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**Professional Etiquette Mini Course**



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## Course Name

Professional Etiquette Mini Course

## Course Information & Description

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In this mini-course, students will be exposed to a range of professional etiquette material through readings and activities such as online quizzes. There will be a short quiz following each unit, as well as a final exam.

The mini-course may be completed in approximately 3.75 hours. Each unit slide presentation contains an estimated "time required" to complete that particular unit, as well as the approximate time needed to complete each reading/activity. You may administer the course as a boot camp, or let students complete the course on their own time.

You are encouraged to supplement the mini-course with information specific to your student audience (i.e., if the mini-course is being used for Phlebotomy students, include phlebotomy-specific etiquette information). See "Optional Course Projects & Possible Strategies" for additional information.

## Nature of the Course

This is a mini-course that will take approximately 3.75 hours to complete. You may administer the course as a boot camp, or let students complete the course on their own time.

## Course Objectives & Competencies

Upon successful completion of this course, the student will be able to:

1.  Summarize the principles of proper courtesy as they are practiced in the workplace.

2.  Describe ways to apply proper courtesy in different professional situations.

3.  Identify and describe the qualities of a desirable employee from an employer's perspective.

4.  Distinguish among and describe the three common forms of workplace communication and how each may be used to handle a variety of situations.

5.  Discuss the effects that improper communication and poor listening may have on the work environment.

6.  Identify examples of the proper and improper use of technology in the workplace.

7.  Evaluate how technology affects communication in the workplace.

8.  Define the phrase *diversity in the workplace*.

9.  Explain how cultural diversity affects the workplace.

10. Identify common cultural differences, taboos, and customs that may be practiced in the workplace, and discuss ways to navigate and honor such differences.

## Quizzes, Exams, and Additional Assignments

Each of the three units includes a short quiz. The mini-course also includes a final exam.

## Course Map and Description

### Getting Started

- Course Introduction
- Course Requirements
- Learning Outcomes
- Instructor Guide
- Final Exam

### Unit 1: Workplace Courtesy

### Topics, Activities, and Learning Materials

- Identify the key principles of common courtesy, professional manners, and the Golden Rule as they are practiced in the workplace environment.

- Describe ways to apply proper courtesy in different professional situations.

- Identify and describe the qualities of a desirable employee from an employer's perspective.

- Unit 1 Presentation (with student handout)

- Unit 1 Quiz

## Unit 2: Workplace Communication

**Topics, Activities, and Learning Materials**

- Distinguish among the three main forms of communication in the workplace: verbal, nonverbal, and virtual.

- Identify proper and improper uses of workplace communication.

- Discuss the effects that inadequate or improper communication may have on the work environment.

- Explain the potential repercussions of poor listening in the workplace.

- Identify examples of the proper and improper use of technology in the workplace.

- Evaluate how technology affects communication in the workplace.

- Unit 2 Presentation (with student handout)

- Unit 2 Quiz

## Unit 3: Diversity in the Workplace

**Topics, Activities, and Learning Materials**

- Define the phrase diversity in the workplace.

- Describe how cultural diversity affects the workplace.

- Identify common cultural differences, taboos, and customs that may be practiced in the workplace.

- Discuss ways to navigate and honor cultural differences in the workplace.

- Describe how to express an appropriate awareness of international and other customs.

- Unit 3 Presentation (with student handout)

- Unit 3 Quiz

## Optional Course Projects & Possible Strategies

**Professional Interviewing**: Prior to beginning this mini-course, have the student interview a few professionals from different fields regarding business etiquette. The student should take notes on any office-place "do's" and "don'ts" that are mentioned in the interviews, as well as any tips interviewees suggest for creating a pleasant and respectful work environment. In conducting these interviews, the student will gain a real-world basis for understanding professional etiquette concepts that will aid him/her throughout this mini-course.

**Resume Writing:** Provide students with a resume template and URLs for good sites on resume writing and have them produce a personal resume. If your college provides resume writing services, you can seek feedback from that group or provide your own feedback to students on their efforts.

**Program-Specific Etiquette Info**: You are encouraged to supplement the mini-course with information specific to your student audience (i.e., if the mini-course is being used for Phlebotomy students, include phlebotomy-specific etiquette information).

**Guest Speaker**: Bring in a guest speaker to discuss professional etiquette. This could be a general talk on professional etiquette, or you could choose a guest speaker specific to the students' field.

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The course materials for this course have been developed with funds from the Rx-TN Grant (see complete grant credit statement on the first page of this document). One of the grant

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## Tech Support

It is essential to provide technology training for students in this target audience because they frequently have no experience taking online instruction. We have provided a list of things they should be able to do with D2L and with Adobe Connect (if you will be using that system for live class meetings or instructor-student Q&A or help sessions). We recommend taking about 2 hours to cover these topics with your students during the first class meeting.

Provide the training in a computer lab, and/or ask the students to bring along a laptop if they will be accessing the course materials from it, and their microphone headset (if applicable). Students should be encouraged to think about what system they will use to access the course EARLY in the process and to test their system and audio equipment using whatever testing arrangements you have at your institution (e.g., online course "test flight" sessions, one-on-one connection tests, etc.). If they will be accessing the course from a public computer (such as in a library) they should also make arrangements to test their connection and their ability to access the course materials prior to the first or second class meeting. Your instructors may also be new to online instruction, so be sure to ask them if they are familiar with the following list of suggested topics on the D2L system and Adobe Connect, and then, if necessary, offer them training on these systems to help them be successful.

## Recommended Course Tools

### Desire2Learn (D2L)

### D2L Tutorials
- D2L Video Tutorials Index:
  http://community.brightspace.com/resources/videos

- D2L Course Administration Tutorials:
  http://documentation.desire2learn.com/en/Course%20Administration

### *Topics to Cover in D2L Training*

Note that your institution may have changed the name of some of the standard elements of D2L listed below. For example, your institution may have changed the names of the standard top menu bar items. (If your institution uses a different learning management system, cover the basics of the online course using the tutorials and resources provided by your LMS). Depending on the degree of experience your students have with your D2L system, you may want to provide links to documentation/help regarding the following topics in the context of your college:

- Basic navigation of the web site for the community college or college of applied technology, including the link to D2L (be sure to distinguish between D2L and the name for it that your college uses).

- How to navigate to D2L for your institution to go to login page directly and how to bookmark/favorite it.

- Username and passwords: how to set in your college's web portal or database system and caution that your college's web portal has to be the place to set passwords, not D2L.

- Universal login system at your institution (networks, computer labs, D2L).

- Basic D2L homepage overview ("My Home").

- Caution about D2L News announcements (maintenance, scheduled down time, etc.)

- Individualized profile setup in D2L "My Settings/Welcome."

- Basic D2L course navigation.

- How to use D2L's "Classlist" to email other students and the instructor.

- The D2L Email center: how to read, reply, reply all, forward. Brief discussion of To:/CC/BCC/Subject (They very rarely know what those mean.)

- Basic overview of D2L "Content," including the "search" feature and +/- open close feature for modules.

- D2L Dropbox: Describe what it does, how to submit a file. Walk them through a file submission and allow them to practice.

- D2L Discussion: Describe what it does, how to compose/post; and how to reply. Walk them through practice of one post and one reply.

- Grades and quizzes: Provide a view and overview only of these. Caution them to read the warning EVERY time, because every instructor/course/quiz may have different quizzing policies and set up.

- Provide the contact information for the HelpDesk and/or technical help, as well as your institution's technology department, with a phone number that will provide help 24/7, as well as an email address and office # where they can obtain help.

## Adobe Connect or other web conferencing tool (optional)

If you would like to use Adobe Connect with these materials, please speak with your institution about purchasing and obtaining a license for this software.

**Adobe Connect Tutorials**

- Getting started with Adobe Connect:
  http://www.connectusers.com/learning_center/getting_started/

- Adobe Connect Tutorials: http://www.connectusers.com/tutorials/

- Adobe Connect System Requirements: http://helpx.adobe.com/adobe-connect/tech-specs.html

**Topics to Cover in Adobe Connect Training**

- Equipment required with Adobe Connect (headphones with microphone, broadband Internet connection – not modem, etc.)

- Importance of a quiet environment to connect to and participate in class.

- Logging in to Adobe Connect

- Turning on and checking your audio, testing your audio equipment, adjusting volume

- Basic navigation of Adobe Connect – discuss "pods" and the fact that different instructors may configure their web layout differently

- How to bookmark/favorite the URL for Adobe Connect

- Cautions about muting your microphone, especially if you have a lot of noise in your location.

- How to use the raised hand, green check and red "x," "step out" function, and other notification icons

- Chat box functions

- Downloading files from the file box

- Using the webcam

- When you're a presenter: sharing screens, etc.

- Breakout rooms and how to operate in them

- What to do during a class if you are "bumped" from the system (how to attempt to return to the virtual classroom, who to contact, and contacting the instructor immediately to let them know you are experiencing problems).

- Inform students that their entry and exit from the virtual classroom is registered and can be referred to later by the instructor.

- Provide the contact information for the HelpDesk and/or technical help, as well as your institution's technology department, with a phone number that will provide help 24/7, as well as an email address and office # where they can obtain help.