



Georgia Department of Technical
and Adult Education

Module 4

APPEARANCE

WORK ETHICS MODULES

LESSON TITLE: *Appearance*

INTRODUCTION: Upon completion of this lesson, students will understand the importance of their appearance, grooming, hygiene, and etiquette in the classroom and work environment. In addition, the objectives listed below should be met.

OBJECTIVES:

- Understand the importance of appearance in the classroom and work environment
- Display appropriate dress according to chosen career fields
- Have a groomed and neat appearance
- Practice good personal hygiene which includes bathing, using deodorant, and practicing oral cleaning habits
- Use correct and polite behavior (etiquette) in all settings that deal with other students, instructors, school staff and administration, and customers of the institute

EQUIPMENT AND MATERIALS:

Module 4 Appearance

MODULE OVERVIEW:

Appearance deals with every aspect of how we perceive an individual. In an instant, we form opinions about a person based on that individual's appearance, smell, cleanliness, and mannerisms. Those brief seconds define how we treat others or are treated by others. Likewise, our appearance is a direct reflection of the environment in which we were raised (i.e. a reflection upon our parents and families). Through our actions and appearance, others may form a lasting, and sometimes detrimental, impression of us that we may never overcome. In this module, students will learn the importance of their appearance and how it may affect their peer relationships and productivity.

APPEARANCE

One's appearance is directly related to the career field in which they work. True or false? Let's see – would you expect your female automobile mechanic to have grease under her nails and smell of gasoline or diesel fuel? Of course. Would you expect the female teller at the bank you use to have grease under her nails and smell of gasoline or diesel fuel? Probably not. Would you expect your female automobile mechanic to work in high heels and a dress? Not likely. In an automobile service department, the smell of gasoline, diesel fuel, and oil are accepted odors that most of us expect and would not find offensive in that setting. You would expect the mechanic to be dressed safely for work which would not include heels that she could trip in or a dress which could expose her skin to harsh and/or hot chemicals. However, in a bank you would not expect the person that is greeting the public and handling money to have a strong odor or dirty nails; you very well might find her offensive. What's the difference?

Depending on the career field, acceptable appearances may vary, as in the example above. However, regardless of your job, there is no excuse for not being groomed, being neat, practicing good personal hygiene, or using correct and polite behavior. A lack of attention on your part in any of these areas can affect your job and/or your business.

For your program, the proper classroom/lab attire is:

A person who is groomed and neat in appearance has cleaned and combed hair that is styled appropriately for the job or class. Clothes are pressed, shirttails tucked in, shoelaces tied, and so on. Stockings are run-free, and shoe heels are appropriate for the job or class. Make-up and cologne are tastefully applied without being overbearing. Nails are clean and manicured and are an appropriate length for the classroom or lab.

The practice of good personal hygiene is a must. Daily bathing, especially in our region of the country, is a necessity. Body perspiration causes odors that can be very offensive to others. The heat and humidity we experience in the South compounds this problem. The use of a deodorant and antiperspirant is only effective as long as the body is clean and free of dirt and sweat. Likewise, good oral hygiene and brushing and flossing daily aid in the prevention of bad breath, cavities, and gum disease. Be sensitive to others around you by taking care of yourself and your body's needs.

Correct and polite behavior is the acceptable conduct for class or a job. It shows respect for oneself as well as others. Acceptable behavior may include:

- **Not interrupting others while they are talking;**
- **Not carrying on side conversations while someone is talking;**
- **Considering other's feelings and concerns when making decisions or comments;**
- **Being respectful of the instructor and classmates;**
- **Avoiding arguments and disagreements;**
- **Providing assistance when asked;**
- **Using terms such as "please" and "thank you."**

MODULE 4

Appearance Activities

Suggested Activities For Module 4 APPEARANCE

Activity	Title	Time	Page No.
1	Rate Your Behavior	30	7
2	Omitting Offensive Language	10	10
3	Turning Around Put-Downs	30	12
4	Work Ethic and Human Relations on the Job	20	14
5	Workplace Grooming	20	16
6	Why Was I Fired?	20	18
7	Manners, Appearance, Hygiene	10	20
8	Choosing the Right Clothes	30	31
9	Etiquette	15	36
10	Appearances Count	10	38

Module 4 ■ Activity 1 ■ APPEARANCE

Activity: Rate Your Behavior

Materials Needed: Handouts/Transparency: Rate Your Behavior, Rate My Behavior, pen or pencil

Directions: Distribute the "Rate Your Behavior" handout. Have students spend a few minutes completing the handout. Then have students pair up with another student in class. Distribute the "Rate My Behavior" handout. Have students rate the behavior of their partners by what the partners have witnessed in the classroom in the past few class sessions. Once completed, have the two students discuss with one another how the other has perceived him/her. Explain to students that how we perceive ourselves may not be how others perceive us. It is important to recognize how we come across to others and then modify our behavior or appearance accordingly.

**Time Required:
30 Minutes**

Rate Your Behavior

How well do you function as a member of your class? Think about the last few class sessions you have attended, and then answer these questions:

1. What do you do if you disagree with something that's said?

2. Are you courteous to other class members? _____

3. Have you told a classmate that his idea or comment was stupid or dumb in any way? _____

4. Do you disrupt the instructor while he/she is lecturing or answering another student's question? _____

5. Are you supportive and encouraging to other class members, even if you don't agree with what they are saying? _____

6. When another member of the class is disruptive or puts down other members' suggestions, do you call attention to his or her behavior and suggest a better approach? _____

Rate My Behavior

How well do I function as a member of our class? Think about the last few class sessions I have attended, and then answer these questions:

1. What do I do if I disagree with something that's said?

2. Am I courteous to other class members? _____

3. Have I told a classmate that his idea or comment was stupid or dumb in any way? _____

4. Do I disrupt the instructor while he/she is lecturing or answering another student's question?

5. Am I supportive and encouraging to other class members, even if I don't agree with what they are saying? _____

6. When another member of the class is disruptive or puts down other members' suggestions, do I call attention to his or her behavior and suggest a better approach? _____

Module 4 ■ Activity 2 ■ APPEARANCE

Activity: Omitting Offensive Language

Materials Needed: Handouts/Transparency: Omitting Offensive Language, pen or pencil, whiteboard

Directions: Distribute the "Omitting Offensive Language" handout. Have students spend a few minutes completing the handout. In an open discussion, have students share as to how they feel the language could be made more appealing. Out of all of the responses for each sentence, write the one the class feels is most appropriate on the board.

**Time Required:
10 Minutes**

Omitting Offensive Language

Here are some undesirable, offensive ways in which people sometimes speak to one another in the workplace. Rewrite each sentence to make the language more appealing and to reflect good interpersonal communication skills.

1. Most of "you people" have trouble with grammar.
2. That sweater really shows off all your "assets."
3. Would you stop bugging me: I'm busy!
4. You kids don't know how to do anything!
5. All you Orientals are good at math.
6. Hey! Shut up back there; I'm on the phone!
7. Get out of my space, NOW!
8. An idiot could figure that one out.
9. What else is a man good for?
10. Get me a copy of this pronto, Tonto.

--Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters, published by Public/Private Ventures.

Module 4 ■ Activity 3 ■ APPEARANCE

Activity: Turning Around Put-Downs

Materials Needed: Handouts/Transparency: Turning Around Put-Downs, flip chart paper, marking pens, masking tape

Directions: Divide students into groups of three. Explain that each group should brainstorm specific things that employees can do to turn around put-downs. The challenge is to come up with as many ways as possible to make the negative comments more positive. Have students write their ideas on the chart paper with markers so they can be shared with the class after the brainstorming begins. Allow students 20 minutes to complete the task. After many ideas are generated, call time, and have students tape their completed sheets of paper on the walls. Ask each group to appoint a spokesperson that will explain the group's suggestions. Have each spokesperson report to the large group (2 minutes for each group). Have the class decide which positive turn-around in each scenario is best.

**Time Required:
30 Minutes**

Turning Around Put-Downs

Sometimes people put others down just to test them. This happens in the workplace and in the classroom, too, where tensions may run high. If you remember to reply calmly, not angrily, you will not only get your point across better but will also never have to regret what you've said. What might you say in each of these situations instead of getting angry?

- ◆ You accidentally dropped a large package of sugar on the newly cleaned floor in the kitchen. Someone says, "You're such a klutz. I knew they hired you just because you're female."

You could say . . .

- ◆ You just started working at a grocery store. You offer to help an elderly man carry his groceries to the parking lot. Another worker yells, "Hey, there goes Mother Teresa!"

You could say . . .

- ◆ You missed work a few days because your infant was sick. The next day, a co-worker says, "How are we supposed to get anything done around here with irresponsible workers like you?"

You could say . . .

- ◆ You work at an ice cream stand and accidentally gave two extra milkshakes to a customer. A co-worker says, "You're supposed to sell the stuff, dummy, not give it away."

You could say . . .

--Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters, published by Public/Private Ventures.

Module 4 ■ Activity 4 ■ APPEARANCE

- Activity:** Work Ethic and Human Relations on the Job
- Materials Needed:** Handouts/Transparency: Work Ethic and Human Relations on the Job--Student Activity Sheet on Annoying Habits, pen or pencil
- Directions:** Distribute to each student the Student Activity Sheet on Annoying Habits. Ask each student to rate each of the habits on a scale of 1-5, with 1 being extremely annoying and 5 being not annoying. Allow 10 minutes to complete this assignment. Once completed, have the class discuss how they ranked each habit. Point out the differences in how we perceive habits and that we are all different in what we like and don't like in individuals.

**Time Required:
20 Minutes**

Module 4 ■ Activity 4 ■ APPEARANCE

Work Ethic and Human Relations on the Job

ANNOYING HABITS

DIRECTIONS: Rate each of the following habits on a scale of 1-5. Be prepared to discuss your rating in class.

- 1 = extremely annoying
- 2 = very annoying
- 3 = annoying
- 4 = somewhat annoying
- 5 = does not annoy me at all

- | | | | |
|-------|------------------------------------|-------|------------------------------|
| _____ | 1. Being bossy | _____ | 14. Putting on airs |
| _____ | 2. Bragging | _____ | 15. Seeking attention |
| _____ | 3. Cheating | _____ | 16. Spitting |
| _____ | 4. Continually criticizing | _____ | 17. Talking too much |
| _____ | 5. Coughing on others | _____ | 18. Talking too loudly |
| _____ | 6. Cracking or popping gum | _____ | 19. Talking about sex |
| _____ | 7. Disrespecting the elderly | _____ | 20. Trying to be funny |
| _____ | 8. Gossiping | _____ | 21. Using baby talk |
| _____ | 9. Giving unwanted advice | _____ | 22. Using incorrect words |
| _____ | 10. Having body odor or bad breath | _____ | 23. Cursing |
| _____ | 11. Losing temper | _____ | 24. Dominating conversations |
| _____ | 12. Telling "little white lies" | _____ | 25. Overusing slang language |
| _____ | 13. Pushing to the front of lines | | |

Module 4 ■ Activity 5 ■ APPEARANCE

Activity: Workplace Grooming

Materials Needed: Handouts/Transparency: The Dental Hygienist, pen or pencil

Directions: Divide students into groups of three. Explain that each group should read the activity sheet, "The Dental Hygienist". As a group, they should decide which hygienist Dr. Emerson should fire and why. Once they have answered the question, a spokesperson from the group should be prepared to tell the class what the group's answer was and the reasoning for it. The class, as a whole, should then compare group answers in a class discussion.

**Time Required:
20 Minutes**

The Dental Hygienist

Dr. Emerson was a dentist in a large metropolitan area. He had been in practice for seven years after buying out a partner who was ready to retire. During the past year, competition had increased as a result of two additional dentist offices opening near his. He continued to increase his patient load, however, by spending money on advertising and office improvements, and by trying to offer good service to all who were under his care.

Jeanine was a dental hygienist employed by Dr. Emerson six months ago. She had been highly recommended by the school she had attended and had graduated with the top grades in her class. As Dr. Emerson observed Jeanine's work, he saw that she was very skilled and that she did a good job applying the knowledge she had learned in school. She was able to operate several modern pieces of equipment recently purchased for the office that his other hygienists had not yet learned to use.

Recently, Dr. Emerson was reviewing a monthly report that was produced by a new computer system now being used in the office, and he discovered that on a percentage basis, patients who had been seen by Jeanine were not returning for further services. He was to have a staff meeting this morning with his office manager, and he decided to inquire further about the apparent trend.

When Dr. Emerson asked his office manager about the report, she was evasive at first. When questioned further, she told him that several patients had complained about Jeanine. One had said that she was not very cheerful and another thought she was not friendly. The office manager had also been told by one of the other hygienists that Jeanine usually jogged in the mornings before work and did not take enough time fixing her hair and making herself presentable before coming to work. With the close working conditions between patient and hygienist, careful attention to personal grooming was an issue the office manager felt was important.

Six months later . . .

Dr. Emerson faced increased competition, and the number of patients he is seeing has declined. In spite of efforts to reverse the decline, patients continue to switch to other dentists. The office manager continues to suggest that a major part of the problem is Jeanine. She points to reports generated by the computer system which indicate that Jeanine has a higher percentage of patients who do not return than do the other hygienists.

With the reduced patient load, Dr. Emerson will now need to fire one of his hygienists. Jeanine is more skilled in her actual dental work and made better grades in school.

Which hygienist should Dr. Emerson fire? Why?

Module 4 ■ Activity 6 ■ APPEARANCE

Activity: Why Was I Fired?

Materials Needed: Handouts/Transparency: Why Was I Fired? Pen or pencil

Directions: Divide students in small groups. Explain that each group should read the activity sheet, "Why Was I Fired?" The group should then answer the questions on the activity sheet. They should select a spokesperson from the group who will explain to the class their answers and the reasoning for their answers. The class, as a whole, should then compare group answers in a class discussion.

**Time Required:
20 Minutes**

Why Was I Fired?

Read the following scenario. Based on the information discussed in class, decide the reason the person was terminated. Answer the questions at the end of the scenario. Be prepared to explain your reasoning in class.

Paula worked in a sewing factory that manufactured children's clothing. Her mother had been a seamstress and had taught Paula a lot about how to sew. The supervisor admired Paula's work and always commented on her speed. Paula did not have very many friends at work. She did not understand why. She was always very eager to help others and went out of her way to thread needles, change thread, and so on, for co-workers.

Paula did not spend a lot of time grooming in the mornings. She had body odor, and others found it offensive. The supervisor had tried to tell her in a polite way, but Paula did not get the message. One day Paula overheard several of the women talking and laughing about buying her a bar of soap, deodorant, and a wash cloth for her birthday. Paula went over and slapped one of the women. Paula was fired. Why was she fired? Should she have been fired? Did the supervisor do his/her job correctly? Would you want to work with Paula? Why or why not?

Module 4 ■ Activity 7 ■ APPEARANCE

Activity: Manners, Appearance, and Hygiene

Materials Needed: Handouts/Transparencies chosen from the following activity sheets:

1. Manners on the Job
2. Good Grooming Habits
3. Four Basic Food Groups
4. Dressing To Get and Keep The Job
5. Smoking
6. Conversation
7. Table Setting
8. Serving Food
9. General Manners
10. Manners & Grooming Questionnaire

Directions: Each of the activity sheets deals with some aspect of manners, appearance, and hygiene. You may use handouts or transparencies in completing the activities. Lead your students in a discussion of their responses to each assigned activity.

**Time Required:
10 Minutes
Each Activity**

Manners on the Job

Make a good impression with the way you treat others!

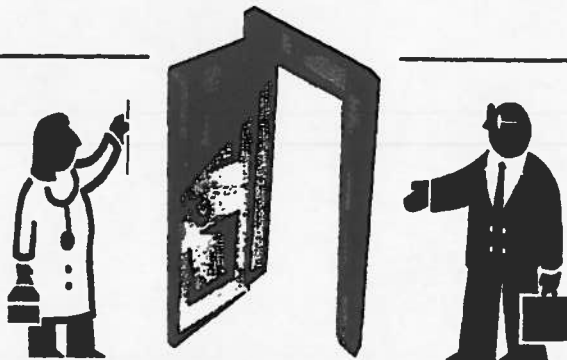


Shaking hands is a business greeting.

- ◆ Offer your hand with thumb up and out
- ◆ Shake hands--not fingers
- ◆ Shake from the elbow

Doors

- ◆ Hold the door for a person behind you, whether male or female.
- ◆ A man should allow a woman to pass through a door first.



Do:

- ◆ Chew with your mouth closed.
- ◆ Use a napkin.
- ◆ Turn your head when you sneeze.
- ◆ Clean up after yourself.

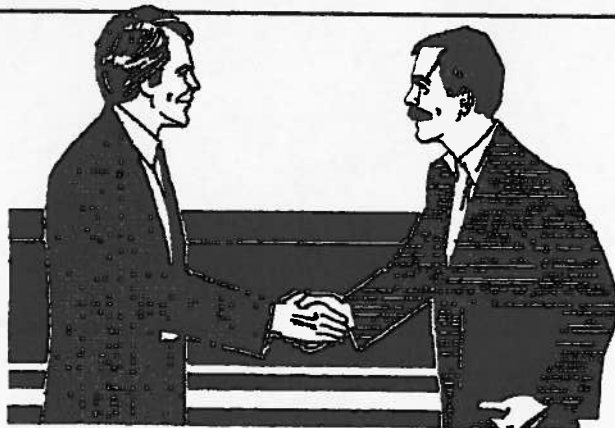
Don't:

- ◆ Belch or burp.
- ◆ Comb hair around food.

Introductions

- ◆ Name the older person or the person of higher authority first.
- ◆ Say something about people after introducing them.

*--Life Skills: Job Skills - Lesson 5 - Manners
On the Job--The University of Georgia
Cooperative Extension Service*



Good Grooming Habits

INSTRUCTIONS: Place an "X" beside each item below that is a good grooming habit.

- _____ 1. Bathe weekly
- _____ 2. Exercise regularly
- _____ 3. Shampoo hair daily if needed
- _____ 4. Brush teeth every three days
- _____ 5. Shave monthly
- _____ 6. Manicure nails regularly
- _____ 7. Have hair trimmed once a year
- _____ 8. Do not brush or comb hair
- _____ 9. Never use antiperspirant or deodorant
- _____ 10. Practice good posture

Four Basic Food Groups

INSTRUCTIONS: List the four basic food groups and give an example of each.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

--Common Essential Elements Human Relations and Personality Development



Dressing to Get and Keep the Job



Colors to wear: black, brown, blue, gray with accent colors of red, green, and yellow

Looking overly casual, earthy, romantic, or glamorous is not good for the business office or for interviews.

CLOTHES

Classic, clean, suits, dresses

UNDERGARMENTS

Comfortable, neat, and clean

SHOES

Neat, comfortable but dressy

No open toes or tennis shoes

ACCESSORIES

No more than three accessories with any outfit

No dangling jewelry, earrings, bracelets

Maximum of one ring on each hand

If it hangs, bangs, clangs, or jangles, don't wear it in the office.

HANDBAGS

Use briefcase, satchel or handbag to match shoes

Module 4 ■ Activity 7 ■ APPEARANCE

HAIR

Smooth and controlled, no fancy or complicated hairstyles

MAKEUP

No frosted makeup, use matte eyeshadow, blusher, lipstick

Use pale or muted nail polish, nothing glaring

FRAGRANCE

Crisp and clean, nothing heavy, strong, or sweet

SIGNIFICANCE OF COLORS

BLACK—color of authority

RED—good for confidence

BROWN—denotes reliability

GREY—shows dependability

Pastels are best worn for accents such as blouses and scarves. They suggest lack of credibility.

OTHER SUGGESTIONS

A jacket is a source of power.

Fit of clothes should be elegantly loose. (Tight screams cheap.)

Solid colors make the wearer appear thinner.

Suits should be in proportion to the body. For example, short people should not wear clothes made for tall, thin models.

Smoking



- ◆ Ask about the smoking policy. Never smoke if you might offend even one person at work.
- ◆ Don't smoke in someone's office without asking permission.
- ◆ Don't feel irritated if the answer is "no."

Conversation

- ◆ Never interrupt
- ◆ Avoid:
 - Confidential information
 - Your health
 - Other people's health
 - Controversial subjects
 - How much things cost
 - Personal misfortunes
 - Stories in questionable taste
 - Harmful gossip

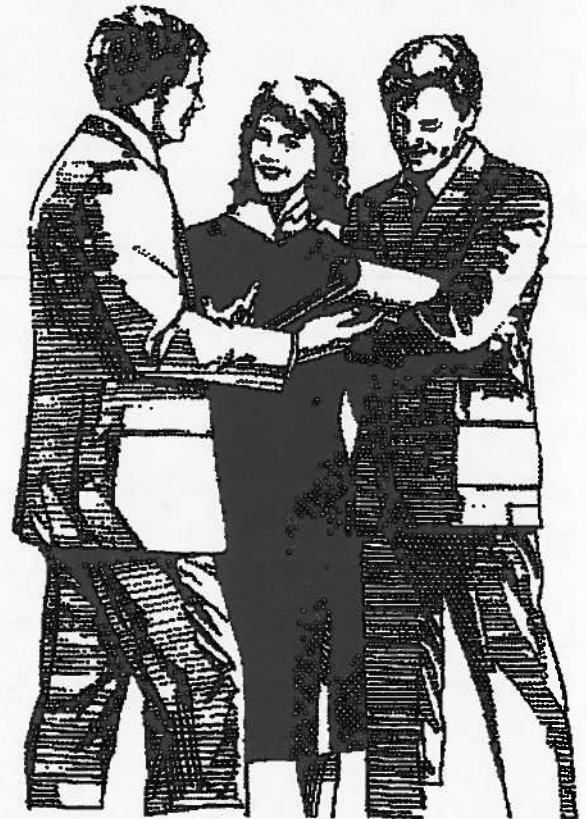
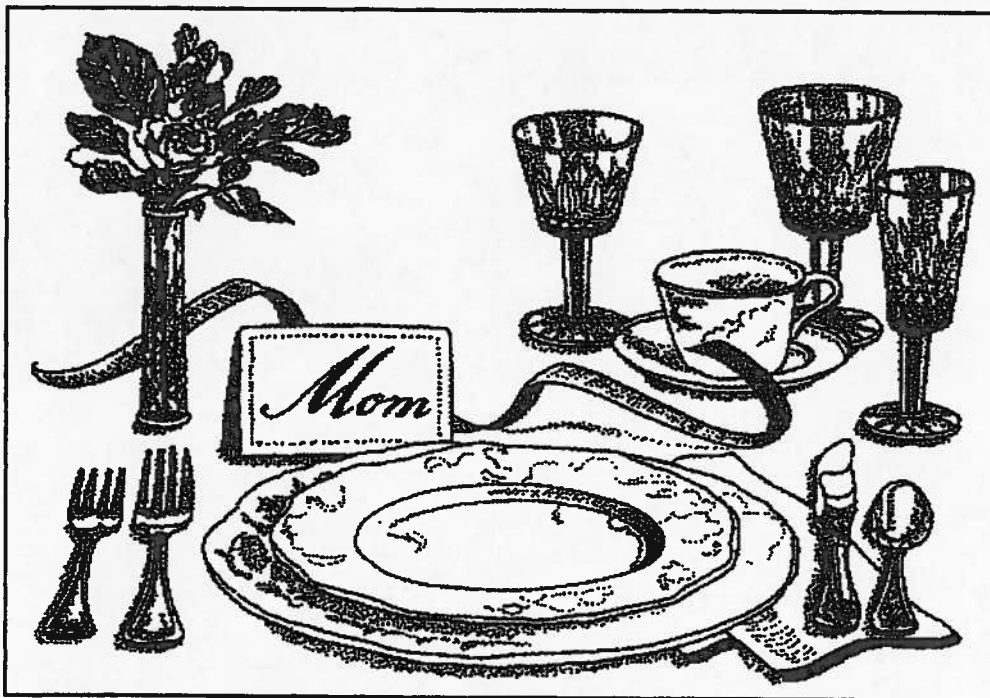
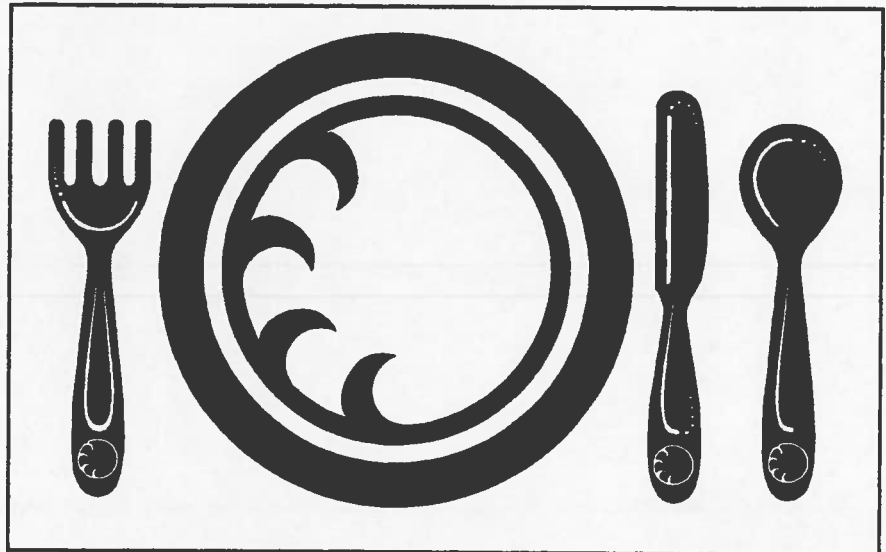


Table Setting

**Everyday
Meal**

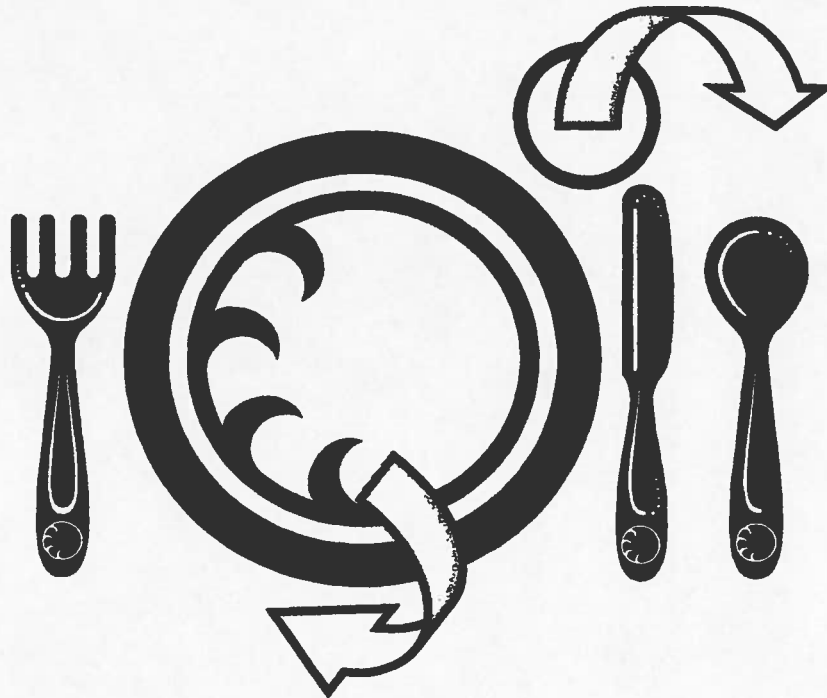


**Special
Meal**

*-Life Skills: Job Skills - Lesson 5 - Manners on the Job
1997 The University of Georgia Cooperative Extension Service*

Serving Food

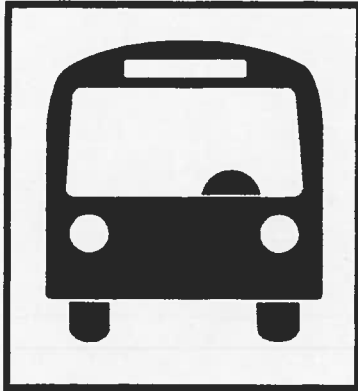
- ◆ Pass all foods in the same direction
- ◆ Serve beverages on the right side of the guest; serve food on the left side of the guest.
- ◆ Clear cups and glasses from the right; clear plates from the left.



*-Life Skills: Job Skills - Lesson 5 - Manners on the Job
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General Manners

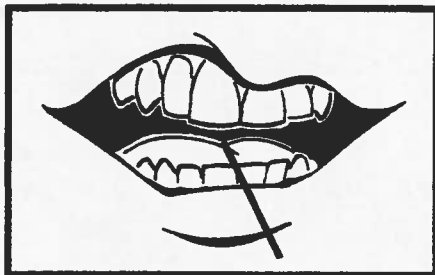
GUM



- ◆ Give your bus seat to older or disabled persons.



- ◆ Cover mouth when coughing or sneezing.



- ◆ Use toothpicks in private

- ◆ Don't chew gum when you want to make a good impression.



- ◆ Call if you'll be late for an appointment.

Failing in the past does not mean you will fail in the future.

Manners & Grooming Questionnaire

DIRECTIONS: For each statement listed below, rate yourself on a scale of 1 to 10 for each of the items. A rating of 10 would indicate that the statement is always true, and a rating of 1 would indicate that it is never true.

- _____ 1. I always say please and thank you when I ask someone for something.
- _____ 2. The clothes I wear would never offend another person.
- _____ 3. If something bad happens to someone I don't like, I tell my friends and laugh about it when that person is not around.
- _____ 4. I never curse or use offensive language in public places.
- _____ 5. My hair is clean and well groomed.
- _____ 6. People who know me would describe me as cheerful and friendly.
- _____ 7. I always have good posture.
- _____ 8. When I talk to someone, I look them in the eyes.
- _____ 9. I keep my fingernails clean and nicely trimmed.
- _____ 10. I usually become angry and lose my temper when things don't go my way.
- _____ 11. When other people do something differently from the way I would do it, I avoid being critical of them.
- _____ 12. I don't bite my fingernails.
- _____ 13. When I sneeze or cough, I always cover my mouth.
- _____ 14. My table manners are very good.
- _____ 15. If someone gives me a gift or does me favor, I send them a thank you note.

*--Interpersonal Skills Questionnaire
WEC Worksheet 1995 by R.B. Hill*

Module 4 ■ Activity 8 ■ APPEARANCE

Activity: Choosing the Right Clothes

Materials Needed: Handouts/Transparency: Closet Inventory

Directions:

1. Discuss the importance of wearing the right clothes for a certain job. (dress codes, neat dress, uniforms, safety equipment). Emphasize that in certain situations, dress is as important to job success as worker skills. Clothes often influence the way people perceive you.
2. Complete the closet inventory together in class. Encourage discussion. Students should be able to provide appropriate reasons for making certain selections.
3. Have each student choose a particular job; name a position in a company where he or she could work after graduation. Write a description of the appropriate dress for the job. Give reasons for the type of clothing choices.

**Time Required:
30 Minutes**

Closet Inventory

Go through the following closets and check how you think each person should dress for the job described:

Closet 1

Jill is an accountant for a life insurance company. Check the items you think she should wear to work.

Blouse	Shirt
Boots	Shorts
Business Suit	Skirt
Casual Shoes	Slacks
Dress	Socks
Jacket	Sweater
Jeans	T-Shirt
Jewelry	Tie
Leather shoes	Vest
Nylons	Tennis shoes
Pants	
Other _____	
Other _____	

Closet Inventory

Go through the following closets and check how you think each person should dress for the job described:

Closet 2

Calvin is a production worker in an automotive parts factory. Check the items you think he should wear to work.

Blouse

Nylons

Boots

Pants

Business Suit

Shirt

Casual Shoes

Shorts

Dress

Skirt

Dress shirt

Slacks

Jacket

Socks

Jeans

Sweater

Jewelry

T-shirt

Leather shoes

Tie

Vest

Tennis shoes

Other _____

Other _____

Closet Inventory

Go through the following closets and check how you think each person should dress for the job described:

Closet 3

Shellie is a telephone repair person. Check the items you think she should wear to work.

Blouse

Nylons

Boots

Pants

Business Suit

Shirt

Casual Shoes

Shorts

Dress

Skirt

Dress shirt

Slacks

Jacket

Socks

Jeans

Sweater

Jewelry

T-shirt

Leather shoes

Tie

Vest

Tennis shoes

Other _____

Other _____

Closet Inventory

Go through the following closets and check how you think each person should dress for the job described:

Closet 4

Stan is a lab assistant at a hospital. Check the items you think he should wear to work.

Blouse

Nylons

Boots

Pants

Business Suit

Shirt

Casual Shoes

Shorts

Dress

Skirt

Dress shirt

Slacks

Jacket

Socks

Jeans

Sweater

Jewelry

T-shirt

Leather shoes

Tie

Vest

Tennis shoes

Other _____

Other _____

Module 4 ■ Activity 9 ■ APPEARANCE

Activity: Etiquette

Materials Needed: Handouts/Transparencies: Etiquette, paper signs, pins, visitor supervisor and speaker

Directions: Divide students into groups of three. In small groups, have students role-play making introductions. Use the handout for a guide--students should change parts as the speaker, supervisor, and visitor.

Then call one group at a time to the front of the room. Pin signs on each member and have them make introductions based on their assigned roles.

Let the class audience critique each group's introductions. Point out strengths and weaknesses.

**Time Required:
15 Minutes**

Etiquette Introductions & Greetings

Etiquette is defined as prescribed social behavior and manners. Business etiquette would be the prescribed behavior and manners expected in the work environment. Most of us refer to etiquette as courtesy. Courtesy is nothing more than being considerate of other people--treating them as we would like to be treated.

INTRODUCTIONS AND GREETINGS

There are basic rules of introduction:

- ◆ Stand up
- ◆ Smile
- ◆ Always shake hands--and firmly
- ◆ Make eye contact
- ◆ Repeat the other person's name

Introducing a visitor to a supervisor: Look at and say the visitor's name first. Then look at the supervisor and say his/her name. Example: Mr. Parker, I would like you to meet Ms. Wendy Thomas, who is an accountant representative from Woodland and Associates."

Introducing your supervisor to another person: Look at and say your supervisor's name first. Then look at the other person and say his/her name. Example: "Mr. Jones, I would like you to meet Ms. Thomas, who would like to talk to you about the position opening."

NOTE: Introductions are based on rank rather than on gender.

Common Questions About Greetings and Introductions

Q: When is it appropriate for me to address a supervisor or administrator by his/her first name?

A: When the person requests that you do so.

Q: When addressing a female supervisor, how should I refer to her?

A: When are you unsure of how a woman would like to be addressed, use the term "Ms." ("Dr." if appropriate). If she prefers "Mrs.", she may tell you at that time.

Module 4 ■ Activity 10 ■ APPEARANCE

Activity: Appearances Count

Materials Needed: Handouts: Appearances Count

Directions: Give each student a copy of the handout "Appearances Count" and have them read it. Students should then participate in an instructor-led discussion of the importance of appearance on job success.

**Time Required:
10 Minutes**

Module 4 ■ Activity 10 ■ APPEARANCE

APPEARANCES COUNT

Long before I am near enough to talk to you on the street, in a meeting or at a party, you announce your sex, age, and class to me through what you are wearing—and very possibly give me important information (or misinformation) as to your occupation, origin, personality, opinions, tastes, sexual desires, and current mood. By the time we meet and converse, we have already spoken to each other in an older and more universal tongue.—Allison Lurie, Author of THE LANGUAGE OF CLOTHES

YOU HAVE JUST THIRTY SECONDS . . .

Social psychologists studying the impact of image have determined that's how long it takes for someone meeting you to form a whole laundry list of impressions about your character and abilities. The list of impressions encompasses:

Educational level	Trustworthiness
Career competence and success	Sense of humor
Personality	Social heritage
Level of sophistication	

Now, thirty seconds doesn't give you time to pull out your transcript, showcase your resume, or present character references. It doesn't allow any time to explain that you have talent, skills, training, and a substantial list of truly satisfied employers and customers.

In thirty seconds, people from all those different impressions based almost entirely on what they see—your clothes, hairstyle, carriage, smile, and the rest of your nonverbal communications. The bad thing is . . . there are no "erase buttons," once a negative impression is made, it is extremely hard to change. Appearances do count.

Appearances count, not only in first impressions, but also in ongoing interactions. In his comprehensive research on communication, sociolinguist Albert Mehrabian found that in a face-to-face encounter,

7 percent of a verbal message comes from the words used;

38 percent comes from the vocal tone, pacing, and inflection;

55 percent of the message is transmitted by the speaker's appearance and body language. Appearances count—often in cold, hard cash. Employers are willing to pay for people who look the part. If the employee already projects an image of professionalism, that's one less thing—one potentially unpleasant thing—that the firm has to worry about.

—Adapted from *The New Professional Image*, Bixler and Nix-Rice, Adams Media Corporation, 1997, pp. 3-6.