume that the caller wants to be transferred to voicemail, always remember to ask, “Would you like to be transferred to Mrs. Steele’s voicemail.”

#### *Handling rude or impatient callers*

Remain calm. Show a genuine willingness to resolve the problem. Remember their problems and concerns are important.

#### *Terminate calls courteously*

Before hanging up, make certain you have answered all of the caller’s questions. Always end the call on an upbeat note; “It was nice talking to you” or “Have a nice day.” Let the person who called hang up first. Never slam the phone down in the caller’s ear.

### **WHEN PLACING CALLS**

It is just as important to project a professional image when placing calls. Follow these suggestions when placing outgoing calls.

#### *Plan your call*

Take a few moments to think about what you are going to say. Be prepared by having all the information you may need to handle the call close by.

#### *Identify yourself and your organization*

“This is Janice Steele of XYZ Company. Am I calling at a convenient time?” Ask if you are calling at a convenient time and if not let the person call you later.

#### *Take into consideration time zones when placing outgoing calls*

In the continental United States, there are four standard time zones – Eastern, Central, Mountain, and Pacific. There is one hour difference between the different zones. For example, when it is 9 p.m. Eastern Standard Time, it is 8 p.m. Central Standard Time, 7 p.m. Mountain Standard Time, and 6 p.m. Pacific Standard Time. Following is a link to the Official U.S. Time Website that gives time information:

<http://www.time.gov/> (Reference 3 Time Converter, National Institute of Standards and Technology US Department of Commerce)

#### *Follow through on promises*

If you told a person you would call back, be sure to call back at the time you said you would call.

### **VOICEMAIL ETIQUETTE**



Figure 26 – Phone: Voicemail Greeting  
(by Pieter Ouwkerk, CC – BY – NC 2.0)

Image is: a cell phone Greeting menu with Default and Custom. Default is checked.

Voicemail has many advantages when used properly. However, you should not abuse the system. If callers constantly reach your voicemail, they will assume you are avoiding their call.

Follow these suggestions:

- Rather than the default greeting, record your own personal greeting. Include your name, date, and department. Also if you are going to be leaving early or out of the office for a few days, record an extended absence greeting. This will let callers know that they should not expect a call back during your absence.
- Use the attendant feature. This will allow the caller to reach another person in your office from your voicemail.
- Use the call forward feature when you leave your office for the day or when you are going to be away from your desk. Call forwarding will prevent your callers from waiting through an entire ring cycle before leaving a voicemail message.

#### LEAVING VOICEMAIL MESSAGES

- Speak clearly and slowly
- Leave your name and number at the beginning and repeat it at the end of your message.
- Include the date and time you called in the message and the best time for the caller to return your call.
- Messages should be concise and clear. Specify what it is you want the caller to do.



### MODULE 1 ASSIGNMENT 9

Again, assume you are the receptionist for XYZ Company. Write a script of a telephone call that you had with a customer (Beth Schwartz) who called to speak with the President of Marketing, John Smith. Assume that Mr. Smith is out of the office at the time. Janice Steele, Vice President of Marketing, is available to take the call. Write your script based on the guidelines presented above and submit in the drop box titled “Telephone Script.”

Please complete Module 1 Practice Test 3.



### MODULE 1 PRACTICE TEST 3

1. Respond to e-mail messages within \_\_\_\_\_ hours.
  - A. 2
  - B. 6
  - C. 8
  - D. 24
2. When introducing a visitor for the first time, it is OK to use their first name.  
True  
False
3. When answering calls in a business setting, you should answer the phone within \_\_\_\_\_ rings.
  - A. 2
  - B. 3
  - C. 4
  - D. 5
4. The \_\_\_\_\_ will allow the caller to reach another person in your office from your voicemail.
  - A. Call forward feature
  - B. Default greeting
  - C. Extended absence greeting
  - D. Attendant feature
5. When leaving voicemail messages leave your name and number at the beginning and repeat it at the end of the message.  
True  
False

## 1.7 BEHAVING ETHICALLY

Please click on the Video 27 image to watch a video on behaving ethically.



Video 27 – Behaving Ethically (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

**Ethics** can be described as determining between right and wrong based on strong moral values. For a more detailed definition, please click on [ethics](#). (Definition 8 – Merriam-Webster, ethics) We all have a set of ethical values by which we try to live. If you value honesty, responsibility, and commitment, you behave in a way that reflects these values.

### 1.7.1 ENRON / BP OIL SPILL

Ethics play a major role in the success or decline of an organization. Take into consideration the plight of Enron, Arthur Andersen, WorldCom, HealthSouth, and more recently Bernard L. Madoff Investment Securities, LLC. The unethical behavior of these companies caused thousands of employees to lose their jobs, and shareholders lost significant amounts of money; some people lost their life savings.

Ethical mismanagement of Enron, Corp., an energy trading company, eventually caused the company to go bankrupt and resulted in the demise of Arthur Andersen, Enron's accounting firm. Enron hid billions of dollars of debt through an elaborate accounting fraud scheme commonly referred to as the Enron scandal. The SEC investigated and several of Enron's executives were indicted and given lengthy prison terms. Enron's auditor, Arthur Andersen, was found guilty of the destruction of tons of paper and thousands of computer files that would have been beneficial to the investigation. Arthur Andersen was given the maximum sentence for its part in the Enron scandal.

In contrast are organizations such as BP Global. The Deepwater Horizon spill in the Gulf of Mexico in April of 2010 was the largest oil spill in U.S. history. The livelihoods of people all across the gulf, as well as the environment, were devastated by the spill. Soon after the spill, BP agreed to waive the 5 million federally imposed liability limit and promised \$20 billion for cleanup and compensation. BP took responsibility and entered into the largest settlement in history.

Of course, there are many other organizations that uphold the highest of ethical standards. Take for instance Google. Google is ranked No. 1 on Fortune's Best Companies to Work for 2014. For every five

hours an employee volunteers in the community, Google donates \$50. For further do a Google search for the best companies to work for 2014. As you read through the articles that contain lists of organizations, pay close attention to their ethical values.

### 1.7.2 CHARACTERISTICS OF ETHICAL ORGANIZATIONS

Ethical behavior, in addition to being the right thing to do, has a positive impact on an organization's bottom line.



Figure 27 – Business Ethics  
(by Sociology at Work, CC – BY- NC – SA 2.0)

Image is: a table with 3 chairs. Verbiage is "like any social relationship, business relationships are unavoidably ethical..." ~ John Roberts.

Following are some characteristics of an ethical organization:

*Honest* – The ethical organization is honest in its dealings with customers, vendors, shareholders, and employees. It holds its employees accountable for honesty as well.

*Ethical Leadership* – Ethical decision making starts at the top and filters its way down through the organization. The ethical leader is a role model for ethical behaviors.

*Strong Set of Values* – The ethical organization has a mission statement that is rooted in ethical behaviors. The mission statement is communicated to employees, and the organization ensures that it is followed by every employee. Many organizations have a written code of ethics to be used as a guideline for employees.

*Committed to Diversity* – The ethical organization provides equal treatment to all individuals, regardless of race, ethnicity, age, gender, sexual orientation, or physical challenge.

*Environmentally Responsible*-The ethical organization adheres to OSHA (Occupational Safety and Health Administration) regulations.

*Committed to the Community* - The ethical organization recognizes its social responsibility for the community in which it resides. There are many ways an organization can fulfill this obligation. For example, the organization may contribute to charities, participate in the local Chamber of Commerce, establish internship programs, and encourage employees to participate in charitable events sponsored by their local communities.

*Committed to Employees*- The ethical organization recognizes employees as its most valuable asset and supports them in every aspect of their job. For example, the organization has established realistic job descriptions, fair performance evaluations, written personnel policies to help guide the employee, opportunities for professional growth through membership in professional organizations, seminars, and educational opportunities.

For example, SAS, listed second on Fortune’s Best Companies to Work For 2014, is committed to encouraging its employees to have a life outside of their work life. SAS provides its employees and their families with an onsite health center, a gym, a daycare, a hair salon, and a message therapist. Other amenities include a Frisbee golf course, tennis courts, walking and biking trails, all nestled in a beautifully landscaped campus.



## MODULE 1 PROJECT 1

Select one of the companies mentioned above (including the companies listed in Fortunes’ Top 10 Best Companies to Work For 2014) and research journal or newspaper articles to find at least two news articles related to the organization you have selected. Write a one to two page report highlighting ethical issues surrounding the organization. If you choose to write about an unethical organization - what was the outcome? If you choose an ethical organization – what makes them so great? Be sure to document your sources.

## 1.8 CONSTRUCTIVE CRITICISM

Please click on the Video 28 image to watch a video on constructive criticism.



Video 28 – Constructive Criticism (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

What is **constructive criticism**? It can be described as providing feedback for improvement without malice. For a more detailed definition, please click on [constructive criticism](#). (Definition 9 – Wikipedia, CC – SA 3.0 Unported License) Constructive criticism should be positive in tone and intended to find solutions to problems. If handled properly constructive criticism can promote growth and improve relationships.

### 1.8.1 PROVIDING CONSTRUCTIVE CRITICISM

The goal of constructive criticism should be to improve the behavior of a person without damaging his/her self-esteem. Offer constructive criticism only when you are in a position of authority; such as, a supervisor or teacher or when the person has asked you for feedback. Be empathetic before giving constructive criticism; think about how you would feel in the other person's shoes. This will help you frame the criticism constructively. Consider building rapport by sharing your own personal experiences and failures.

Valid criticism addresses behavior, is timely, and specific. Focus on the person's behavior, not their traits or character. Also, focus on behavior that can be changed. No one wants to be told that they have done something wrong in public; so it is important to choose the right time and place to give constructive criticism. Feedback should be specific, not vague. Vague feedback is confusing for the person. The person knows exactly what is expected of him/her when the feedback is specific. For example, "John, I feel you provided a good explanation of the disadvantages of criticism. Yet information about the advantages of constructive criticism may help to motivate your reader toward providing constructive criticism. Please explain the advantages of constructive criticism including examples on the art of giving constructive criticism in your paper."

In some cases you may want to let the person come up with his or her own ideas for solving the problem rather than giving your opinion.

Please take some time to think about the message on the image below.

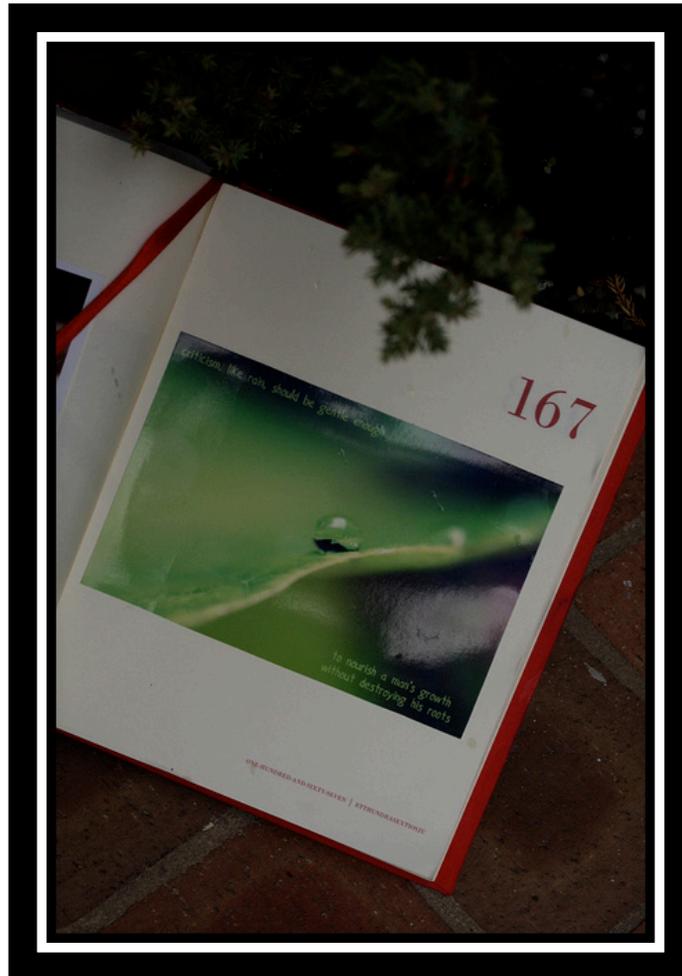


Figure 28 – criticism, like rain, should be gentle enough to nourish a man's growth without destroying his roots  
(by palo, CC – BY – NC – SA 2.0)

Verbiage on image is: Criticism, like rain, should be gentle enough to nourish a man's growth without destroying his roots.

### 1.8.2 ACCEPTING CONSTRUCTIVE CRITICISM

When receiving constructive criticism, realize the advantages. I read an article about someone who asked her CEO how he felt about her in the position of Vice President of Marketing. He replied, "No, at this time, I don't think that you could do the job." She did not become defensive; instead she asked the CEO what he thought her shortcomings were for the position. After listening closely, she asked him if she improved in those areas, would she be considered for the position. His answer was "yes." To make a long story short, she was awarded the position. Without his constructive criticism and her willingness to accept the criticism, it is doubtful that this story would have had a fairy tale ending.

Even though criticism may hurt, try to understand the criticism being offered. Listen actively and paraphrase what the other person is saying. Ask questions and be aware of nonverbal communication. Avoid becoming defensive and never retaliate. Use constructive criticism to your advantage and welcome the growth that it can provide.

#### Case Study 2: Hurt Feelings

Megan has worked as an agent with a well-known insurance company for the past ten years. A couple of years ago, she was assigned a new manager. It is time for Megan's annual performance review, and she dreads the thought of it. She has always been and continues to be one of the top performers qualifying for all annual sales conventions. She has a great rapport with her clients and gets along well with her coworkers. Her new manager is extremely pleased with her production performance and the quality of her work. He had plenty of nice things to say about her performance at last year's review. So why is Megan dreading the performance review? In addition to the nice things her manager had to say about her work performance, he criticized her organizational skills and said her desk was a mess. Megan knew there was some truth to what he had to say about her desk, yet she was extremely hurt by his remarks. Since she is a valuable employee, why can't he accept the fact that her desk is a little messy at times?



## MODULE 1 ASSIGNMENT 10

Please answer the following questions in the Discussion Board titled "Hurt Feelings." What advice can you give Megan? Is she wrong to feel the way she does? What can she learn from this experience?

### 1.9 STAYING HEALTHY

Please click on the Video 29 image to watch a video on staying healthy.



Video 29 – Staying Healthy (by Janice Steele, CC – BY)  
For a transcript of this video, please click on [transcript](#).

Our ability to reach our full potential depends not only on our physical well-being but also our mental and emotional well-being. People who do not feel well can't possibly live up to their full potential. Studies have shown that most Americans have poor eating habits and don't get enough rest or exercise on a regular basis.

On the other hand, people who eat healthy foods and are physically fit feel energetic and mentally alert. As a reward, they look good and have an increased sense of well-being and self-confidence.

## 1.9.1 MAJOR NUTRIENTS

We get nutrients that our bodies need for growth, maintenance, repair, and energy from the foods we eat. The major types of nutrients are protein, carbohydrates, fats, water, vitamins, and minerals.



Figure 29 – Raw Mackerel in Vinegar  
(by Renee Suen, CC – BY – NC- ND 2.0)

Image is: a plate with raw mackerel and a cup of vinegar.

*Protein* – Meat, fish, poultry, eggs, dairy products, nuts, and tofu are sources of protein. Meat and poultry should be lean or low-fat.

*Carbohydrates* – There are two types of carbohydrates – simple and complex. Simple carbohydrates are sugar, corn syrup, and other sweets. Some simple carbohydrates are found naturally in foods such as fruits and milk. Sugar is added to some foods during the processing and refining process. These sweets provide calories, yet lack vitamins, minerals, or fiber. We often refer to these foods as “empty calories” - they lead to weight gain without any nutritional benefit.

*Complex Carbohydrates* are grains like whole wheat breads and starchy vegetables like potatoes. Complex carbohydrates provide calories, vitamins, minerals, and they are a good source of fiber. Foods made from whole grains and contain complex carbohydrates are the healthiest.

*Fats* – There are several types of fats – saturated fats, trans fats, cholesterol, unsaturated fats, and omega-3. Some fats are better for you than others. Choose foods with unsaturated fats and omega-3 rather than foods with saturated and trans fats.

*Harmful fats* – solid at room temperature

*Saturated fats* – They are found in meat, dairy products, lard, and some oils. Saturated fats have been linked to heart disease.

*Trans fats* – Trans fats are a type of saturated fat. They are most often produced during the manufacture of processed foods such as baked goods, shortening, margarine, and fried foods. Trans fats have also been linked to heart disease.

*Cholesterol* – A fatty acid found in meat and eggs. Too much cholesterol in the blood stream is associated with heart disease.

*Healthier fats* – liquid at room temperature

*Unsaturated fats* – They include polyunsaturated fats and monounsaturated fats. They are found in olive oil, safflower oil, peanut oil, and corn oil. Unsaturated fats are healthier than saturated or trans fats.

*Omega-3 fatty acids* – It is a type of polyunsaturated fat found in fish such as tuna, salmon, trout, and sardines. There is some evidence that it decreases the risk of coronary artery disease.

*Water* – Drinking water is a requirement for good health, and it can be either plain or in the form of other liquids and foods. Our bodies are made up of about 60 percent water. Water transports nutrients, removes waste, cushions and lubricates parts of the body, and helps regulate the body's temperature. According to a new study, eight glasses of water a day is no longer recommended. The brain triggers the body's thirst mechanism, so when you are thirsty reach for a drink of water, juice, milk, coffee . . .

*Vitamins and Minerals* – Nutrients are essential for life and growth. They are often referred to as micronutrients because your body only needs small amounts of them. Some dietary supplements are beneficial; such as, calcium and vitamin D to keep bones strong and prevent bone loss. Pregnant women take folic acid because it decreases the risk of birth defects, and omega-3 fatty acids may be helpful in preventing coronary pulmonary disease. Additional study is needed to determine the value of other supplements. Because some supplements may have side effects, especially if taken with other drugs, they should be taken on the advice of your Physician.

The U.S. Food and Drug Administration (FDA) does not determine the effectiveness of a supplement before it is marketed. However once a supplement is marketed, the FDA monitors it to make certain that all claims about the product are truthful and not misleading. For more information, click on [vitamins and minerals](#). (Reference 4, Food and Nutrition Information Center, Public Domain)

## 1.9.2 BASIC FOOD GROUPS

The key to making sure you get all the necessary nutrients is to eat a wide variety of healthy foods from the five basic food groups. According to the Dietary Guidelines for Americans, 2010, the basic food groups include fruits, vegetables, grains, dairy, and protein food (meat, poultry, fish, and nuts). For more information, please click on [healthy diet](#) to read the information illustrating the five food groups and the amount you need to eat of each for a *healthy diet*. (Reading 2, Centers for Disease Control and Prevention, Public Domain)

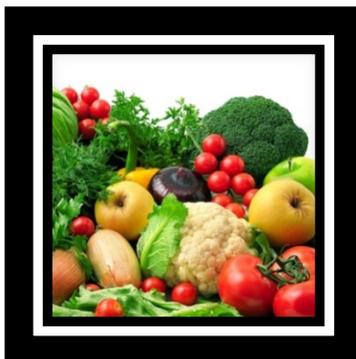


Figure 30 – Frutas e Vegetais  
(by Olearys, CC – BY 2.0)

Image of various fruits and vegetables

The amount of food you eat from each food group is determined by your age, sex, and level of physical activity. For information on creating a personalized daily food plan and for tips on creating a healthy balanced plate, please click on [food plan](#). (Reading 3, United States Department of Agriculture, Public Domain)



## MODULE 1 ASSIGNMENT 11

Create a Healthy Food Brochure (2-3 pages). The brochure can include any of the following components:

- Basic Food Groups
- Nutritional Facts
- Daily food plan
- Healthy Balanced Plate
- Food pyramid
- Tips for healthy eating
- Healthy fast food
- A word search

Be creative – include clip art, graphics, charts, and all or any of the above components. Create a front cover – title your brochure. Submit it in the drop box titled “Healthy Food Brochure.” For instructions on how to create a brochure and for a brochure template, please click on [brochure](#). (Reference 5, wikiHow, CC BY – NC – SA 3.0)

### 1.9.3 AEROBIC EXERCISES

Exercise increases the number of calories we burn and helps us to control our weight. People who exercise feel better, both physically and emotionally. Aerobic exercises improve cardiorespiratory endurance – *the ability of the heart to provide oxygen to muscles during physical activity for a prolonged period of time*. Simply put, aerobic exercises are good for you – they help you live healthier and longer. Activities that can help improve cardiorespiratory endurance include swimming, brisk walking, jogging, cycling, aerobic dancing, and elliptical training.



Figure 31 - Exercise calisthenics #2  
(by Ed Yourdon, CC – BY – NC – SA 2.0)  
Image of a group of people doing calisthenics

Following are benefits of aerobic exercises:

- When combined with a healthy diet, aerobic exercises helps you lose weight and keep it off.
- Increases stamina and helps you feel less fatigued.
- Improves your immune system making you less susceptible to the common cold or flu.
- Improves your health risk for developing osteoporosis, high blood pressure, heart disease, stroke, type two diabetes, and possibly some cancers.
- Helps you manage certain health conditions; such as, high blood sugar or high blood pressure.
- Improves the “good” cholesterol (HDL) and lowers the “bad” cholesterol (LDL).
- Improves the flow of blood to all parts of the body.
- Reduces tension, boosts your mood, and helps you feel more relaxed.
- Keeps your mind sharp and helps with your mobility as you age.

Aerobic exercises consist of 20 minutes of continuous movement. Low-impact aerobics such as walking are designed for people who need to minimize jarring their joints. High-impact aerobics such as jogging, bicycling, and cross-country skiing are more suited for younger people. Swimming is considered the best aerobic activity, because it exercises all the major muscle groups and water helps to cushion impact.

#### 1.9.4 STRENGTH, ENDURANCE, AND FLEXIBILITY EXERCISES

Aerobic exercise is just one component of an all-around fitness program. To improve muscular strength, endurance, and flexibility, other forms of exercises will be necessary.



Figure 32 – Any clime or any place, Marines stay fit

(by DVIDSHUB, CC – BY 2.0)

Image is: 5 Marines doing push-ups. The feet of the first Marine are on the shoulders on the next Marine and so on down the line. Master Sargent is counting.

Strength training is an exercise program in which you use weight or resistance machines to improve strength, endurance, and flexibility. As your muscles become stronger, you will want to gradually increase the amount of weight and the number of repetitions. Fitness centers have exercise machines and personal trainers that can be used for strength training; or you can work out at home with barbells, dumbbells, or even 2 soup cans.

Calisthenics is another form of exercises to improve muscle strength, endurance, and flexibility. It uses only your body weight for resistance and involves simple movements such as stretching, jumping, bending, and kicking. Therefore, it does not involve the use of equipment. Some examples are push-ups, pull-ups, squats, and sit-ups.

Yoga is a discipline of poses, controlled breathing, and meditation that can greatly improve flexibility and mental relaxation. While yoga is good for adults of all ages, it is especially beneficial for seniors. Studies have shown that yoga can be helpful for combating stress, fatigue, and pain. It can be learned in an exercise class under an instructor's guidance and practiced at home once the movements are mastered. Sports and recreational activities can provide fitness benefits, as well as, social benefits. We play them because they are fun, and we spend time with people who share our same interests. Choose activities that will give you a range of fitness benefits, such as tennis, basketball, or handball.

### 1.9.5 SLEEP HABITS

To function at our best, on average, adults need eight hours of sleep each night.



Figure 33 – Sleep Like A Baby  
(by peasap, CC – BY 2.0)

Image is: a baby peacefully sleeping.

Following are tips for getting a good night's sleep:

*Keep the same sleep schedule* – You will feel less sluggish and more energized if you go to bed and wake up at the same time every day.

*Keep naps under control* – If you have a problem with insomnia, don't take naps. If you enjoy naps and can't resist, take your nap earlier in the day and don't sleep longer than 30 minutes.

*Avoid drowsiness after dinner* – Fight getting sleepy way before your bedtime by staying active; such as washing clothes, calling a friend . . . .

*Regulate the amount of melatonin that your body produces* – Melatonin is a natural hormone that helps to regulate your sleep-wake cycle. When it is dark your brain produces more melatonin and the reverse when it is light. Let as much light as possible into to your home or work place during the day and make your bedroom dark when it is time to sleep. Consider a sleep mask to block out outside light and a flashlight for trips to the bathroom.

*Make your bedroom comfortable* – Keep your bedroom temperature around 65 degrees. People sleep better when the room is not too cold or too hot. If you continuously experience back or neck pain, you probably should consider a new mattress. Make your bedroom quiet. To block out street noise, use a fan or listen to a recording of soothing music or sounds. You can buy a special sound machine to use just for sleep.

*Have a bedtime ritual* – Wind down by having a bedtime ritual - read a book or listen to a book on tape, take a warm bath, try yoga or gentle stretching exercises . . . .

*Eat right and exercise regularly* – Don't eat a big meal at night and don't eat heavy or rich foods two hours before going to bed. You will sleep better if you exercise regularly - thirty minutes of brisk walking each day will work.

*Relaxation methods*– Relax your body and mind before going to bed with deep breathing exercises, muscle tension relaxation, and visualization. Close your eyes and take slow deep breaths. Starting with the toes and working your way up to the head, tense each muscle as tightly as you can and then slowly release it. Visualize a peaceful place. This is my favorite method for relaxation. I visualize myself walking on the beach - I feel a slight breeze and the sun light on my body; I hear the ocean waves as they crash on the shore and smell the salty ocean water. Sometimes I imagine myself hitting the perfect tee shot. I use these same relaxation methods when I am in the dentist chair as well.

If you have tried all the tips above and continue to have trouble falling to sleep and staying to sleep, you may need to consult with your physician. It is possible you have a sleep disorder that requires professional help.

Please complete Module 1 Practice Test 4.



#### MODULE 1 PRACTICE TEST 4

1. Honesty, environmentally responsible, and committed to diversity are all characteristics of an ethical organization.  
True  
False
2. It is OK to offer constructive criticism even if the person has not asked for your feedback.  
True  
False
3. From the case study “Hurt Feelings,” Megan was looking forward to her annual performance evaluation.  
True  
False
4. Activities that can help improve cardiorespiratory endurance include all of the following EXCEPT:  
A. aerobic exercise  
B. yoga  
C. swimming  
D. elliptical training
5. \_\_\_\_\_ uses only your body weight for resistance and involves simple movements such as stretching, jumping, bending, and kicking.  
A. Strength training exercise  
B. Yoga  
C. Calisthenics  
D. Aerobic exercise

## KEY CONCEPTS

- Successful people have a clear picture of what success means to them. They are aware of the characteristics necessary to produce successful outcomes and work to develop those characteristics.
- Successful people spend time developing their professional image and improving their work ethic. They project a positive image of themselves and their organization in many ways. They understand the importance of First Impressions. They are professional and have earned the respect of their coworkers and clients. They add value to their organizations and are among the first to be promoted.
- Professional people demonstrate proper business etiquette in various ways. They understand the importance of courtesy and have the utmost respect for all people. They have appropriate table manners and greet people with a warm and sincere greeting. They know the proper way to introduce people, and they are professional in handling all forms of business communication. Professionals uphold the highest of ethical standards and provide and accept constructive criticism effectively.
- Successful people realize that staying healthy is a requirement for reaching their full potential. They eat healthy foods, stay physically fit, and get enough rest so they can be at their best at all times.

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## MODULE 1 TEST REVIEW CONCEPTS

**Study key terms. Section numbers are given after the term. You may also use the glossary. A crossword puzzle is supplied that also reviews many of these terms**

- Success (1.1)
- Self-Fulfilling Prophecy (1.2.3)
- Potential (1.3.2)
- Professionalism (1.4.2)
- Work Ethic (1.5)
- Constructive Criticism (1.8)
- Honesty (1.5.4)
- Characteristic (1.1.2)
- Belief (1.2)
- Self-Confidence (1.3)
- Confidentiality (1.5.8)
- Ethics (1.7)
- Self-Image (1.4)
- Dependability (1.5.3)

**Study the following:**

- Success (Introduction and 1.1)
- The key to changing your belief system (1.2.1)
- The effects of beliefs on behavior (1.2 and 1.2.1)
- Positive attitude (1.2.2)
- Four areas of potential growth (1.3.2)
- Reasons why many of us never reach our full potential (1.3.2)
- Dr. Albert Mehrabian study (1.4.1)
- First impressions (1.4.1)
- E-mail messages (1.4.2)
- Characteristics of a professional (1.4.2)
- Dining and restaurant etiquette (1.6.2)
- Business introductions (1.6.3)
- Fats (1.9.1)
- Two types of carbohydrates (1.9.1)
- Water (1.9.1)
- Cardiorespiratory endurance activities (1.9.3)



MODULE 1 TEST: PROBLEMS 1 – 25 ARE 3 POINTS EACH.

True or False: Read the following questions and determine whether the statement is true or false.

1. Negative behaviors cannot be changed by using positive self-talk to change your beliefs.
2. Positive self-belief is the foundation of success.
3. Fear of failure and having no vision are among the reasons why many of us never reach our full potential.
4. Beliefs influence the way we behave.
5. A clear picture of success is not necessary to stay focused on reaching your full potential.
6. The key to changing your belief system is changing your intuitions.
7. It is proper etiquette when dining to prop a piece of cutlery half on and half off the plate.
8. When introducing a client to the President of the company, name the client first.
9. Foods that are high in saturated and trans fat are the healthiest choices.
10. According to the latest study, eight glasses of water is the recommended daily consumption.

Multiple Choice: Read the following questions or statements and select the best answer.

11. The famous quote by Henry Ford, “If you think you can or you think you can’t, you’re right.” is a \_\_\_\_\_.
  - A. negative belief
  - B. positive belief
  - C. self-fulfilling prophecy
  - D. self-belief cycle
12. Your confidence and respect for your own abilities is \_\_\_\_\_.
  - A. conceit
  - B. self-belief
  - C. potential
  - D. visualization
13. Potential can be defined as \_\_\_\_\_.
  - A. existing in possibility
  - B. the way you perceive yourself
  - C. the achievement of something desired, planned, or attempted
  - D. a distinguishing trait or quality
14. We have four areas of potential growth?
  - A. emotional, intellectual, physical, social
  - B. emotional, intellectual, physical, realism
  - C. intellectual, physical, spiritual, emotional
  - D. intellectual, physical, professional, emotional

15. People make their initial impression of you based on your \_\_\_\_\_.
- A. tone of voice
  - B. personal appearance
  - C. spoken words
  - D. body language
16. \_\_\_\_\_ is a reason why a positive attitude is beneficial.
- A. Greater resistance to the common cold.
  - B. More time to do the things you enjoy doing.
  - C. Decreased coping skills
  - D. Higher rates of depression
17. In a study by Dr. Albert Mehrabian, he found the total impact of a message is about \_\_\_\_\_ % nonverbal.
- A. 15
  - B. 25
  - C. 45
  - D. 55
18. It takes only \_\_\_\_\_ seconds for someone to form a first impression of you.
- A. 4
  - B. 6
  - C. 7
  - D. 8
19. \_\_\_\_\_ is a cultural belief that becomes true because people act as though it is true.
- A. Positive belief
  - B. Negative belief
  - C. Self-fulfilling prophecy
  - D. Goal focused belief
20. When dining you should \_\_\_\_\_ to let the wait staff know that you are finished eating.
- A. place your napkin in the plate
  - B. lay your fork and knife diagonally at the bottom of your plate
  - C. motion for the waiter
  - D. tap on your glass to get the waiter's attention
21. The two types of dining styles are \_\_\_\_\_.
- A. basic or formal
  - B. continental or European
  - C. American or European
  - D. American or French
22. Business introductions should be made based on \_\_\_\_\_.
- A. rank
  - B. gender
  - C. age
  - D. social standing

23. Respond to email messages within \_\_\_\_\_ hours.
- A. 2
  - B. 6
  - C. 8
  - D. 24
24. There are two types of carbohydrates.
- A. Singular or plural
  - B. Simple or complex
  - C. Standard or substandard
  - D. Bound or unbound
25. Activities that can help improve cardiorespiratory endurance include all of the following EXCEPT:
- A. Aerobic exercise
  - B. Yoga
  - C. Swimming
  - D. Elliptical training

Problem 26 is 10 points and problem 27 is 15 points

26. Write a paragraph explaining professionalism and how it relates to the work force. Be sure to include positive and negative examples.
27. Write a paragraph on the cause and effect of beliefs on behaviors and the effect to work force. Be sure to include examples.

## KEY TERMS

**Beliefs**  
**Characteristic**  
**Confidentiality**  
**Constructive Criticism**  
**Dependability**  
**Ethics**  
**Honesty**

**Potential**  
**Professionalism**  
**Self-Confidence**  
**Self-Fulfilling Prophecy**  
**Self-Image**  
**Success**  
**Work Ethic**

## GLOSSARY

**Belief** – things that we take to true without proof  
**Characteristic** – quality you possess or portray  
**Confidentiality** – the ability to keep information private  
**Constructive Criticism** – providing feedback for improvement without malice  
**Dependability** – trustworthy  
**Ethics** – determination between right and wrong based on strong moral values  
**Honesty** – truthful  
**Potential** – within your mental, physical, intellectual, and emotional reach  
**Professionalism** – the act of using good judgment, good manners, and excellent skills within the work place.  
**Self-Confidence** – assurance in your abilities  
**Self-Fulfilling Prophecy** – a cultural belief that becomes true because people act as through it is true  
**Self-Image** – how you perceive yourself  
**Success** – completing a goal  
**Work Ethic** – employing good morals within the work setting.

## ASSESSMENT



### ANSWERS TO ACTIVITIES

## MODULE 1 ACTIVITY 1

Answers will vary. Since success is a personal journey and will be defined differently by each student, the instructor should look for a list of success items that are thought out and well rounded. My success list from the open text can be used as an example.

## MODULE 1 ACTIVITY 2

Answers will vary. The instructor should look for a list of at least ten characteristics that the student deems necessary for success.

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MODULE 1 ACTIVITY 3

The student's response to this assignment will be entered in the student's personal journal and will not be shared with the instructor.

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MODULE 1 ACTIVITY 4

The response to this assignment will be entered in the student's personal journal and will not be shared with the instructor.

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MODULE 1 ACTIVITY 5

1. D
2. A
3. J
4. H
5. I
6. G
7. E
8. B
9. F
10. C

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MODULE 1 ACTIVITY 6

Answers will vary. This assignment should get the student thinking about his/her own degree of professionalism and ways in which to become more professional. The instructor should look for a detailed list of ways in which the student can add value to their organization.



ANSWERS TO ASSIGNMENTS

MODULE 1 ASSIGNMENT 1

Answers will vary. The instructor should evaluate the student's response to see if the student connected with the importance of investing in themselves. Also, did the student list qualities that may be preventing the student from becoming successful, and did the student devise a plan to eliminate these undesirable characteristics?

Module 1 Assignment 1 Grading Rubric

| Criteria  | None are present | Some are present | All are present | Total Points |
|---|------------------|------------------|-----------------|--------------|
| Did the student include qualities for success that Mr. Buffet talked about in the video; such as, generous, honest, giving credit to other people for their own ideas . . . Did the student agree with Mr. Buffet that desirable qualities can be obtained "you can have these qualities, simply a matter of what you decide" | 0 points         | 1 – 30 points    | 1 – 33 points   |              |
| Did the student include undesirable characteristics that may be standing in the way of his/her own success . . . Did the student agree with what Mr. Buffet had to say about these characteristics "can get rid of undesirable characteristics"   | 0 points         | 1 – 30 points    | 1 – 33 points   |              |
| Did the student grasp the concept of investing in his/her self?   | 0 points         | 1 – 33 points    | 1 – 34 points   |              |
| Comments  |                  |                  | Total           |              |

MODULE 1 ASSIGNMENT 2

Answers will vary. This assignment is designed to motivate the student to strive for success even in the face of difficult circumstances.

**Module 1 Assignment 2 Grading Rubric**

| <b>Criteria</b>   | <b>Below Expectation</b> | <b>Meets Expectation</b> | <b>Exceeds Expectation</b> | <b>Total Points</b> |
|---|--------------------------|--------------------------|----------------------------|---------------------|
| Did the student select an appropriate story of someone who overcame tremendous physical or mental challenges and because of their positive attitude went on to succeed in life? | 0 points                 | 1 – 40 points            | 41 – 50 points             |                     |
| Did the student write a brief summary of the story or upload a movie clip or video in the assigned discussion board?  | 0 points                 | 1 – 40 points            | 41 – 50 points             |                     |
| Comments  |                          |                          | Total                      |                     |

MODULE 1 ASSIGNMENT 3

Answers will vary. The instructor should examine the student’s response for evidence that the student understands the concept of Self-Fulfilling Prophecies. Did the belief (negative or positive) come true because the student was already acting as if it were true?

**Module 1 Assignment 3 Grading Rubric**

| <b>Criteria</b>  | <b>Below Expectation</b> | <b>Meets Expectation</b> | <b>Exceeds Expectation</b> | <b>Total Points</b> |
|--|--------------------------|--------------------------|----------------------------|---------------------|
| Did the student include an appropriate self-fulfilling prophecy (positive or negative) that came true for him/her or someone he/she knows? | 0 – 10 points            | 11 – 30 points           | 31 – 33 points             |                     |
| Did the belief come true because the student was already acting as if it were true?  | 0 – 10 points            | 11 – 30 points           | 31 – 33 points             |                     |
| Did the student video record his/her response and upload it in the assigned discussion board?  | 0 – 10 points            | 11 – 30 points           | 31 – 34 points             |                     |
| Comments   |                          |                          |                            | Total               |

MODULE 1 ASSIGNMENT 4

Answers will vary. Some students will see Angela as a victim, while others will think of her as a non-victim. The instructor should evaluate the student’s response in terms of Question 2. Is it possible that Angela could improve her circumstances? The question should prompt students to evaluate their own circumstances for areas of improvement.

**Module 1 Assignment 4 Grading Rubric**

| Criteria  | None are present | Some are present | All are present | Total Points |
|---|------------------|------------------|-----------------|--------------|
| Did the student answer the question, “Is Angela a victim or non-victim of her circumstances?” Did the student explain why he/she came to this conclusion? | 0 points         | 1 – 30 points    | 31 – 33 points  |              |
| Did the student list ways in which Angela could improve her circumstances?  | 0 points         | 1 – 30 points    | 31 – 33 points  |              |
| Did the student reply to three of his/her classmates’ postings?   | 0 points         | 1 – 30 points    | 31 – 34 points  |              |
| Comments  |                  |                  | Total           |              |

MODULE 1 ASSIGNMENT 5

Answers will vary. Some students will view Mr. Cage as being overly confident (cocky). Others will view Mr. Cage as having the right amount of confidence. I can't image anyone would view Mr. Cage as having low confidence. This is a fun exercise with no right or wrong answers. It should get the student to think about the appropriate level of self-confidence necessary for successful outcomes.

**Module 1 Assignment 5 Grading Rubric**

| <b>Criteria</b>  | <b>Below Expectation</b> | <b>Meets Expectation</b> | <b>Exceeds Expectation</b> | <b>Total Points</b> |
|--|--------------------------|--------------------------|----------------------------|---------------------|
| Did the student include information on what he/she noticed about Nicholas Cage's level of self-confidence? For example, is Mr. Cage over-confident or does he possess the right amount of confidence (a balance between low-confidence and high confidence)? | 0 – 10 points            | 11 – 30 points           | 31 – 33 points             |                     |
| Did the student state if he/she felt Mr. Cage was awarded the position?  | 0 – 10 points            | 11 – 30 points           | 31 –33 points              |                     |
| Did the student reply to three of his/her classmates' postings?  | 0 – 10 points            | 11 – 30 points           | 31 – 34 points             |                     |
| Comments   |                          |                          |                            | Total               |

MODULE 1 ASSIGNMENT 6

Answers will vary. This assignment is designed to help the student learn through observation either appropriate or inappropriate behaviors for First Impressions. The instructor should evaluate the student's response based on question 3. If you were Mr. Lowe or Ms. Williams, what could you have done differently? The student's response to this question will indicate how well the student understands the importance of First Impressions.

**Module 1 Assignment 6 Grading Rubric**

| Criteria  | None are present | Some are present | All are present | Total Points |
|---|------------------|------------------|-----------------|--------------|
| Did the student include good and bad attributes for both Ms. Williams and Mr. Lowe? For example, dress and demeanor.  | 0 points         | 1 – 30 points    | 31 – 33 points  |              |
| Did the student include good and bad body language behaviors for both Ms. Williams and Mr. Lowe? For example, posture, eye contact, facial expressions, handshake . . . . | 0 points         | 1 – 30 points    | 31 – 33 points  |              |
| Did the student explain what Mr. Lowe or Ms. Williams could have done differently in the interview?   | 0 points         | 1 – 30 points    | 31 – 34 points  |              |
| Comments  |                  |                  |                 | Total        |

MODULE 1 ASSIGNMENT 7

Answers will vary. The instructor should critique the student's introduction based on the guidelines for Introductions in 1.6.3. Did the student name the most important person first? Did he/she speak clearly and pronounce the names correctly? Did he/she include interesting information about each person in the introduction?

Module 1 Assignment 7 Grading Rubric

| Criteria   | Below Expectation | Meets Expectation | Exceeds Expectation | Total Points |
|--|-------------------|-------------------|---------------------|--------------|
| Did the student video record an appropriate introduction? For example, did the student name the person of higher rank first? Did the student speak clearly and pronounce the names correctly? Did the student include interesting information about each individual in the introduction? | 0 – 15 points     | 16 – 40 points    | 41 – 50 points      |              |
| Did the student upload the video in the assigned discussion board?   | 0 – 15 points     | 16 – 40 points    | 41 – 50 points      |              |
| Comments   |                   |                   | Total               |              |

MODULE 1 ASSIGNMENT 8

Answers will vary. The instructor should evaluate the script based on the guidelines for Greeting Visitors in 1.6.4. For example, does the script have a friendly tone? Did he/she address the visitor by name and include the correct title (Mrs.)?

**Module 1 Assignment 8 Grading Rubric**

| <b>Criteria</b>  | <b>Below Expectation</b> | <b>Meets Expectation</b> | <b>Exceeds Expectation</b> | <b>Total Points</b> |
|--|--------------------------|--------------------------|----------------------------|---------------------|
| Does the script have a friendly tone?  | 0 – 15 points            | 16 – 40 points           | 41 – 50 points             |                     |
| Did he/she address the visitor by name and include the correct title (Mrs.)? | 0 – 15 points            | 16 – 40 points           | 41 – 50 points             |                     |
| Comments   |                          |                          | Total                      |                     |

MODULE 1 ASSIGNMENT 9

Answers will vary. The instructor should evaluate the script based on the guidelines for Telephone Etiquette in 1.6.5. Did the student ask the caller's permission before placing them on hold? Did he/she end the call with an upbeat note, "Have a nice day."

**Module 1 Assignment 9 Grading Rubric**

| <b>Criteria</b>  | <b>Below Expectation</b> | <b>Meets Expectation</b> | <b>Exceeds Expectation</b> | <b>Total Points</b> |
|--|--------------------------|--------------------------|----------------------------|---------------------|
| Did the student ask the caller's permission before placing them on hold? | 0 – 15 points            | 16 – 40 points           | 41 – 50 points             |                     |
| Did he/she end the call with an upbeat note, such as, "Have a nice day." | 0 – 15 points            | 16 – 40 points           | 41 – 50 points             |                     |
| Comments   |                          |                          |                            | Total               |

MODULE 1 ASSIGNMENT 10

Answers will vary. The instructor should evaluate this assignment from the perspective of the student. Some students will feel that Megan’s feelings are valid, while others will advise Megan to accept the criticism as constructive and welcome the growth it can provide.

**Module 1 Assignment 10 Grading Rubric**

| Criteria  | Below Expectation | Meets Expectation | Exceeds Expectation | Total Points |
|---|-------------------|-------------------|---------------------|--------------|
| Did the student include appropriate advice for Megan? For example, Megan should be open to constructive criticism and welcome the growth that it can provide. | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Did the student explain why he/she thought Megan was right or wrong in the way she felt about the upcoming performance evaluation?                            | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Did the student list ways in which Megan could learn from this experience?  | 0 – 10 points     | 11 – 30 points    | 31 – 34 points      |              |
| Comments  |                   |                   |                     | Total        |

MODULE 1 ASSIGNMENT 11

The instructor should look for the degree of creativity in this assignment. Did the student include clip art, graphics, or charts in the brochure? Are several of the components listed in the assignment included in the brochure?

**Module 1 Assignment 11 Grading Rubric**

| Criteria   | Below Expectation | Meets Expectation | Exceeds Expectation | Total Points |
|--|-------------------|-------------------|---------------------|--------------|
| Did the student include clip art, graphics, or charts in the brochure?   | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Are several of the components below included in the brochure? <ul style="list-style-type: none"> <li>• Basic Food Groups</li> <li>• Nutritional Facts</li> <li>• Daily food plan</li> <li>• Healthy Balanced Plate</li> <li>• Food pyramid</li> <li>• Tips for healthy eating</li> <li>• Healthy fast food</li> <li>• A word search</li> </ul> | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Did the student create a front cover and title the brochure?   | 0 – 10 points     | 11 – 30 points    | 31 – 34 points      |              |
| Comments   |                   |                   |                     | Total        |



## ANSWERS TO PRACTICE TESTS

### MODULE 1 PRACTICE TEST 1

1. True
2. False
3. False
4. C – How beliefs effect behavior
5. D – Thoughts

### MODULE 1 PRACTICE TEST 2

1. B – Emotional, intellectual, physical, social
2. True
3. B – 7
4. D – personal appearance
5. B – professionalism

### MODULE 1 PRACTICE TEST 3

1. D – 24
2. False
3. B – 3
4. D – Attendant feature
5. True

### MODULE 1 PRACTICE TEST 4

1. True
2. False
3. False
4. B – yoga
5. C – Calisthenics



ANSWERS TO PROJECT

MODULE 1 PROJECT 1

The instructor should grade the student's paper based on the following criteria:

- Is the paper one to two pages in length and are the sources documented?
- Are the ethical issues surrounding the organization thoroughly explained?
- Has the student included the outcome of an unethical organization or included the ethical qualities of the ethical organization?

**Module 1 Project 1 Grading Rubric**

| Criteria   | Below Expectation | Meets Expectation | Exceeds Expectation | Total Points |
|--|-------------------|-------------------|---------------------|--------------|
| Is the paper one to two pages in length and are the sources documented?  | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Are the ethical issues surrounding the organization thoroughly explained?  | 0 – 10 points     | 11 – 30 points    | 31 – 33 points      |              |
| Has the student included the outcome of an unethical organization or included the ethical qualities of the ethical organization? | 0 – 10 points     | 11 – 30 points    | 31 – 34 points      |              |
| Comments   |                   |                   |                     | Total        |



ANSWERS TO TEST

MODULE 1 TEST 1

|       |       |
|-------|-------|
| 1. F  | 11. C |
| 2. T  | 12. B |
| 3. T  | 13. A |
| 4. T  | 14. A |
| 5. F  | 15. B |
| 6. F  | 16. A |
| 7. F  | 17. D |
| 8. T  | 18. C |
| 9. F  | 19. C |
| 10. F | 20. B |
|       | 21. C |
|       | 22. A |
|       | 23. D |
|       | 24. B |
|       | 25. B |

26. Answers will vary. (Section 1.4.2)

27. Answers will vary. (Section 1.2)

TRANSCRIPTS

VIDEO 1 TRANSCRIPT – INTRODUCTION

Hello, how are you today. I am Janice Steele. I am your instructor for Module 1, Developing Emotionally and Physically. Module 1 is designed to help you improve your self-belief. Self-belief the foundation of success. By evaluating where you are and where you would like to be, both personally and professionally, you will work toward becoming the successful person of your dreams. You will spend time developing your professional image and improving your work ethics. Also, we'll discuss the benefits of a healthy life style. Watch the video, Simple Truths; it will set the tone for what you are about to experience in Module 1.

VIDEO 2 TRANSCRIPT – THE POWER OF ATTITUDE BY MAC ANDERSON

[Upbeat music plays throughout the video – no spoken words]  
The Power of Attitude by Mac Anderson

[Picture of a light house at sunrise/sunset] Dreams – A journey of a thousand miles begins with a single step – Chinese Proverb

[Picture of a winding river in a peaceful mountainous region] Passion – Belief fuels passion, and... passion rarely fails. M. Anderson

[Picture of lit match] People are like sticks of dynamite. The power's on the inside... ...but nothing happens until the fuse gets lit.

[Picture of sunrise over a body of water with two large rock formations and the sun is centered between them] Courage – Courage does not always roar. Sometimes it is the quiet voice at the end of the day, saying, "I will try again tomorrow."

[Picture of two rock formations during the daytime with an ocean view between the rock formations] Goals – Take the long view... one day at a time.

[Picture of a tree that is fully yellow on an island. Reflection of the tree is seen in the water and there is high grass at the front of the Picture.] Stay Positive – You become what you think about. – Earl Nightingale

[Picture of "sunny" clouds] Attitudes – Truly are contagious, so ask yourself one question... Is mine worth catching?

[Picture of an orange tree in a snow drift with one orange hanging from a branch] Simplicity – Things that matter most must never be at the mercy of things that matter least. – Goethe

[Close-up Picture of purple flowers in a field.] Laughter – Laughter is sunshine in any life. – William Thackeray

[Black screen] Laughter is your heart's way of telling your face to smile. – D. Green

[Rock mountain with a two trees growing out of a crevice in the rock mountain] Expect the Best – It's a funny thing about life; if you refuse to accept anything but the best, you very often get it. – W. Somerset Maugham

[Pink toned Picture of red and blue flowers ] Kindness – It's not the things you get, but the hearts you touch, that will determine your success in life.

[Sunset Picture of a lake with a bird in silhouette on a stem of sea grass or other tall type of grass] Sing Your Song – A bird does not sing because it has an answer. It sings because it has a song. Chinese Proverb

[Picture of child and father on a bike. Child is smiling] Love – Love doesn't make the world go round. Love is what makes the ride worthwhile. Franklin P. Jones

[Field of white and pink flowers] Renewal – The will to win... the will to achieve... goes dry and arid without continuous renewal. Vince Lombardi Jr.

[Black screen] In many ways, we're alike. However one little difference always make a big difference. The little difference is ...

[Picture of water rushing over the falls with a rainbow in the background.] ATTITUDE

## VIDEO 3 TRANSCRIPT – DEFINING SUCCESS

Hello again. I hope you enjoyed the Simple Truths video. What was your favorite saying or quote in the video? My favorite saying is the quote about courage. Courage does not always roar, sometimes it's the quiet voice at the end of the day saying, I will try again tomorrow. Today, we're going to talk about success, defining success, and we are going to begin with the question -- What does success mean to you? Is it a new house, a new car, lots of money, or maybe it's being a good mom or dad? We're all individuals so success means something different to each one of us. It is a personal journey. It is not just about money or status, it is a feeling of accomplishment. Success to me means being a good mother, a good grandmother, a good sister, and wife. It means motivating my students to succeed. It means spending quality time with family and friends. In order for you to stay focused on reaching your full potential, you must have a clear Picture of what success means to you. Read the material in 1.1, watch the videos, and complete the assignments. In assignment 1 you are going to be asked to define what success means to you. Once you do that you will choose from a list of characteristics that are common to successful people. You will choose characteristics that you need to develop in order to become successful. Also you will evaluate some undesirable characteristics. Characteristics that may be standing in the way of your becoming successful; and of course, you will want to get rid of those. Pay close attention to the Warren Buffet video. What does Mr. Buffet say that you need, what characteristics do you need to develop in order for you to become successful.

## VIDEO 4 TRANSCRIPT – WARREN BUFFETT, MBA TALK – PART 1

Testing 1 million, 2 million, 3 million. It seems to be working.

I like to just say a few words out momentarily and then the highlight for me will be getting your questions in a few minutes Cause that's ah I wanna talk about what's on your mind. I urge you to throw hard balls since more fun for me. If you put a little uh speed on the pitches as they come in and if you can ask about anything except the last week's Texas A&M game. That's off limits. We have a couple men from SunTrust. I was just up in the Coke meeting and I sat next to Jimmy Williams who ran SunTrust for many years. And uh he wanted to be sure that I wore this SunTrust shirt down here. I've tried to get sponsorship on the senior golf tour. I haven't had much luck. But now the bankers tour I'm doing a little bit better at that. They said I got a percentage of increase in deposits on games also. So all go out for SunTrust, good ole' SunTrust

I would like to talk for just one minute up to the students. 'Bout about your future when you leave here because there's... Your gonna' learn a tremendous amount about investment, ah to learn to learn enough to do well. You, we've all got the IQ to do well, you've all got the initiative and energy to do well in or you wouldn't be here. Ah and most have your will to succeed and in meeting your aspirations. But, in determining whether you succeed there's more to it than intellect and energy and I'd like to talk for just the second. That in fact. There was a fellow that people in Omaha say they looked for three things when hiring people... look for integrity, intelligence and energy. And he said I if the person didn't have the first two, then the latter two would kill them. Because if they don't have integrity you want them dumb and lazy, you don't want them smart and energetic.

Ah and I really like to talk about that person because we know you about the second two and ah play along with me a little game for just a second. And in terms of thinking about that question that we've all been here I guess almost all of your second year MBA's and have gotten to know your classmates and think for a moment: that I granted you the right to buy 10% of one of your classmates for the rest of his or her lifetime. You can't pick one with a rich father that doesn't count you gotta' pick 'em, pick somebody who's going to do it on their own merits, and I gave you an hour to think about which one are you going to pick among your classmates is the one that you are going to hold 10% of for the rest of their lifetime.

And are you going to give them an IQ test? Pick the one with the highest IQ? I doubt it. I, you going to pick the one with the best grades? Uh, I doubt it. Uh, you're not even going to pick the most energetic one necessarily. Or the one that displays the most initiative, but you're going to start looking for qualitative factors in addition because everybody's gotta' enough brains here and enough energy. And I would say that if you thought about for an hour, decided who your gonna' place that bet on you'd probably pick the one who you responded the best to. Cause the one that's gonna' have the leadership qualities, the ones who are going to get other people to carry out their interests, and that would be the person who is generous, honest, and who gave credit to other people even for their own ideas all kinds of qualities like that. And you can write down those qualities that you admire in this other person, whoever you admire most in the class, and then I would throw in a hooker. I would say as part of owning 10% of this person who had agree to go short 10% of somebody else in the class. Uh, that's more fun isn't it? And then you think, who do I want to go short on? And again you wouldn't want to pick the person with the lowest IQ or you would start thinking about the person really who turned you off for one reason or another; who had various qualities quite apart from their academic achievement. They had various qualities that you just didn't really want to be around them. And other people didn't want to be around them. And what were the qualities that lead to that? But it'd bet a whole bunch of things, and I'll bet it's the person who's egotistical; the person who's slightly dishonest, cuts corners. All these qualities and you can write those on the right hand side of the page and when you look at that

[Mr. Buffet is having trouble with the microphone and says "I don't know which I'm using – Can you hear me OK with this? Fine" Person replies "use the one on the side." Mr. Buffet: "What do I do with it?" Reply: "It just came loose." Mr. Buffet: "Oh, it just came loose, OK. You can see why I avoid technology. Chewing gum is about as far as I get."]

As you looked at those qualities on the left and right hand side, there's one interesting thing about them. It's not the ability to throw a football 60 yards. It's not that ability run the 100 yard dash in 9.3. It's not being the best looking person in the class. They're all qualities that if you really wanna' have the ones on the left hand side, you can have them. I mean they are qualities of behavior, temperament, character, that are achievable. They're not forbidden to anybody in this group. And if you look at the qualities is on the right hand side, the ones that you find turn you off and other people, there's not there's not a quality there that you have to have. You have it, you can, you can get rid of it. And you get rid of a lot easier you're age than at my age because most behaviors is habitual. And they say the chains of habit are too light to be felt until they're too heavy to be broken.

And there's no question about, I see people these self-destructive behavior patterns. At my age or 10 or 20 years younger and they really are entrapped by them they go around and they do things that turn off other people right and left. And they don't need to be that way. But by a certain point, they get so they can hardly change it. But your age, you can have any habits, patterns of behavior that you wish. It's simply a question of which you decide and when you decide. If you like Ben Graham did this, Ben Franklin did it before him. A Ben Graham in his low teens looked around and a look at the people he admired. And he said you know I wanna' be admired. So he just behaved like them, and he found there was nothing impossible about behaving like them. And some money, he did the same thing and on the reverse side in terms of getting rid of those qualities. So, I would suggest that if you write those qualities down and think about them a little while and make them habitual.

You'll be the one that you wanna by 10 percent of when you get all through it. The beauty of it is you already own a hundred percent. You're stuck with it so you might as well be that person as somebody else. Well that's a short little sermon, so let's get on to what you're interested in. And like I say you can go over all the lot, so I don't know exactly how we're going to handle this but let's start with a hand here some place or other. Where do we go for the first one? Yeah right here.

[student asks "What are your thoughts about Japan?"] My thoughts about Japan? I'm not a macro guy. Now I say to myself, but Berkshire Hathaway can borrow money for ten years at one percent in Japan now 1 percent. I say to myself, gee I took Grahams class 45 years ago and I have been working hard at this thing all my life. Maybe I can earn more than one percent, if I really worked hard at it. One percent, I

thought here, doesn't seem impossible. Does, so I wouldn't want to get involved in currently risks, so I'd have to do it in something that was yen denominated. So I have to get, I have to be in Japanese real estate or Japanese business or something this sort and beat. And all I have to beat, one percent. That's all the money it's gonna' cost me and I can get it for ten years. So far I haven't found anything, so, ah. It's kind of interesting, the Japanese companies earn very low returns on equity and they have a buncha' businesses that earn four, five, six percent on equity. And it's very hard to earn a lot as an investor when the business you're in doesn't earn very much money.

Now some people do it. In fact I've got a friend, Walter Schloss, who worked with Graham at the same time I did. And it was the first way I went about stock to buy stock, selling stocks way more than working capital; very cheap quantitative stocks. I called the cigar butt approach to investing. As in you walk down the street and you look around for a cigar butt someplace. And you finally see one and it's soggy and kinda' repulsive. But there's one puff left in it, and so you pick it up. And the puff is free; I mean it's a cigar butt stock. I mean you get one free puff out of it and then you throw it away. And you walk down the street and try to find another one. And I mean it's not elegant but it works. If you're looking for a free puff it works. Those are low return businesses, but time is the friend of the wonderful business. It's the enemy of the lousy business. If you're in a lousy business for a long time, you're gonna get a lousy result even if you buy a cheap. If you're in a wonderful business for a long time, even if you pay a little too much going in, you're gonna get a wonderful result if you stay in a long time. I find very few wonderful businesses in Japan at present. Now they may change the culture in some way so that management's get more stockholder response over there, and returns are higher. But at the present time you'll find a very a lot of low return businesses, and that was true even when the Japanese economy was booming. And it's amazing they had an incredible market without incredible companies. Ah, they were incredible in terms of going on a business, but they weren't incredible in terms of the return on equity that they achieved. And that's finally caught up with them so we have so far done nothing there. But as long, as much as 1 percent, I'll keep looking.

Yeah

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## VIDEO 5 TRANSCRIPT – INTRODUCTION MODULE 1.2

What did you think about the Warren Buffet video? You know I really like Mr. Buffet and I agree with Mr. Buffet. If we are going to invest, we should invest in ourselves first. Today we are going to talk about the effects that beliefs have on behaviors. Have you ever thought about the effects that beliefs have on behaviors? There is a strong correlation between beliefs and behaviors. When our beliefs are positive, we improve our chances of success and when our beliefs are negative, we limit our chances of success. The key to changing your beliefs is changing your thoughts. You must find a way; you must silence that negative inner voice and replace negative thoughts with positive thoughts. Read the material in 1.2 and complete the assignments as you go. In assignment 4 you're going to be asked to list your negative thoughts for 1 week. At the end of the week you will replace those negative thoughts with positive thoughts. Over time re-framing your thoughts will become more natural to you and as a result impossibilities will become realities.

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## VIDEO 6 TRANSCRIPT – THE FOX AND GRAPES – AESOP'S FABLES

Hi, we're Annie, Ben and Mango, and you're watching us on hooplakids.

One day hungry fox came across a rich and luscious grapevine. A bunch of ripe grapes were hanging from a height a good way above the ground. The fox made several attempts to jump up and pluck the grapes, but his efforts where in vain. Tired and hungry, he walked off grumbling and murmured, "I'm sure those grapes where nasty and sour. I'm glad I could not reach them. They would definitely not worth eating." It is easy to belittle what you cannot obtain. The Fox spoke badly the grapes only because he

could not reach them, and was forced to go away hungry. To lessen his disappointment of not getting what he wanted, he comforted himself with the idea the group was sour.

VIDEO 7 TRANSCRIPT – SUSAN BOYLE – I DREAM THE DREAM, BRITAIN’S  
GOT TALENT, 2009

[Simon] Hi, what’s your name darling?

[Susan] My name is Susan Boyle.

[Simon] Ok Susan, where’re you from?

[Susan] I’m from Blackburn, near West Lothian.

[Simon] That’s a big town.

[Susan] It’s a collection of, a collection of, a collection of villages. Had to think there.

[Simon] And how old are you Susan?

[Susan] I am forty-seven. [she swivels her hips] and that is just one side of me.

[cheers, laughter]

[Stage hand swivels hips and says “hello”]

[Simon] Wow. OK. What’s the dream?

[Susan] I’m trying to be a professional singer.

[Simon] And why hasn’t it worked out so far, Susan?

I’ve not given the chance before, but here’s hopin’ it’ll change.

[Simon] And who would like to be as successful as?

[Susan] Elaine Paige.

[Susan] Elaine Page.

[Simon] What are going to sing tonight?

[Susan] I’m going to sing “I Dream the Dream” from Les Miserables.

[Simon] OK. Tapes on

[laughter]

[Stage hands say, yea, yea. Stage hand gives a thumbs up sign.]

[music starts to play]

[Susan starts to sing – lyrics below]

I dreamed a dream in time gone by

When hopes high

And life worth living

[stage hand says You didn’t expect that, did you!]

I dreamed that love would never die

I dreamed that God would be forgiving

Then I was young and not afraid

When dreams were made and used and wasted

There was no ransom to be paid

No song unsung

No wine untasted

But the tigers come at night

With their voices soft as thunder

As they tear your hope apart

As they turn your dream to shame

[stage hand says “WOW!” Look at that!]

And still I dream he'll come to me  
That we will live the lives together  
But there are dreams that cannot be  
And there are storms we cannot weather!

I had a dream my life would be  
So different from this hell I'm living  
So different now, from what it seemed  
Now life has killed the dream I dreamed

[applause, standing ovation]  
[Susan blows the audience a kiss]  
[Amanda] Wait!  
[Simon] Hello  
[Pierce] Hey come back here!  
[stage hands says "Go back, go back" and waves her back toward the stage.]  
[Simon] Alright, thank you very much.

[Simon] Let's hear from Pierce.  
[Pierce] Without a doubt that is the biggest surprise I've had in three years of the show. When you stood there with that cheeky grin and said that I want to be like Elaine Paige, everyone was laughing at you. No one is laughing now. That was stunning. An incredible performance. Amazing, I mean really. How about you, Amanda?  
[applause]

[Amanda] I'm so thrilled because I know that everybody was against you. I honestly think we were all being very cynical and that's the biggest wake-up call ever. And I just want to say that it was a complete privilege listening to that. It was inspirational.  
[applause]

[Simon] I knew the minute you walked out [laughter]  
[Susan] Ah Simon!  
[Simon] On that stage that we were going to hear something extraordinary, and I was right.  
[laughter]  
[stage hand says: That's a lot of tosh.]  
[Simon] Susan, you are a little tiger aren't you?  
[Susan] I don't know what that means.  
[Simon] Moment of truth. Pierce yes or no?  
[Pierce] The biggest yes I've ever given anyone  
[Applause]  
[Simon] Amanda?  
[Amanda] Yes, definitely. It's brilliant.  
[Susan] Amanda, you too?!  
[Amanda nods yes]  
[Simon] Susan Boyle, you can go back to the village, with your head held high with three yeses.  
[Susan does a victory dance on stage]  
[Susan] yea!!! [curtsey] Thank you!  
[Susan walks off stage – pans to standing ovation of audience and then back to Susan who blows a kiss to the audience]

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**VIDEO 8 TRANSCRIPT – SELF- FULFILLING PROPHECY**

How did your assignment on replacing negative thoughts with positive thoughts go? I hope it went well and I hope you are well on your way to positive thinking. Today we are going to talk about self-fulfilling prophecy. What is a self-fulfilling prophecy? Robert Merton coined the phrase self-fulfilling prophecy. He defined it as a belief that comes true because you already act as if it is true. Read about Dr. Robert Rosenthal's study on self-fulfilling prophecies. What you will learn is - the power of beliefs is that they often come true. In assignment 6 think about a time that a self-fulfilling prophecy (either positive or negative) came true for you or someone you know.

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**VIDEO 9 TRANSCRIPT – MODULE 1.2.4 VICTIM OR NON-VICTIM**

Hello again. Today we are going to talk about victims and non-victims. Are you a victim or a non-victim? We all know people who see themselves as victims. They think only bad things happen to them. They just ooze negatively. I want you to take a moment and visualize someone that you know that sees themselves as a victim. Do you enjoy being around that person? Well of course not. Certainly I hope that you do not have a victim mentality. If you do you may find yourself saying things like "Why Me?" or "Life is not fair". It is important for you to know if you have a victim mentality that you can change that mentality simply by changing the way that you think. Take responsibility for your life, you can choose how to respond to life's situations. Read the case study about Angela and in the discussion board answer the questions. Is Angela a victim or a non-victim? Does Angela have control over her circumstances?

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**VIDEO 10 TRANSCRIPT – MODULE 1.3 IMPROVING SELF-ESTEEM**

Hello again. What did you decide about Angela? Is she a victim or non-victim? In my opinion Angela is a victim. She did have time to get in to the library to do her online homework assignments. She was just making excuses. Today, we are going to talk about improving self-esteem. We all know about the importance of self-esteem. Without a healthy dose of self-esteem, we can't possibly become successful. The right amount of self-confidence is a balance. It is a balance between low- confidence and high-confidence. If your confidence is low, you probably have a fear of failure: and, as a result, you avoid trying new things. If your confidence is high, we sometimes refer to that as being cocky, then you may over estimate your capabilities and as a result, you may crash. But with just the right amount of confidence, which again is a balance between low-confidence and high-confidence; you will come across as being capable and sincere. Read the material in 1.4 and complete the assignments. Watch the movie clip of Nicholas Cage in the Family Man and then in the discussion board answer the question - What did you notice about the level of Mr. Cage's self-confidence?

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**VIDEO 11 TRANSCRIPT – THE FAMILY MAN (8/12) MOVIE CLIP – INTERVIEW AT THE OLD JOB**

And I know people –

Oh, I'm sure you do. –

Take you, for instance, Alan. You have a certain energy about you, an active kind of energy. I wouldn't be surprised if you drank about 16 Diet Cokes a day. You're an excellent father, but you feel guilty about the time you spend away from home. You drink bourbon, but you offer your clients Scotch. And your wife decorated this office.

He certainly seems to have your number.

You're a little tougher, Peter. For one thing, you like expensive things.

That's easy. You've seen my car.

You smoke Hoyo de Monterreys. You're a Scotch man, single malt, not because it's trendy but because you've been doing it for the last 40 years... and you like to stay with what works. You have two great loves in your life: your horses...and this company. And you're a man who prides himself in finding talent in unusual places.

How would you know that?

Because I'm here. I'm prepared to do whatever it takes to get this job. I'll start wherever I have to start. I'll park cars if I have to. The biggest part of judging character is knowing yourself, and I know this: I can do this job. I can. Give me a chance, Peter. I won't let you down.

Alan, why don't you show Jack around?

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#### VIDEO 12 TRANSCRIPT – MODULE 1.3.1 SELF-BELIEF CYCLE

Hello again. Did you enjoy the movie clip of Nicholas Cage in the Family Man? Mr. Cage is one of my favorite actors and yes I think he had the right amount of self-confidence. He wasn't overly-confident and he certainly was not under-confident. Today we are going to talk about the self-belief cycle and we are going to start with the question – Are you your best friend or worst enemy? How many times have you set on the side lines because of a fear of failure? People who lack self-confidence struggle to become successful. How can you expect another person to think highly of you if you don't think highly of yourself? When you believe in yourself you can accomplish great things. Confidence in your own abilities has a cyclical effect. The harder you try the better the outcome. When the outcome is good, you try even harder the next time and that cycle just continues on and on. Take the self-test quiz, test your level of self-confidence and then follow the suggestions for improving self-confidence that are outlined in 1.3.

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#### VIDEO 13 TRANSCRIPT – MODULE 1.3.2 UNLIMITED POTENTIAL

Hello again. I hope you are following the suggestions for improving your self-esteem that is outlined in 1.3 and I hope that you are well on your way to improving your self-esteem. Today we are going to talk about unlimited potential. You know our potential is truly unlimited -- it is what we can become. There are lots of reasons why many of us never reach our full potential -- we may be lazy, we may have a fear of failure, fear of the unknown, or maybe we just don't have any vision. To reach your full potential, you must be willing to overcome the obstacles that are standing in your way. You must face fear head on. You must not be afraid to change -- change can be exciting. Don't let fear stand in the way of reaching your full potential. Remember failure is just a poor result that can be changed if you keep trying. The one sure way to fail is to quit.

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#### VIDEO 14 TRANSCRIPT – POSITIVE SELF-IMAGE

Today we are going to talk about projecting a positive image of yourself and your organization. And we will begin with the question, "What is Self-image?" Self-image is how you perceive yourself. Your image is a reflection of not only your appearance, but your attitude and behavior as well. When you go to work you

are representing not only yourself, you're representing the organization where you work as well. People are constantly watching you, so it is important to project a positive, professional image. The following are some tips for projecting a positive self-image. Stop thinking negatively- quit beating yourself up. Replace negative thoughts with positive thoughts. Rather than, "I can't do that." Try telling yourself, "I will never know if I don't give it a try."

Celebrate your accomplishments -- reward yourself. For the accomplishment of a small task, you may want to simply take a brief break. For the accomplishment of a larger task you can reward yourself with something more tangible; such as, a celebration dinner or a movie. Choose something that you really enjoy doing as your reward. For me, I celebrate with a cup of coffee from Panera Bread after I teach an evening class. I recently paid off a loan and celebrated with dinner at my favorite restaurant. When you take the time to celebrate your accomplishments, you gain confidence and renewed energy for what is to come next. Accept that you are a human being -- you can't possibly be all things to all people. Be realistic with what you can accomplish.

Don't be a perfectionist -- people who are perfectionist are never happy with themselves -- nothing is ever good enough. Accept that you are a human being and simply do the best that you can do. Quit criticizing yourself -- don't second guess yourself. It can have devastating effects on your self-esteem. Self-criticism is self-defeating. If you want to feel better about yourself, turn off the self-criticism and be kind to yourself.

Stop feeling guilty -- guilt can be paralyzing. Don't dwell on what could have been . . . move on with your life. Be nice to yourself -- take time out from a busy day to just be you . . . relax, take it easy for a while. By disconnecting from the hustle and bustle of the day, you can recharge. I take time out in my rocking chair with a cup of coffee. Be your own best friend -- love yourself. The next time you get down on yourself, stop and think about this. Would a true friend kick you when you are down? True friends appreciate you for the person you are and love you unconditionally. Shouldn't you do the same for yourself? Look on the bright side -- count your blessings. Even on bad days there is something to be thankful for. Don't get caught up in what you "don't have" focus on what you "do have . . . a roof over your head, a loving family . . . . Forgive yourself -- it is necessary to forgive yourself so you can get on with your life. Studies have shown that people who are unable to forgive are more prone to disease and illness. Focus on what you can do, not on what you can't do -- dwelling on what you can't do will get you absolutely nowhere. Focus on what can do and don't waste your time on the things that you can't.

I wish you the best as you follow these tips for projecting a positive self-image.

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## VIDEO 15 TRANSCRIPT – FIRST IMPRESSIONS

Hello.

Hi Ms. Williams, how are you? I've been expecting you.

Oh, Thank you. I am fine. I'm Mr. Lowe

Please have a seat.

Thank you. Okay [door is closed]

Let's go ahead and get started. As you know we are here to interview for the AOT Department Chair position. So, I'd like to ask you a few questions.

Alright.

And then if you have any questions you'd like to ask me, feel free to do so. So first question is, "Why are you interested in the position of department chair? Well, I have a passion for education.

Um hum. And I have served in positions leadership for and when I saw that this job was available, I said I can do that. I um feel like with the experience and the training and education that I have, I feel like that I will be successful and carrying out all the aspects of the job.

[Mr. Lowe has a yes- head nod]

OK. Very good. OK

Are there any questions you would like to ask me?

I would like to know um Would I get any York Technical training for this position? I know what I've done for, but would there be something that's specific to your Technical College.

Absolutely. We pride ourselves on professional development here campus-wide. And they are typically on Fridays. An so we always encourage our faculty and staff to take part in that when it happens. That is in-house. We have quality facilitators by to train and which we would encourage you to take full advantage of that. Absolutely.

OK. And that's interesting to hear. That was one of my doubts. I felt good about the position, that I could really do it. But I just want it to do things the York Technical College way.

Absolutely. And that contributes to maximizing student success by exposing our faculty and staff to professional development. And in turn it is going to make you a quality department chair. Thank you.

OK. I think so. Thank you.

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## VIDEO 16 TRANSCRIPT – CHARACTERISTICS OF A PROFESSIONAL

Today we are going to talk about the characteristics of a professional. What does it mean to being a professional and why is it important? The Merriam-Webster dictionary defines professionalism as "the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well."

Professionals have earned the respect of their co-workers and clients. They are successful and among the first to be promoted. Professionals take pride in their appearance and their behavior.

Professionals add value to the organizations in the following ways: Professionals dress appropriately -- they look the part.

Professionals display confidence and enthusiasm -- they have a firm belief in their abilities and they inspire others. Professionals become experts in their fields -- they attend seminars and take advantage of continuing education offered through their employer. They obtain job related professional designations and join professional organizations.

Professionals perform to the best of their abilities at all times - they take the initiative to get things done without waiting to be told what to do. Professionals stay current with the necessary knowledge and skill of their trade – they know the company's policies and procedures and they stay on top of any changes. They continuously educate themselves so they can stay ahead of the curve.

Professionals exceed expectations -- they do the unexpected. For example, recently we had the dormers on our house stained. The painter had to clean them with a pressure hose before applying the stain. He noticed our garage doors needed cleaning and pressure washed them as well (of course, at no charge). It really is the small things that make such a difference.

Professionals deliver on promises – they don't overpromise and under deliver. They do what they say they are going to do. Professionals communicate (verbally and written) in a clear and concise manner -- they respond promptly to phone messages and return e-mail messages within 24 hours. Messages are grammatical correct and error free. Professionals remain level headed and calm in stressful situations -- they are always in control and never resort to retaliation. For example, an irate customer is complaining about a doll that she ordered for her granddaughter's birthday party. The doll has not arrived and no one has called to tell her about the delay. As the customer service representative you remain calm, do not resort to retaliation (even though the customer is extremely rude), you are sympathetic and find a solution that is acceptable for the customer.

Professionals are organized -- they keep their work area organized and neat (including their briefcase).

Professionals practice good manners and proper etiquette -- they are polite and thoughtful to everyone. For example, when was the last time that you took the time to say thank you to the custodian for clean restrooms or stopped to thank the security officer for providing a safe work environment.

Professionals have high ethical and moral standards -- they are honest. They keep their word and can be trusted.

Professionals respect and encourage others -- they encourage others by letting them know that what they do matters. Professionals help others -- they are always willing to help a co-worker or volunteer in the community.

I hope you recognized yourself in many of the characteristics of a professional that we just covered. If you found an area that you are weak in, make a concerted effort to improve that particular characteristic.

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## VIDEO 17 TRANSCRIPT – SOFT SKILLS PROFESSIONALISM

Good Morning Jason.

Good Morning Ramon.

You're late Jason.

I know Ramon.

Second time this week Jason.

I know Ramon.

What are you going to do about it Jason?

OK, I know, I get it.

You'd better get it. We have a thing around here called professionalism. Professionalism means getting to work on time.

OK, I know, I get it.

You'd better get it. Alright, we have a truck to unload. Let's go. Tuck in that shirt-tail, alright.

Ready for a lunch break?

Sure.

Not bad, not bad, you done?

Yea, I'm done. Straightened up those shelves just like you told me to.

Why didn't you straighten up those other shelves while you were at it?

You didn't tell me to do that.

So you just do only what I tell you to? You don't have any initiative on your own?

You know we have a little thing around here called professionalism.

Yea, yea.

And professionalism means if you see something that needs to be done, you do it without anybody telling ya.

OK. I'll do these shelves after lunch and I'll make sure the rest are straight too.

You're working me hard today Ramon.

Yea, well you did a good job. And hard work is good for you.

Hey, Ramon. Can I leave that stuff there and get it first thing tomorrow morning?

Yea, you could, but we have a little thing around here

called professionalism. I know. Alright, I'll get it now.

You're learning pall.

Every job demands professionalism. Professionalism means conducting yourself with responsibility, integrity, accountability, and excellence. It means communicating effectively, and finding ways to be productive. Every employer expects you to conduct yourself in a professional manner. If you do that, you'll be a highly prized employee.

To find out more, just log onto the website. [<http://www.dol.gov/odep/>]

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**VIDEO 18 TRANSCRIPT – EMPLOYING GOOD WORK ETHICS**

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Today we are going to talk about employing good work ethics and we're going to begin with the question -  
- What is work ethic? A strong work ethic includes a positive and productive approach to work. Workers with a strong work ethic are sought after by employers. Their willingness to work hard and go beyond what is expected does not go unnoticed. They are at the top of the list when promotions arise and the bottom of the list when the company decides to downsize.

A strong work ethic earns them a reputation of excellence in their field. Individuals with a strong work ethic generally display the following characteristics: Punctuality -- being on time is respectful . . . an essential characteristic for success. Being on time shows that you are organized, you can be counted on, and that you value the time of others. When you arrive on time, your nerves aren't frazzled and you can be at your best.

On the other hand, showing up late for work indicates a "don't care" attitude. It shows a serious lack of respect and has a negative impact on your career.

Regular Attendance -- Attendance is a valued work ethic. Regular attendance and punctuality improve the success of the individual and the organization.

Absenteeism is disrespectful. It results in low productivity and has a negative impact on the company's bottom line. Also, it has the potential to cause bad feelings with your coworkers who are forced to pick up the slack when you are not at work.

Dependability -- Dependability can be defined as being trustworthy. People who are dependable keep their promises. They don't make excuses. If they are unable to follow through as promised, they renegotiate. For example, in a customer service setting, suppose you promised a customer that the item they ordered would arrive the following Wednesday. On Tuesday, you learn that the shipment will be delayed. What should you do?" Immediately call the customer to inform them of the delayed shipment and arrange for another delivery date. Follow-through is a major factor in establishing long-term relationships -- the essence of success.

On the other side of the coin is the person who cannot be depended upon. Unfortunately, this person will be passed over when opportunities arise in the workplace. This person will lose the respect of coworkers and clients. Are you dependable? . . . Can you be counted on to get the job done?

Honesty -- Honesty means being truthful -- the most important characteristic of a strong work ethic. We have all hear the old saying, "Honesty is the best policy." Honesty builds trust and good relationships are built on trust. Trust is not something you automatically get from another person -- trust must be earned. Your honesty -- or lack of it -- says a lot about the type of person you are. When you make a mistake, do you own up to it, blame someone else, or attempt to cover it up? Dishonesty, cover-ups, and stretching the truth will get you absolutely nowhere. Be honest in your everyday dealings with coworkers and clients . . . your integrity is the most valuable asset you have.

Reliability -- Reliability is one of the keys to professional success. Who do you go to when you need help - the person who cannot be counted on or the person who gets things done? Of course, it is the reliable person. When co-workers ask for help you should provide that help. If your plate is already full and you can't, then say "no" and explain why. Most people will understand if you are assertive and explain your reasons in a sincere and kind way. The benefit of being reliable is that people trust you. Reliable people are in line for pay raises and promotions.

Pride in Work -- People with pride place value in every aspect of their work. They are conscientious about the condition of their work area, the quality of their work, and the way they interact with coworkers and clients. People who take pride in their work create a more positive working environment. Another benefit

of taking pride in their work is that it enhances their reputation. Of course, we all know people who only do enough to get by. What type of person are you? Do you take pride in your work or do you do just enough to get by?

Fairness -- be fair to your employer -- put in a day's work for a day's pay. Don't spend time on the phone with your friends when you should be working. Don't use the computer for personal matters and don't use email to send personal messages. The fair person does not take credit for another person's ideas as well. If you are in a position of leadership in your organization, you should avoid favoring some people over others. Favoritism results in low morale and damages productivity.

Confidentiality – Confidentiality means the ability to keep information private. Your role as an employee is to follow the procedures outline by your organization to safeguard the privacy of your coworkers and clients. Confidentiality also means not repeating information that was told to you in a confidential manner. We commonly refer to this as gossip. If you are a gossip, people will lose respect for you and stop trusting you.

Make every effort to employ these work ethics on a daily basis. You will earn a reputation of excellence in your field and you will not go unnoticed when promotions arise.

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## VIDEO 19 TRANSCRIPT – COURTESY AND MANNERS

Today we are going to talk about proper business etiquette and we are going to begin by talking about courtesy and manners. Courtesy and good manners are important attributes that show you care. They are crucial for leading a successful and confident life. Always be respectful, tolerate, considerate, and kind to others. Saying "please", "thank you", or "excuse me", or offering to allow another person to enter the elevator before you, are all small things. Yet the smallest act of kindness can make a huge difference in the life of another person. It costs nothing, yet the benefits are endless. When we are courteous to other people we feel good about ourselves in the process. I was raised to say "please", "thank you", and "excuse me." People do take notice when you are courteous and respectful. It is never OK to be discourteous or disrespectful to another person. Most people will avoid rude and discourteous people. The lack of manners is not only inconsiderate; it is a handicap that will hold you back in your professional life and personal relationships.

Basic Etiquette- Say "please" and "thank you" to everyone Say "excuse me" when appropriate, and "I'm sorry" for even the smallest of mistakes. Be on time. Hold the door for the next person that is entering or leaving. Offer your seat to the elderly, physically handicapped, or expecting mom.

Congratulate people -- offer your congratulations to someone who has recently gotten married, celebrated the birth of a child, or received a promotion . . . . Give and receive compliments graciously

Never interrupt the other person. Don't gossip or talk only about yourself. Don't pry or ask personal questions. Don't point. Speak properly - not too loud or too fast and of course avoid slang. Don't rummage through or look at another person's personal belongings. Be a courteous driver. Greet people with the appropriate titles -- "Mr." or "Mrs." or use "sir" or "ma'am." For example, "Hello, Mrs. Steele, how are you today."

Write thank you notes -- when someone gives you a gift or goes out of their way to be particularly nice to you. It is preferable to send a hand-written thank you note. However, a thank you e-mail will suffice in a workplace setting. Do not use your cell phone when you are being served or standing in line to be waited on. Cover your nose and your mouth when you sneeze in public.

Be aware of invading another person's space. An arm's length is appropriate for most situations. Use common courtesy and good manners when using technology to communicate- Always say "thank you" in

all forms of communication. All messages including phone, text, and e-mail messages should be brief and to the point.

Turn off your cell phone or place it on vibrate if you are in a meeting or anytime the ring of the cell phone will interrupt other people.

Respond to e-mails within 24 hours. If you can't respond then let the sender know that you received their message and that you will respond within a certain time frame. Use "blind copy" when sending e-mails to large groups of people.

Remember to practice your good manners in all forms of communication. These are all small acts of kindness, yet they make a huge difference.

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## VIDEO 20 TRANSCRIPT – DINING ETIQUETTE

Hello, how are you today? Today we are going to be talking about proper business etiquette and we are going to focus on dining and restaurant etiquette.

In a dining environment your dining etiquette speaks volumes about you as a professional. As the host of a business meal, you will want to select a restaurant that will allow you to make reservations. Arrive 10 or 15 minutes early so that you will be there to greet your guests as they arrive.

Table manners are an important part of presenting a professional image. Follow these guidelines: Don't place anything on the table. That includes your glasses or your pocketbook.

Leave your cell phone behind or turn it off.

Sit up straight and don't put your elbows on the table.

Make eye contact with your host as well as your other guests.

Don't start eating until everyone at the table has been served.

Chew with your mouth closed and of course don't talk with food in your mouth.

Once you pick up a piece of silverware, don't place it back on the table, place it on your dish. And never reach across the table; always ask to have something passed.

Everything gets passed to the right.

Pass the salt and pepper shaker together.

When eating soup, spoon your soup away from you [shows the motion of the hand traveling away from the body] and once you have finished eating your soup, take your spoon and place it on the service dish behind the bowl. If there is not a service dish there, then it is perfectly OK to leave your spoon in the bowl. And of course, always remember to say "please" and "thank you."

And if you must leave the table for any reason, say "excuse me." You don't have to give an explanation. Leave your napkin in your seat.

And after you have finished eating; place your napkin on the table to the left side of your plate, never ever on the top of the plate -- to the left side of your plate.

The host will indicate the beginning of the meal by taking their napkin and placing it in their lap. The host will also signal the end of the meal by taking their napkin and placing it back on to the table.

Do not order the most expensive meal on the menu and of course you wouldn't want to order something difficult to eat such as spaghetti.

Use your utensils in the order they are placed on the table from the outside moving in toward your plate.

And once you have finished eating lay your fork and knife diagonally at the bottom of the plate. This will let the wait staff know that you are through eating.

There are two types of dining styles - continental (or European) or American style.

With the American style of dining, you hold your fork in the left hand and your knife in the right hand.

Cut one bite size piece of food at a time.

Then you lay your knife down at the top of the plate with the blade facing in toward the plate and you switch hands; you take your fork and switch it to the right hand and bring your food up to your mouth this way. [brings the right hand up to the mouth]

Now with the American style of dining, you will want to keep your left hand in your lap while you are eating.

Now with the continental or European style of dining again the fork is in the left hand and the knife is in the right hand.

You cut one bite size piece of food at a time, but rather than laying your knife down, you use your knife to push your food or meat on to your fork and then with the tines down on the fork you bring your food up to your mouth this way. [right hand moves toward mouth] With the continental or European style of dining, it is perfectly OK to have your wrists above the table while eating.

In today's global economy, it is more important than ever to be aware of the different dining etiquette in various countries. So if you are going to be visiting a country, do your research; know what the dining etiquette is for that particular culture.

Watch the video of Lisa Taylor Richey as she demonstrates the proper way, the proper dining styles for continental or European or American styles of dining.

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## VIDEO 21 TRANSCRIPT – BUSINESS DINING ETIQUETTE

Hello I'm Lisa Taylor Richie and I am the founder and president of the American Academy of Etiquette. We teach children and adults from all walks of life social skills. Today we're going to focus on dining which is a very important aspect as you move into your adult life and into your career.

[The Beginning of the Meal]

At the very beginning at the meal, as you sit down, the first thing that you do as you take a napkin and you put it in your lap. I often get this question someone always Eats from the wrong bread plate or uses the wrong wine glass a water glass. So absolute easiest way for you to remember where your bread plates located is BMW. Bread; Meal; Water. I promise you'll never forget it.

[American Style of Dining]

I'm going to demonstrate American and Continental style dining. One of the most common mistakes that I see is the way that individuals hold their fork and knife. First I'm going to go over American style dining, and this is actually still the most popular way that we as Americans eat. The easiest way to remember how the hold your fork or to cut your food correctly, is to hold out your palms you can balance just fork and your knife on your index fingers. You turn it over and you're absolutely ready for a perfect cutting position. The knife goes at the top of the plate; I switch hands and therefore you're ready to take a bite.

[Continental Style of Dining]

The other style of eating is called continental or European-style of dining. You cut your Piece of meat or vegetable and instead of switching, you actually keep the fork and knife in your hands; and then tines stay down n the fork when you bring the chicken or vegetable to your mouth.

In your business life, you're going to be invited to many functions. As of now after you're seeing this video you certainly know how to eat correctly. Always keep your bar raised here [hand raised above the head] whether your dining or whether you're presenting yourself in a business function.

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## VIDEO 22 TRANSCRIPT – BUSINESS ETIQUETTE

And now I like to introduce you to Lisa Richie one at the top etiquette consultants in the country. Lisa will talk to us a bit about dining Etiquette. So that we can conduct ourselves in a professional manner when we're sitting on at a meal. Lisa Richie.

Hello I'm Lisa Taylor Richie and I am the founder and president and the American Academy of Etiquette. We teach children and adults from all walks of life social skills. Today we're going to focus on dining which is a very important aspect as you move into your adult life and into your careers. We're gonna discuss all aspects of a casual setting as well as a formal setting and dining.

Today you can see that we have a formal setting here in front of us. We have the bread plate with a butter knife and the bread, a salad fork, a dinner fork, of course our dinner plate and napkin, dinner knife and a spoon. At the top of the table setting we have a desert setting which is the fork for cake and spoon for ice cream. You also see here that I have a butter plate with butter, salt and pepper shaker, a bread basket, wine glass, water glass, and in different situations you'll either have a coffee cup and saucer set at your table setting from the beginning. Oftentimes in more formal settings, the coffee cup be served with desert.

[The Beginning of the Meal]

For starters I'm going to demonstrate the beginning of the meal. And at the very beginning at the meal, as you sit down, the first thing that you do is you take napkin and you put it in your lap. The napkin is taken away from the table. It's unfolded underneath the table, and the napkin goes in your lap, and I'm going to stand up so you can see the folds of the napkin go toward my waist. And the reason being is to take the corner of the napkin and use it to wipe your mouth and then it goes back underneath the table. That is great napkin etiquette.

[Bread, Meal, Water]

Now, I often get this question and I'm at business functions all the time and it never fails I'm sitting at a table at eight or eleven people, it never fails someone always eats from the wrong bread plate. Or uses the wrong wine glass or water glass. So the absolute easiest way for you to remember where your bread plate is located, is BMW. And we all know about a BMW. And the way that translates is you have your bread, your meal, and your water. Again, that's BMW. Bread, Meal, Water. I promise you'll never forget it.

[Eating Bread and Butter]

The correct way to eat bread, and again, we're going to visualize that we're at a table with maybe let's say and five to six people. So this may be passed. [butter plate] So as I'm pass the butter, I take a small about a butter with my butter knife, and I place it on my bread and butter plate with a knife, the butter knife, at the top plate. I continue to pass this on around the table. Now here is another common dining mistake. A lot of times people will slice their bread and butter the whole piece of bread. And actually, it's one bite sized piece at a time. So I'm going to demonstrate for you. You tear one bite size piece of bread at a time, and you butter that peace over the bread plate, and take a small amount of butter using your butter knife. And see how this is shaped somewhat, it's well it's actually much smaller than let's say and I'll show you here, a dinner knife. If this is all that you're given your social situation, this is perfectly fine and it will do. But often you will see a butter knife at your place. So you take a small amount of the butter and you place it on a small bite, and you take the bread one bite size piece at a time. And that is the correct way to eat bread and butter.

[American Style of Dining]

I'm going to demonstrate American and Continental style dining. And believe it or not one of the most common mistakes that I see, one of the most common dining mistakes that I see is the way individuals hold their fork and knife. And I want to clear up that difference between American and Continental style dining. Many believe that it is absolutely correct to combine the two methods and it really isn't. So first I'm going to go over American style dining and this is actually still the most popular way that we as Americans eat. The easiest way to remember how to hold you fork or to cut your food correctly is, and this is elementary. But it absolutely works. You hold out your palms you can balance your fork on your knife on your index fingers. And this will make sure you are in the absolute correct cutting position. So you see it's balanced on my index fingers. You turn it over on your absolutely ready for a perfect cutting position. And here we have a nice chicken breast. So I'm going to cut into the chicken, the knife goes at the top of the

plate, the blade faces in toward me, I switch hands. Now I'm demonstrated for a right-handed person today. So I switch hands, my left hand goes into my lap, and you can feed I'm holding my dinner fork like a pencil. That is the easiest way to remember how to hold your fork. I'm going to show you some incorrect ways to hold your fork; things that I still as I teach. A lot of times I see this. [hand is gripping fork with knuckles facing upward] This is absolutely incorrect. So make sure you're holding your fork like a pencil, and therefore you're ready to take a bite. I'm going to show you now the resting position for American-style and the way you put your utensil when you are resting, let's say you need to take a drink for, you need to use your napkin, the resting position in American-style dining it's actually again, the knife is at the top of the plate, the blades faces me, your hand, your left hand is in your lap, remember I'm demonstrating for a right-handed person. So your knife is at the top of the plate; blade facing in. This is another common mistake I often see it here. But it does face you, the blade faces you. And the fork is placed below the knife with the handle on the right hand side. And like I said, this gives you an opportunity to take a sip of your water, or to say take sip or had to use your, your wine, your wine glass. Now you may also use this as an opportunity to use your napkin time. And you take the napkin from your lap, and just wipe your mouth as much as necessary.

#### [Continental Style of Dining]

The other style of eating is called Continental or European-style dining, and it's very important that you know this as well. Let's say for example, you are invited to an international luncheon, or you may have some opportunity to do business in another country; it's very important that you recognize continental style dining. And I encourage you to try it. It's a very eloquent, quiet way and a very sophisticated way to eat. Again, you start in this position [palms facing upward with for in left hand and knife in the left hand] It's a little elementary, but at least you know you're cutting correctly. You balance if you're right-handed, you balance your fork in your left hand on your index finger. You take your knife and balance it on your index finger on the right-hand. You turn them over and you cut your piece of meat or vegetable. And instead of switching, you actually keep the fork and knife in your hands. And if you'll notice, my wrist actually rests on the table, and that's absolutely correct and proper when you're eating European-style. So I you can take your chicken. I'm sorry actually lost it. You can take your chicken and the tines say down on the fork when you bring your chicken or vegetable to your mouth. And as you are chewing, you keep your wrist above the table, and you continue to talk and have a great conversation with those that are at a table. And the other great thing about European style dining is you can take many flavors onto your fork and I'm going to show you how to do. That. The knife is considered the pusher. So let say for example, I would like to take a bite of chicken, and I happen to be a real foodie and I'm sure we have others out there that enjoy your food. And you also let's say want to try a bite at these great roasted potatoes, so you can actually take the roasted potatoes and push it on up to your fork, onto your fork, so you get a great bite of both the chicken and potato and you take it into your mouth. And that is a perfect example of European or continental style dining. Now resting position for Continental or European-style is actually toward the bottom of the plate. And it is actually crossed. The knife and the fork are crossed.

#### VIDEO 23 TRANSCRIPT – INTRODUCTIONS

Hello again. Today we will be continuing to talk about proper business etiquette and we're going to talk about the proper way to make an introduction. In a social setting gender determines who is introduced first. Introduce the man to the woman. For example, "Angela Chandler may I introduce you to Johnathan Steele." When the sex is the same, introduce the younger person to the older person. For example, "Mr. Fifty, may I introduce Mr. 40."

Now Business introductions are just a little bit different. Business introductions should be made based on rank. The guidelines for making business introductions: Name the most important person first Speak clearly and pronounce names correctly Include interesting information about each person. This way once the introduction is made, the individuals will be able to strike up a conversation with one another.

Always stand up for introductions Guidelines when determining rank: Introduce the senior executive to the junior executive. For example, "Mr. President, may I introduce you to Mr. Vice President." Introduce the

hiring manager to the job seeker -- "Mr. Hiring Manager, may I introduce you to John Doe." Now the client is always the most important person, so you always introduce the client first. So if your client's name is John Doe, you would say, "John Doe, may I introduce you to the President of our company, John Smith."

Introduce the Doctor, the Judge, or the Reverend to the lay person. For example, "Reverend Anderson, may I introduce John Smith." People with the same rank -- introduce the person you don't know very well to the person you have a closer relationship with.

Introduce people even if you do not know who has the most rank. It is more important to make the introduction than to ignore the situation. It will be remembered much longer if you ignore the situation than if you made the introduction and possibly made a mistake with who had the most rank. And when you can't remember the person's name, simply say, "Have you met my associate, Joe?" And hopefully, the other person will say, "No, I haven't, I'm Janice."

Guidelines for introducing yourself at seminars or conferences: Well first of all, it is your responsibility to introduce yourself. Make eye contact and smile. Wear your name tag high on your right shoulder, so it is easily visible. And when is a good time to introduce yourself? If you recognize someone and it is obvious that they don't recognize you, of course you will want to introduce yourself. Always introduce yourself to the person you are seated next to. And if the person who is introducing you can't remember your name, well of course, you will want to introduce yourself in this situation as well. In assignment 12, you are asked to video record an introduction. You will need to enlist the help of a couple of family members, coworkers, or friends to help you with this assignment. You can video record your introduction in any social setting; such as, school, home, work, church, restaurant. And once you have recorded your introduction, upload it in the drop box titled "Introductions."

And I hope you will have fun with this assignment.

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#### VIDEO 24 TRANSCRIPT – HOW TO INTRODUCE OTHERS | GOOD MANNERS

Hey I'm Faye de Muyschondt, here with you from social skills to teach you how to introduce others. Now it's a little bit tricky these days. I always like to say that at an introduction is a wonderful thing but if we're splitting hairs, there is a proper way to make an introduction. So for example if I were introducing my principal to my mother, I would present my mother to the principle because that principle, because that principal is the person of honor. You can also look at it as the older person might be the person in honor so in this case I would say, Principal Lewis, I'd like you to meet my mother Ann Rogaski. So your introducing both people. Now also giving a little bit in, a little bit information about both people. So principal Louis is obviously the principal, and I'm introducing Principal Lewis two my mother, Ann Rogaski. So as you make introductions, you wanna give just a little bit information about one another. Also you wanna be sure that you use a first and last name as you make those introductions.

So let's say you're introducing your girlfriend to your friend. In that case it's a little bit less formal and also there's not necessarily one person that you're presenting to the other. So let's say your girlfriend is Jennifer Brown and your friend is Bobby Jones. Ah, this is how you do it. Bobby I'd like you to meet my girlfriend Jennifer Brown Jennifer this is Bobby Jones a very good friend of mine from high school. So you're giving again a little bit information about both people so that helps identify each of them.

And that's how to introduce others.

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#### VIDEO 25 TRANSCRIPT– GREETING VISITORS

Today we're going to continuing to talk about proper business etiquette and we will focus on greeting visitors. Greeting visitors appropriately is important for promoting a positive professional image of you and your organization. Tips to ensure that visitors experience a warm reception when they visit your office:

Welcome every visitor with direct eye contact, a smile, and a welcoming message. "Hello, welcome to XYZ company, how may I help you today?" Convey genuine warmth and enthusiasm. Speak clearly, not too loud or too soft. Learn the visitor's name and address the visitor by name. How impressive, if you remember the visitor's name the next time they visit your office. Address the visitor by his or her correct title; example, "Good morning, Mr. Smith." Don't use the visitor's first name unless you know them really well or they have given you permission to use their first name. Use grammatically correct language and of course, never use slang. Listen closely to what the visitor has to say. To avoid any miscommunication paraphrase and repeat information back when you are taking a message. Be patient and pleasant to difficult visitors. Never retaliate if a visitor is rude or disrespectful. Don't assume the visitor has time to wait. Always ask the visitor if they mind waiting. Apologize to visitors who have been waiting for a while, and if possible keep them updated as to their expected wait time. Offer the visitor refreshments such as water, coffee, or tea while they wait.

## VIDEO 26 TRANSCRIPT – PROPER BUSINESS ETIQUETTE

We're continuing to talk about proper business etiquette and today we're going to focus on the telephone. If you're to be effective, you need to be effective in your telephone communications. You must use proper etiquette.

Always say "thank you" and "please".

Listen actively without interrupting.

Return phone messages within 24 hours.

Forward your phone to voice mail if you're going to be out of the office.

When answering calls, answer promptly; answer the phone within 3 rings. Allowing the telephone to ring five or six times will not make a good impression on the person calling.

Smile as you answer the telephone. A smile on your face will show through in the tone of your voice. A student once told me she had a mirror positioned on her desk so that when the phone rang she could look in the mirror and make certain she was smiling.

Also, be positive and enthusiastic. Let the caller know that you're there to help them with whatever needs they may have.

Speak clearly. It goes without saying that you should not have gum or food in your mouth when answering the telephone. Speak in a normal tone of voice, not too loud or too soft. Identify yourself and your organization. For example, "Thank you for calling XYZ company. I'm Terry Drum. How may I help you today?" Place callers on hold effectively. Always ask the callers permission before placing them on hold. "She's on another call at the moment, would you like to hold?" Return to the call every 30 seconds to keep the call updated on the status of their call. After a couple of minutes it is best to offer the caller the opportunity to leave a message. Also, when you return to a caller that has been on hold for a while, always thank them waiting.

Transfer calls properly. When you need to transfer a call to another person, explain why it's necessary to make the transfer. Again, ask the caller's permission. "Mrs. Steele is currently out of the office, but Mr. Blackmon may be able to help you. May I have transfer you to Mr. Blackmon?" Stay on the line until the person picks up the phone and announce the transfer.

Record messages carefully. When taking messages it is your responsibility to get all necessary information from the caller and record it correctly. Always be prepared with a pen and a message pad. Be sure to get the following information: the person's name, spelled correct of course, organization of the person calling, telephone number and an alternate number including the area code, and the best time to

have the call returned, the message, the date and time, and your name (the person who took the message.) Of course, you can transfer them to voicemail instead of taking the message. However, do not assume that the caller wants to be transferred to voicemail. Always remember to ask, "Would you like to be transferred to Mrs. Steele's voicemail?"

Handling rude and impatient callers. Remain calm. Show a genuine willingness to solve the problem. Remember their problems and concerns are important. Terminate calls courteously. Before hanging up, make certain you have answered all the caller's questions. Always end the call on an upbeat note. "It was nice talking to you." Or, "Have a nice day." Let the person who called hang up first. Never slam the phone down. in the callers ear.

When placing calls it's just as important to project a professional image when your placing calls. Follow these suggestions. Plan your call. Take a few moments to think about what you're going to say. Be prepared by having all the information you may need to handle the call close by. Identify yourself and your organization. "This is James Steele of XYZ company. Am I calling it a convenient time?" Ask if you're calling at a convenient time and if not, let the person call you back later.

Take into consideration time zones when placing outgoing calls. In the continental United States there four standard time zones: Eastern, Central, Mountain, and Pacific. There is one hour difference between the different zones. For example, when it's 9 p.m. Eastern Standard time, it is 8 p.m. Central Standard time, 7 p.m. Mountain Standard time, and 6 p.m. Pacific Standard time.

In following through on promises. If you told the person you would call back, be sure to call back at the time you said you would call.

Voicemail etiquette. Voicemail has many advantages when used properly. However you should not abuse the system. If callers constantly reached your voicemail, they will assume you are avoiding their calls. Follow these suggestions. Rather than the default recoding, record your own personal greeting. Include your name, date, and department. Also if you're going be leaving early, or out of the office for a few days, record an extended absence greeting. This lets callers know that they should not expect a callback during your absence. Use the attendance feature. This will allow the caller to reach another person in your office from your voicemail. Use the car forward feature when you leave your office for the day, or when you're going to be away from your desk. Call forwarding will prevent your caller from waiting through and entire ring cycle before leaving a voicemail.

Leaving voicemail messages. Speak clearly and slowly. Leave your name and number at the beginning, repeat it at the end of your message. Include the date and time you called in the message, and the best for the caller to return your call. Messages should be should be concise and clear. Specify what you want the caller to do.

For proper telephone etiquette, follow these guidelines to present a professional image of you and your organization.

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## VIDEO 27 TRANSCRIPT – BEHAVING ETHICALLY

Hello again today. Today we are going to be talking about behaving ethically and we are going to begin with the definition of ethics. Ethics is the "discipline dealing with what is good and bad and with moral duty and obligation."

Ethics play a major role in the success or decline of an organization. Take for instance Enron. Enron was this huge energy trading company stationed in Houston, Texas. As a result of unethical mismanagement, it is now bankrupt. Enron hid billions of dollars of debt through a fraudulent accounting scheme that became known as the Enron Scandal. Enron's accounting firm, Arthur Andersen, was given the maximum

penalty for the role they played in the Enron Scandal. They destroyed tons of paperwork and millions of computer files that would have been beneficial to the SEC investigation.

Now on the other side of the coin is BP, an ethical organization. The BP oil spill in the Gulf of Mexico in April of 2010 was the largest oil spill in U.S. history. The livelihoods of people, as well as the environment, all across the gulf were devastated by the spill. Enron, I'm sorry, BP stepped up to the plate. BP promised 20 billion dollars for cleanup and compensation. And there are other ethical organizations out there as well.

Take for instance Google. Google is ranked No. 1 in Fortune's Best Companies to Work for 2014. Google donates \$50 for every five hours an employee works or volunteers their time in the community. I put you a link in the text to Fortune's Best Companies to Work for 2014 and as you read through these organizations pay close attention to their ethical values. Let's talk about some characteristics of ethical organizations. First of all they are honest. They are honest in their dealings with their employees, with their customers, and with their shareholders, and with their vendors.

Ethical leadership starts at the top of the organization and filters its way down through. The ethical leader is a role model of ethical behaviors. An ethical organization has a strong set of values. Their mission statement is rooted in ethical behaviors. The mission statement is communicated to the employees and the employees are expected to uphold that mission statement. The ethical organization is committed to diversity. They provide equal treatment to all individuals. They are environmentally responsible. They adhere to OSHA's regulations. They are committed to the community and they contribute to charities. They are committed to their employees. They recognize their employees as their most valuable asset. For example, SAS. SAS is a company that is ranked No. 2 in Fortune's Best Companies to Work For 2014. SAS is committed to employees having a life outside of work. They have a health center onsite for their employees and their families; they have a gym onsite; they have a daycare onsite, and they have a message therapist onsite. Wouldn't you like to work for SAS? Certainly!

In assignment 15 you are asked to select an organization, either ethical or unethical, and to find two news articles related to that organization and write a one to two page report highlighting the ethical issues surrounding the organization. Now if you choose an ethical organization, tell me what makes that company so great and if you choose an unethical organization, tell me about the ethical issues surrounding that organization and what the outcome was.

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## VIDEO 28 TRANSCRIPT – CONSTRUCTIVE CRITICISM

Hello again. Today we are going to be talking about constructive criticism and we will begin by talking about the proper way to provide constructive criticism. Constructive criticism defined is simply "helping to develop or improve something." Constructive criticism should be positive in tone and intended to find solutions to problems. If constructive criticism is handled properly, it promotes growth and it improves relationships. The goal should be to improve the behavior of the person without damaging their self-esteem. Offer constructive criticism only when you are in a position of authority; such as, a teacher or supervisor or if the person asked you for feedback. Be empathetic; put yourself in the shoes of the other person. How would you feel? This way you will be able to frame the criticism constructively.

Build rapport by sharing your own personal experiences and failures. Valid criticism addresses behavior, it's timely, and it's specific. Focus on the person's behavior not their traits or personality. Focus only on behaviors that can be changed and choose the right time and place to give constructive criticism. No one wants to be criticized in public. Feedback should be specific, not vague. This way the person knows exactly what is expected of them. And you may want to let the person come up with their own ideas for solving the problem and not offer your opinion.

Now if you find yourself on the receiving end of constructive criticism, realize the advantages. I read a story about someone who asked her CEO how he felt about her in the position of Vice President of Marketing. And he said that he didn't think she was ready for the position. Well without becoming defensive or retaliating, she asked him what he felt her weaknesses were for the position; he explained and she listen attentively and then she asked him if she was able to improve in those areas would she be considered for the position and he said, "yes." Well, to make a long story short she was awarded the position. Now had she not been willing to accept constructive criticism and he had not been willing to offer constructive criticism, this story would not have the fairy book ending that it had. So even though criticism may hurt, try to understand, it is intended to help. Listen actively, paraphrase what is being said, ask questions, be aware of nonverbal communication and above all, avoid becoming defensive and never ever retaliate. Use constructive criticism to your advantage and welcome the growth that it can provide.

Read the case study titled "Hurt Feelings" and answer the questions in the discussion board titled "Hurt Feelings."

## VIDEO 29 TRANSCRIPT – STAYING HEALTHY

Welcome back. Today we are going to talk about staying healthy. Our ability to reach our full potential depends not only on our physical well-being, but our mental and emotional well-being as well. People who do not feel well can't possibly live up to their full potential. Studies have shown that most Americans have poor eating habits, don't get enough rest, or exercise on a regular basis. On the other hand, people who eat healthy foods and are physically fit, feel energetic and mentally alert. As a reward, they look good and have an increased sense of well-being and self-confidence.

Major Nutrients. We get nutrients that our bodies need for growth, maintenance, repair, and energy from the foods we eat. The major types of nutrient ions are protein, carbohydrates, fats, water, vitamins, and minerals. Protein- Protein includes meat, fish, poultry, eggs, dairy products, nuts, and tofu. Carbohydrates --There are two types of carbohydrates -- simple and complex.

Simple carbohydrates are sugar, corn, syrup, and other sweets. Some simple carbohydrates are found naturally in foods; such as, fruits and milk. Sugar is added to some foods during the processing and refining process. These sweets provide calories, yet lack vitamins, minerals, or fiber. We often refer to these foods as "empty calories" - they lead to weight gain without any nutritional benefit.

Complex Carbohydrates are grains like whole wheat breads, and starchy vegetables like potatoes. Complex carbohydrates provide calories, vitamins, minerals, and they are a good source of fiber. Foods made from whole grains and contain complex carbohydrates are the healthiest.

Fats -- There are several types of fats – saturated fats, trans fats, cholesterol, unsaturated fats, and omega-3. Some fats are better for you than others. Choose foods with unsaturated fats and omega-3 rather than foods with saturated and trans fats. Unhealthy fats are solid at room temperature Saturated fats -- They are found in meat, dairy products, lard, and some oils. Saturated fats have been linked to heart disease. Trans fats -- Trans fats are a type of saturated fat. They are most often produced during the manufacture of processed foods such as baked goods, shortening, margarine, and fried foods. Trans fats have also been linked to heart disease.

Cholesterol -- A fatty acid found in meat and eggs. Too much cholesterol in the blood stream is associated with heart disease. Healthier fats are liquid at room temperature Unsaturated fats -- They include polyunsaturated fats and monounsaturated fats. They are found in olive oil, safflower oil, peanut oil, and corn oil. Unsaturated fats are healthier than saturated or trans fats. Omega-3 fatty acids -- It is a type of polyunsaturated fat found in fish; such as, tuna, salmon, trout, and sardines. There is some evidence that it decreases the risk of coronary artery disease.

Water -- Drinking water is a requirement for good health and it can be either plain or in the form of other liquids and foods. Our bodies are made up of about 60 percent water. Water transports nutrients, removes waste, cushions and lubricates parts of the body, and helps regulate the body's temperature. According to a new study, eight glasses of water a day is no longer recommended. The brain triggers the body's thirst mechanism, so when you are thirsty reach for a drink of water, juice, milk, coffee.

Vitamins and Minerals -- Nutrients are essential for life and growth. They are often referred to as micronutrients because your body only needs small amounts of them. Some dietary supplements are beneficial; such as, calcium and vitamin D to keep bones strong and prevent bone loss. Pregnant women take folic acid because it decreases the risk of some birth defects, and omega-3 fatty acids may be helpful in preventing coronary pulmonary disease. Additional study is needed to determine the value of other supplements. Because some supplements may have side effects, especially if taken with other drugs, they should be taken on the advice of your physician.

Basic food groups. The key to making sure you get all the necessary nutrients is to eat a wide variety of healthy foods from the five basic food groups. According to the Dietary Guidelines for Americans, 2010, the basic food groups include fruits, vegetables, grains, dairy, and protein food (protein food includes meat, poultry, fish, and nuts).

Aerobic exercise. Exercise increases the number of calories we burn and helps us to control our weight. People who exercise feel better, both physically and emotionally. Aerobic exercises improve cardiorespiratory endurance. Activities that can help improve cardiorespiratory endurance include swimming, brisk walking, jogging, cycling, aerobic dancing, and elliptical training.

Benefits of aerobic exercising: When combined with a healthy diet, aerobic exercises help you lose weight and keep it off. Increases stamina and helps you feel less fatigued. Improves your immune system making you less susceptible to the common cold or flu. Improves your health risk for developing osteoporosis, high blood pressure, heart disease, stroke, type-two diabetes, and possibly some cancers. Helps you manage certain health conditions; such as, high blood pressure or high blood sugar. Improves the "good" cholesterol (HDL) and lowers the "bad" cholesterol (LDL). Improves the flow of blood to all parts of the body. Reduces tension, boosts your mood, and helps you feel more relaxed. Keeps your mind sharp and helps with your mobility as you age.

Aerobic exercises consist of 20 minutes of continuous movement. Low-impact aerobics such as walking are designed for people who need to minimize jarring their joints. High-impact aerobics such as jogging, bicycling, and cross-country skiing are more suited for younger people. Swimming is considered the best aerobic activity, because it exercises all the major muscle groups and water helps to cushion impact. Strength, endurance, and flexibility exercises. Aerobic exercise is just one component of an all-around fitness program. To improve muscular strength, endurance, and flexibility, other forms of exercises will be necessary. Strength training is an exercise program in which you use weight or resistance machines to improve strength, endurance, and flexibility. As your muscles become stronger you will want to gradually increase the amount of weight and the number of repetitions. Fitness centers have exercise machines and personal trainers that can be used for strength training or you can work out at home with barbells, dumbbells, or even 2 soup cans. Calisthenics is another form of exercises to improve muscle strength, endurance and flexibility. It uses only your body weight for resistance and involves simple movements such as stretching, jumping, bending, and kicking. Therefore it does not involve the use of equipment. Some examples are push-ups, pull-ups, squats, and sit-ups.

Yoga is a discipline of poses, controlled breathing, and meditation that can greatly improve flexibility and mental relaxation. While yoga is good for adults of all ages, it is especially beneficial for seniors. Studies have shown that yoga can be helpful for combating stress, fatigue, and pain. It can be learned in an exercise class under an instructor's guidance and practiced at home once the movements are mastered. Sports and recreational activities can provide fitness benefits, as well as, social benefits. We play them because they are fun and we spend time with people who share our same interests.

Choose activities that will give you a range of fitness benefits; such as, tennis, basketball, or handball. Sleep habits. To function at our best, on average, adults need eight hours of sleep each night. Tips for getting a good night's sleep: Keep the same sleep schedule -- You will feel less sluggish and more energized if you go to bed and wake up at the same time every day.

Keep naps under control -- If you have a problem with insomnia, don't take naps. If you enjoy naps and can't resist, take your nap earlier in the day and don't sleep longer than 30 minutes. Avoid drowsiness after dinner -- Fight getting sleepy way before your bedtime by staying active; such as washing clothes, or calling a friend. Regulate the amount of melatonin that your body produces -- Melatonin is a natural hormone that helps to regulate your sleep-wake cycle. When it is dark your brain produces more melatonin and the reverse when it is light.

Let as much light as possible into to your home or work place during the day and make your bedroom dark when it is time to sleep. Consider a sleep mask to block out outside light and a flashlight for trips to the bathroom. Make your bedroom comfortable -- Keep your bedroom temperature around 65 degrees. People sleep better when the room is not too cold or too hot. If you continuously experience back or neck pain, you probably should consider a new mattress. Make your bedroom quiet. To block out street noise, use a fan or listen to a recording of soothing music or sounds. You can even buy a special sound machine to use just for sleep. Have a bedtime ritual -- Wind down by having a bedtime ritual - read a book or listen to a book on tape, take a warm bath, try yoga or gentle stretching exercises.. Eat right and exercise regularly –

Don't eat a big meal at night and don't eat heavy or rich foods two hours before going to bed. You will sleep better if you exercise regularly - thirty minutes of brisk walking each day will work.

Relaxation methods-- Relax your body and mind before going to bed with deep breathing exercises, muscle tension relaxation, and visualization. Close your eyes and take slow deep breaths. Starting with the toes and working your way up to the head, tense each muscle as tightly as you can and then slowly release it. Visualize a peaceful place. This is my favorite method for relaxation. I visualize myself walking on the beach - I feel a slight breeze and the sun light on my body; I hear the ocean waves as they crash on the shore and smell the salty ocean water or sometimes I imagine myself hitting the perfect tee shot. If you have tried all the tips above and continue to have trouble falling to sleep and staying to sleep, you may need to consult with your physician. It is possible you have a sleep disorder that requires professional help.