

Professionalism101 Course Overview

The overall objective of this course is to provide students the opportunity to learn about and practice the soft skills required to succeed now and in the future. The course is designed to not only deliver facts and information about many different topics but also pose questions for personal consideration and discussion that will undoubtedly provide opportunities for personal growth and skill development by the engaged student.

Need support with the course? Email education@ppbea.org

Course registration directions:

- Sign in to your MARKETPLACE account
- Click the Opportunities tab from the left navigation menu
- To locate the filters click the arrow in the green bar
- Choose the Category filter (it is the default)
- Click the Jobs/Training/Apprenticeship category
- Scroll down to find PPBEA Professionalism101 Course
- This opportunity listing gives details about the course plus if you scroll to the bottom, the instructions for joining the course through an existing or new Schoology account.

Course details:

- It is a self-paced course. Takes on average 8 - 12 hours to complete.
- Students are not able to move forward until they have accomplished the task of each page.
- Once a task is completed it is open and can be revisited by the student
- Tasks include but are not limited to:
 - Reading and reviewing material presented (information, data, graphs, images, etc.)
 - Watching videos and possibly answering embedded questions
 - Completing assignments that will be saved as Google Drive files for students
 - Earning 100% on each assessment
 - Completing the Course Registration and Completion surveys

Course integration ideas:

- You, the instructor, are welcome and encouraged to complete the course on your own ahead of or along with your students.
- Assign the course to students to complete on their own. The course is self-paced and is structured so that students are not allowed to move forward until they have accomplished the task of each lesson, for example: reading material, completing an assignment, earning 100% on the assessment, etc. It takes the average student 10 - 12 hours to complete the course. Have them turn in the completion certificate they earn at the end as proof of work.
- Create an entire course or individual lessons to add to an existing course that coincide with the Professionalism101 Course. This is a perfect place to add additional resources and materials. Student progress can be tracked through the Professionalism101 course by any combination of the following:
 - Report out (verbally or written) each class day on their thoughts on the material & progress
 - Submit screenshots of their progress, assessment scores, or assignments
 - Turn in copies of the required assignments to your class as well
 - Assignments are saved and are accessible in the student's Google Drive
 - Contributions to class discussions about specific ideas presented in the course
 - Create a student blog and post thoughts and feedback each time they complete a section



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Professionalism101 Course Outline

The purpose of this course is to give students the basics of how to successfully get a job and keep a job using these professional skills. Employers value not only the technical skills required for a job, but the soft, or professional, skills that are necessary for supporting an employee's success within the workplace. There are things that may seem obvious, but not everyone knows the importance of these skills.

1. Course Registration

- a. Records data about the person completing the course - adults are welcome and encouraged to complete the course
 - i. Name
 - ii. Grade (8th - 14th + Other - for educators)
 - iii. Email
 - iv. Home District/School System
 - v. Home School/Program Site

2. Attitude

- a. Attitude
- b. Attitude Assessment
 - i. All answers for the assessment can be found in the material covered in the previous section. Students must earn 100% to move forward in the course.
 1. The assessment records only their highest score
 2. Students have 20 attempts to earn 100%
 3. Student can email education@ppbea.org to have attempts re-set
- c. Body Language and Attitude
 - i. Lesson provides sample situations with reflective questions. *Could be used as an in-class exercise.
- d. How we interpret Body Language
 - i. Lesson provides guidance and poses questions about nonverbal communication portrayed in different actions and photos.
- e. Hand Gestures, Body Posture, and Personal Space
- f. What YOUR FACE says
- g. Body Language and Attitude Assessment
 - i. All answers for the assessment can be found in the material covered in the previous sections. Students must earn 100% to move forward in the course.
 1. The assessment records only their highest score
 2. Students have 20 attempts to earn 100%
 3. Student can email education@ppbea.org to have attempts re-set
- h. Body Language Expert Video by Mark Bowden (20:49)
 - i. Reflective questions are spaced throughout and must be answered to continue playing the video.
- i. Body Language Shapes Who You Are TEDTalk video by Amy Cuddy (21:02)
 - i. Reflective questions are space throughout and must be answered to continue playing the video



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- ii. *Students must post a comment that addresses this question: 'How do you see yourself using the tips that she provided in this TEDTalk?' *Could be used as an in-class discussion starter.*
- j. **Interview Tips**
 - i. *Includes an activity that asks students to visit (or think about the last time they visited) a business where they might apply for employment and answer these questions: *Could be used as an in-class activity.*
 1. *"Could I fit in?"*
 2. *"Is there anything that is different about their employees?"*
 3. *"Is there something that I need to do to become a part of that company?"*
- k. **Change Your Outlook, Change Your Outcomes Assignment**
 - i. *Lesson asks students to list 5 affirmations that help you keep a positive attitude. *Could also be turned into class and used as a discussion topic.*
- l. **Discover Your Emotional Intelligence Assignment**
 - i. *Emotional Intelligence self-assessment allows students to evaluate and reflect on their strengths and weaknesses in this area. The assignment is saved as a Google file for each student. *This assignment could be brought to class physically or virtually and used to facilitate a discussion on emotional intelligence and its importance in interpersonal relationships.*

3. Attendance

- a. **Attendance**
 - i. *Lesson provides sample situations with reflective questions. *Could be used as an in-class exercise.*
- b. **How to Avoid Being Late for School or Work Video (3:58)**
- c. **What is a Brand?**
 - i. *Lesson poses thought provoking questions about our favorite brands to students. *Could be used as an in-class exercise.*
- d. **Your Brand is your True Story**
 - i. *Graphic that could be printed and used to facilitate in-class activities and discussions. *Could be used in conjunction with interest & aptitude survey results (ex: YouScience) and the [PPBEA My Future Action Planning Form](#) found in the PPBEA Own Your Future ICAP Toolkit.*
- e. **Creating Your Personal Brand**
 - i. *Steps students through the thought process of creating their own brand. *Could be used as an in-class extension assignment.*
- f. **Attendance Assessment**
 - i. *True/False assessment that covers why attendance is important in the workplace and whose responsibility it is. Most but not all of the answers can be found in the material covered previously in the course. *Questions allow for more in-class discussion especially if students are having trouble scoring 100%.*
 - ii. *Students must earn 100% to move forward in the course.*
 1. *The assessment records only their highest score*
 2. *Students have 20 attempts to earn 100%*
 3. *Student can email education@ppbea.org to have attempts re-set*



4. Appearance

- a. Appearance and First Impressions
- b. Values and Dress
- c. Dressing for the Interview...and the Job
 - i. *Extremely informative section especially for older students who will be experiencing interviews soon for employment, college, and scholarships. *Includes 'Do's and Don'ts' that could be extended into in-class role-playing, discussions, and extension assignments.*
- d. TATTOOS
 - i. *Lesson provides sample situations with reflective questions. *Could be used as an in-class exercise.*
- e. Dress for Success Video (10:47)
 - i. *Reflective questions are spaced throughout and must be answered to continue playing the video.*
- f. Appearance Assessment
 - i. *All answers for the assessment can be found in the material covered in the previous sections. Students must earn 100% to move forward in the course.*
 1. *The assessment records only their highest score*
 2. *Students have 20 attempts to earn 100%*
 3. *Student can email education@ppbea.org to have attempts re-set*

5. Ambition

- a. Ambition - What is it?
 - i. *Lesson poses thoughtful questions to students. *Could be used as in-class discussion questions.*
- b. Think Big: The Power of Ambition Video by Brendon Burchard (6:14)
- c. Setting Goals
 - i. *Explains why and the process of creating SMART goals in these categories: school, personal, and career. *Could be extended into in-class discussions and exercise.*
- d. Planning to Reach Your Goals Assignment
 - i. *Students are asked to write a Top Goal and working backward list the little goals that must be accomplished along the way. The assignment is saved as a Google file for each student. *This assignment could be brought to class physically or virtually and used to facilitate a discussion on goal setting and the importance of stepping stone goals to help achieve the top goal.*
- e. What do you do after you have set these goals? Video (17:52)
- f. Test Your Ambition Assessment
 - i. *Student are asked to assess their level of personal ambition. Questions are scored 5 points for Yes and 0 points for No. Students can compare their overall score to the table at the beginning of the assessment to discover their level of ambition. *Could be taken together in class, facilitate a discussion on the scores, and provide tips/resources for improving your score.*
 1. *Student are NOT required to score 100% on this assessment.*



6. Accountability

- a. Mission Accountability
- b. Not My Responsibility Video (1:02)
- c. Take Action to be Accountable Assignment
 - i. *Students list their top 3 goals from the previous section, read the instructions, and use the calendar to track their effort and achievement rating separately each day. The assignment is saved as a Google file for each student.*
 1. *Students need only to set up the chart and track the past week's effort and achievement. However, they are encouraged to continue using the chart to evaluate their progress.*
 2. *This assignment could be brought to class physically or virtually and used to facilitate a discussion on goal setting and the importance of consistent effort in order to achieve the set goals.*
- d. Accountability in the Workplace
 - i. *Lesson poses thoughtful questions to students. *Could be used as in-class discussion prompts.*
- e. Stop Making Excuses Video (4:22)
- f. Personal Accountability Assessment
 - i. *Students are asked to consider the work and effort you are applying to each of the sections in this course ask yourself these self-assessment questions. Answer honestly yes or no and then explain why or why not. *Answers could be shared in class discussion.*

7. Acceptance

- a. Acceptance
- b. Accept the Rules of Employment
 - i. *Lesson poses thoughtful questions to students. *Could be used as in-class discussion questions.*
- c. Drugs in the Workplace
- d. Drugs and You
- e. What About Marijuana?
 - i. *Important information for residents of states who have legalized marijuana*
- f. It's All About Respect Assignment
 - i. *Students are asked to think about how you can feel respected and how you can show respect. The assignment is saved as a Google file for each student. *This assignment could be brought to class physically or virtually and used to facilitate a discussion on respect.*
- g. Accept the Rules of Your Company and the Authority of Your Boss
 - i. *Lesson provides scenarios and solutions. *Could be used as in-class groups exercise or discussion.*
 - ii. *Includes **How to Deal With Conflict Video** (2:20)*
- h. Constructive Disagreement Assignment
 - i. *Includes the conflict resolution strategies model and walks students through the process of analyzing a recent disagreement. Helping to discover why it is important to handle disagreements constructively. The assignment is saved as a Google file for each student. *This assignment could be brought to class physically or virtually and used to facilitate a discussion about conflict resolution.*
- i. Accepting Your Coworkers
 - i. *Includes funny **Conflict Management Video** (2:14)*



- j. Acceptance Assessment
 - i. All answers for the assessment can be found in the material covered in the previous section. Students must earn 100% to move forward in the course.
 1. The assessment records only their highest score
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8. Appreciation

- a. Why do we pet a dog?
- b. Attitude of Gratitude
 - i. Lesson includes activity ideas for adding gratitude into your life and challenges the student add it into their daily routine. *Could be expanded on during a class discussion.
- c. Thankful Tree Video (0:29)
- d. Customers are Important
 - i. Lesson provides scenarios and solutions. *Could be used as in-class groups exercise or discussion.
- e. Happiness
 - i. Includes **Happiness Laboratory Video by Soulpancake** (6:11)
- f. Appreciation Assessment
 - i. All answers for the assessment can be found in the material covered in the previous section. Students must earn 100% to move forward in the course.
 1. The assessment records only their highest score
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9. Course Completion Survey

- a. Records Feedback from the student and correct data to produce Completion Certificate
 - i. New things you learned from this course
 - ii. Items that were review for you in this course
 - iii. Rate course on the following items:
 1. The material was presented in an easy to read format that made it enjoyable to complete.
 2. The assignments were easy to locate and the instructions were clear and comprehensive.
 3. The videos were easily accessible on my device and played properly.
 4. The assessments covered the included material and the instructions were clear.
 5. Overall the course was easy to navigate and I was easily guided through the lessons.
 - iv. How much time did you spend on the course?
 - v. Name (as you would like it to appear on your certificate)
 - vi. Email (certificate should be sent)
 - vii. Date (course was completed)
- b. Completion Certificate is automatically generated as a pdf file and sent with an explanation email to the student email address entered on the survey.



Professionalism101 Certificate



Pikes Peak BUSINESS & EDUCATION ALLIANCE

Pikes Peak Business & Education Alliance
presents

CERTIFICATE OF COMPLETION

STUDENT

for successfully completing
Professionalism101

Bob Gemignani
BOB GEMIGNANI
PPBEA Director

May 15, 2020
DATE

COLORADO ESSENTIAL SKILLS COVERED

- **Personal Skills**
 - Self-Awareness
 - Initiative / Self-Direction
 - Personal Responsibility
 - Adaptability / Flexibility
 - Perseverance / Resilience
- **Interpersonal Skills**
 - Collaboration / Teamwork
 - Communication
 - Global / Cultural Awareness
 - Character
- **Professional Skills**
 - Task / Time Management
 - Career Awareness
 - Self-Advocacy



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