

BUSINESS ETIQUETTE



INSTRUCTOR GUIDE
1-DAY COURSE

HRDQ[®]

BUSINESS ETIQUETTE

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Use basic courtesy and manners
- ◇ Practice common business etiquette to build and maintain relationships
- ◇ Implement practices for respecting yourself
- ◇ Be resilient in difficult situations
- ◇ Interact in a respectful manner with coworkers and subordinates
- ◇ Interact respectfully with individuals with disabilities
- ◇ Establish positive human connections
- ◇ Maintain relationships with strong communication skills
- ◇ Use technology effectively
- ◇ Incorporate the traits of successful and respected managers into daily routines
- ◇ Balance work and personal life appropriately

Chapter One



MANNERS AND COURTESY MATTER

"Are manners dead? Have we, in this me-driven state of the world, lost sight of the value of politeness and courtesy?..."

Ask participants to think of the last time that they were on the receiving end of rude behavior. Then ask how often this happens and how it feels.

"...I wonder sometimes. Every time I'm cut off in traffic by someone whose agenda and need of my lane is so obviously more important than mine. Every time I'm treated like an inconvenience rather than a paying customer. Every time holding a door or an elevator is clearly too much of a bother for the person in front of me. If we stop being nice to one another, stop behaving cordially and respectfully, is the value of a community, a neighborhood, a city, a state, a country diminished? And if it is, will we like what we're left with?"
Article by Julie Baxter in 4/11/04 *Coloradoan*.

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- ◇ Understand the components of business etiquette and why it is important
- ◇ Define reasonable expectations for yourself
- ◇ Define reasonable expectations for your employees

What's that fancy word?

Put a check mark next to the items that you think involve etiquette.

- _____ Building better relationships.
- _____ Which fork to use with your salad.
- _____ Presenting yourself in a positive way.
- _____ Communicating effectively.
- _____ Being a successful leader.
- _____ Knowing how and what to share.
- _____ Using the right words in e-mails.
- _____ Balancing your life at home and work.

Practicing etiquette is making an investment in building relationships. In turn, these relationships could be one of your most valuable assets at work.

"Civility costs nothing and buys everything."

— Lady Mary Wortley Montagu

What is etiquette and why should you care?

Etiquette is defined by Merriam-Webster as "the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life." Take this a step further and define business etiquette. Ask the group how they define business etiquette.

Business etiquette is defined as the conduct or procedures that are generally acceptable and polite in the workplace. It is typically a set of unspoken expectations that most people either meet—or find out about when they do not meet them.

Ask the group, "What happens when someone breaks etiquette at work?"

Possible answers, "You try to avoid them," or "You question their job knowledge or competence" or "They are left out of social activities."

Quiz debrief: If you checked all of the above you would be correct. Etiquette is as much about table manners as it is about treating others with respect. In business you make investments of time, energy, or money all the time.



When you don't use manners and common courtesies that people have come to expect, it shows a lack of consideration and professionalism. People then make judgments about you based on this (regardless of your abilities).



Etiquette and professionalism go hand-in-hand

Often people struggle in situations like these:

- ◇ Introducing a person when you've forgotten their name
- ◇ Knowing what to wear on "dress down" day at the office
- ◇ Knowing what humor is appropriate with coworkers or customers
- ◇ Handling a person that comes on too strong

If you do not use the expected common courtesies, people make judgments about you that can be lasting.

- ◇ Employees will feel unappreciated and may become cynical and distrustful
- ◇ You won't be trusted by your managers, employees, and peers
- ◇ Customers will feel slighted and may even complain
- ◇ You may be left out of committees, meetings, or social functions

Setting expectations

Action or behavior	Implied expectation
Having stains or rips in your work shirt	Neatness and appearance don't really matter.
Receiving personal calls or e-mails at work	
Entering others' work area without permission	
Beginning meetings on time, even if all participants are not present	
Talking about your coworkers behind their back	
Coming to work late or leaving early on a regular basis	
Arriving at work at the exact time your shift starts and leaving at the exact time your shift ends	
Other:	
Other:	
Other:	

"Actions speak louder than words."



Talk about how managers are watched by employees. What the managers do and say becomes the informal code of conduct. If a manager wears shorts/jeans, they are giving permission to everyone they supervise to do the same. Behaviors send STRONGER messages than words. Be clear that what you do is the same thing you would like your subordinates to do.

Have participants work in small groups to complete this table. Ask them to list other behaviors they have either done personally or seen done by others that have sent a less than desirable message to employees.

Have participants list expectations they have of the employees they supervise. Guide them to think of things that are more work style or attitude related than job duties. For instance, "I expect my employees to clean up the microwave if their lunch explodes" or "I expect my employees to wear clean and pressed shirts."

Ask group members to share the items they listed. Compare and contrast the differences. Then ask participants to consider if they have clearly communicated these expectations to their employees. If not, ask how and when they will do so.



Setting expectations

Unspoken expectations only lead to unmet expectations. It is not possible for employees to know what managers expect if it is not communicated clearly. And, it is not fair to expect employees to do things that they are not told about.

I expect employees in my department to:






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