FaceSpace Project Lesson 4: (More) Social Network and Workplace Etiquette

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

☰ OVERVIEW:

This is the fourth lesson in a series about workplace expectations. Students have already received their assignment to create a "FaceSpace" page. They will use the first half of class to read and discuss an article relating to job etiquette, and spend the remainder of class working on their FaceSpace projects.

☰ NBEA STANDARD(S):

- Career Development, III. Workplace Expectations

☰ RELATED ARTICLES:

- "Workplace Etiquette: Would You 'Ghost' Your Employer?"
- "Is TikTok Invading Your Privacy?"
- "How Clean Is Your Digital Footprint?"
- "Educator Toolkit: Technology and Privacy"
- "Educator Toolkit: Digital Footprints"
- "An Arctic Teen's Viral Tunes Save His Language from Extinction"
- "#ExploreMuseums: Using Social Media to Improve Your Future Prospects"

Common Core Standard(s):

- ELA CCR Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
- ELA CCR Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance the understanding of presentations.
- ELA CCR Speaking and Listening 6: Adapt speech to a variety of contexts and communication tasks, demonstrating a command of formal English when indicated or appropriate.

Objectives/Purposes:

- Students will read/analyze the article to obtain relevant information.
- Students will discuss the do's and don'ts of workplace etiquette.
- Students will work constructively in groups.

Knowledge@Wharton Article:

"To Marshall Goldsmith: Thank You for Writing This Book (And We're Not Sucking Up)"

Other Resources/Materials:

- Newsprint
- Creating an Online Persona 2 (Handout A)
- Extra copies of "FaceSpace" handout

- Poster board, construction paper, glue, markers and any other materials necessary to create "FaceSpace" posters

Activities:

1. Ask students what they think the phrase "workplace etiquette" means. Discuss the importance of being courteous and respectful in the workplace. Have students brainstorm a list of "rules of conduct" for the workplace. Keep track of the students' ideas on newsprint, so they can refer to these rules as they work on their posters. *(5 mins)*

2. Hand out copies of the Knowledge@Wharton article. As students read Marshall Goldsmith's list of 20 bad habits, tell them to make the following notations:

Circle the rule that you agree with the most.

Put a star next to the rule that surprises you the most.

Underline a rule that you have questions about.

When students have finished reading, make them share what they circled, starred and underlined, with a partner. Discuss as a class what stood out and what more they wanted to know about. Based on the article, what do students want to add to their list of workplace rules? Add new rules to the class list.

While responses to this article will undoubtedly vary, it is useful to discuss a few of Marshall's rules in depth. For example:

Rule 1: "Winning too much."

- Why isn't winning all the time a good thing?
- What does it mean to be "hypercompetitive"? Can you think of a time when either you or someone with whom you were working was hypercompetitive? What were the results?

Rule 5: "Starting with 'No,' 'But,' or 'However.'"

- Why are these words harmful or off-putting?
- If you disagree with an individual, what are some better ways to address this situation?

Rule 12: "Making excuses."

- What are some examples of blunt ways we make excuses? What are some examples of subtle ways we make excuses?
- Why is it tempting to make excuses? How can taking responsibility for our actions be more productive in the long run?

Rule 15: "Refusing to Express Regret."

- How can admitting you are wrong actually help your relationships with your co-workers?
- Can you think of a time when someone either refused to say they were sorry or expressed regret? How did that individual's decision to apologize or not influence the situation?

(15 mins)

3. Hand out Creating an Online Persona 2 and discuss the key points with students. Ask students if any of them have Blogs, LinkedIn, or Twitter accounts. How can students apply workplace etiquette rules to social networking sites? *(5 mins)*

4. Students may use the remainder of their time to work on their "FaceSpace" projects. Encourage students to incorporate what they have learned from today's reading into their posters. At this point, students should be close to finished, as they will be presenting their FaceSpace pages in class tomorrow. Check in with each group individually to see if they need help. *(15 mins)*

Tying It All Together:

Save time at the end of class for final reflections. What do students think of all of these workplace rules? Do all workplaces have the same rules? When you're new at a workplace, what strategies can you use to learn the unwritten codes of conduct for your new environment? *(5 mins)*

Practice Outside of the Classroom:

- Ask the adults you know what they think are the most important do's and don'ts of workplace etiquette.
- Re-read Goldsmith's list of 20 bad habits and put a check next to any you might be guilty of. Besides having a friend/co-worker charge you for any infraction, what are some other ways you can try to break these bad habits?

What Worked and What I Would Do Differently:

At this point, students have a lot of information from which to draw for their FaceSpace posters, and an approaching deadline. As such, students used their time efficiently in class to work on their projects.