

Supplementary Teaching Material
for
IAC1204 Personality Development and Grooming

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International College
Suan Sunandha Rajabhat University
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Supplementary Teaching Material
for
IAC1204 Personality Development and Grooming

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M.B.A. in Business Administration

PhD. in Architectural Heritage Management and Tourism

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PREFACE

This supplementary teaching material is a course book designed for students Program in Airline Business studying the course: IAC 1204: Personality Development and Grooming. The book contains 9 units, each of which covers 2 hours of class instruction time and 1 hour in a passenger cabin simulation (3 hours a week) and 6 hours of independent study time (6 hours a week).

The aims of this book are to perform the learners in the following areas of performance:

1. Realize that good personality consists of mind, personality, and characteristic which are the internal factors, and grooming, appearance, grooming, manner and etiquette which are external factors.

2. Students have ability to use their critical thinking to perform good mannaer and choose the right etiquette in the right time and place.

3. Proud of themselves with their self-esteem and self-fullfillment when they become volunteers for SSRUIC and communities.

It is hoped that as learners progress through the book, they will have a chance to process the learning outcomes according to the Thailand Quality Framework : Higher Education (TQF).

Mr. Taksina Bunbut, PhD.

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Unit 1

Title Understanding Concept of Personality Development

Total Time in Learning/Teaching 3 Hours

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Introduction

Knowledge and skills about personality development are essential for every person, especially in the modern society that has high competitive environment. Good personality is a key for success in work life and everyday life because it helps people to have growth mindset and become professional. To have good personality, one could achieve through studying in classrooms, training with professionals, joining in personality development workshops, and practicing for hands-on experience by oneself.

Learning Outcomes

1. Gain knowledge about definition of 'Personality'.
2. Be able to explain the development of 'Personality Development'.
3. Understand objectives for studying 'Personality Development'.
4. Be able to implement knowledge and understanding about 'Personality Development' with everyday life.

Scope of Contents

1. Plato and his 'Mask Concept' in Personality Development

Personality Development can be considered as a classic topic that was introduced by Plato who was a renowned ancient Greek philosopher and lived in the ancient period, 429 years before Christ. He was a teacher of Aristotle who is another famous Greek philosopher. He also was a founder of the Academy where was a place for teaching people in several subjects, such as political philosophy, theology, cosmology, and philosophy of language.

An open-air Greek theatre is a place that Plato and other Greeks visited for the performance of tragedy plays, Greek mythology, and religious festivals. There were small number of actors, at maximum number of three to four actors that performed Greek plays on the stage. An actor can take on multiple roles and whenever he changed his roles, he will wear new masks. Then, his voice and gesture will be changed to associate with new character.

Plato got an idea from Greek play that people is like actors on the stage that they have more than one role to perform in their lives. One person has to take several roles because they have to be a father, a son, a husband, a student, a manager, and a friend. When a person stays at his home, he has to wear a mask of a husband, while he goes to his office, he has to wear a mask of a manager.

“These roles are comparable to each mask that we have to put on. We have various roles in one life and roles in different times. We have to perform and our performance have to associate with our mask. If we do not perform the right role to fit with the mask, we will not be accepted by society. If our act relate to the mask, we will be appreciated.” (Punnengpetch, n.d.)

Lastly, 'Persona' in Greek means 'Mask'. Personia also means 'to wear the mask'. Plato who is the owner of the idea of mask and role is also regarded as a father of the subject of personality.

2. Personality Psychology

Scientists and psychologists gained Plato's Concept of Mask and tried to develop knowledge and understanding about personality. Although people realize about their roles, each people in the same role also has individual differences in people's thoughts, feelings, and behaviors. Scientists and psychologists wanted to find answers for these following questions.

- How do people come to be who they are?
- Why don't people always act according to their roles?
- Did that people behave that way because of their personality or because of their environment?
- Why do some people have so much conflict?

2.1 Sigmund Freud

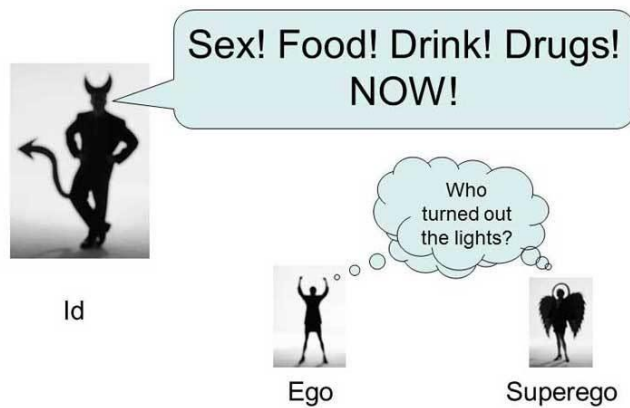
Sigmund Freud who is an Austrian neurologist introduced Psychoanalytic theory based on three main assumptions:

1. Personality is governed by unconscious forces that we cannot control.
2. Childhood experiences play a significant role in determining adult personality.
3. Personality is shaped by the manner in which children cope with sexual urges.

Freud also argued that personality is divided into three structures:

1. "Id" (Instinct): Id is the primitive, instinctive component of personality that operates according to the pleasure principle.
2. "Ego" (Reality): Ego is the decision-making component of personality that operates according to the reality principle.
3. "Superego" (Morality): Superego is the moral component of personality that incorporates social standards about what represents right and wrong.

Psychotic Psyche



Healthy Psyche



Neurotic Psyche

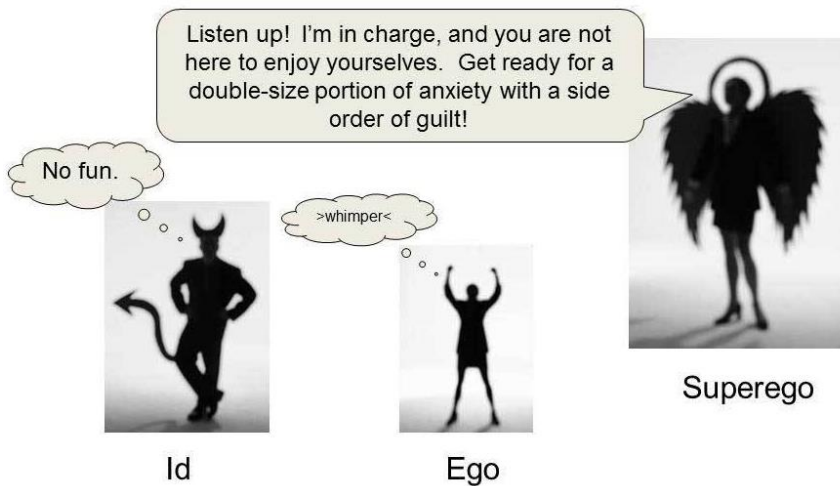


Figure 1 Three Parts of Personality Structure

Source: <https://www.simplypsychology.org/personality-theories.html>

Freud believed that behavior is the result of ongoing internal conflict among the id, ego, and superego. He also believed that the basic elements of adult personality are in place by age of five and result from the outcome of five psychosexual stages. Five Psychosexual Stages are 1. Oral (the mouth) 2. Anal (the anus) 3. Phallic (the penis or clitoris) 4. Latent (little or no sexual motivation) and 5. Genital (the penis or vagina).

Table 1 Freud's Five Psychosexual Stages

Stage	Ages	Focus of Libido	Major Development	Adult Fixation Example
Oral	0 to 1	Mouth, Tongue, Lips	Weaning off of breast feeding or formula	Smoking, Overeating
Anal	1 to 3	Anus	Toilet Training	Orderliness, Messiness
Phallic	3 to 6	Genitals	Resolving Oedipus/ Electra Complex	Deviancy, Sexual Dysfunction
Latency	6 to 12	None	Developing Defense Mechanisms	None
Genital	12+	Genitals	Reaching Full Sexual Maturity	If all stages were successfully completed then the person should be sexually matured and mentally healthy.

Source: <https://sites.google.com/site/humandevlopment1515/identity-development>

2.2 Abraham Harold Maslow

Maslow is an American psychologist who introduced Theory of Self-Actualization. He mentioned human motives are organized into a hierarchy of needs. The hierarchy is a systematic arrangement of needs, according to priority, in which basic needs must be met before less basic needs are aroused. Human have an innate drive toward personal growth and the greatest need is the need for self-actualization.

According to Maslow's theory, human developed basic needs to more complex needs. The theory is displayed as a pyramid. The lowest levels are the most basic needs, while the most complex needs are at the top of the pyramid.

Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security.

As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy becomes important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority.

(Source: <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>)

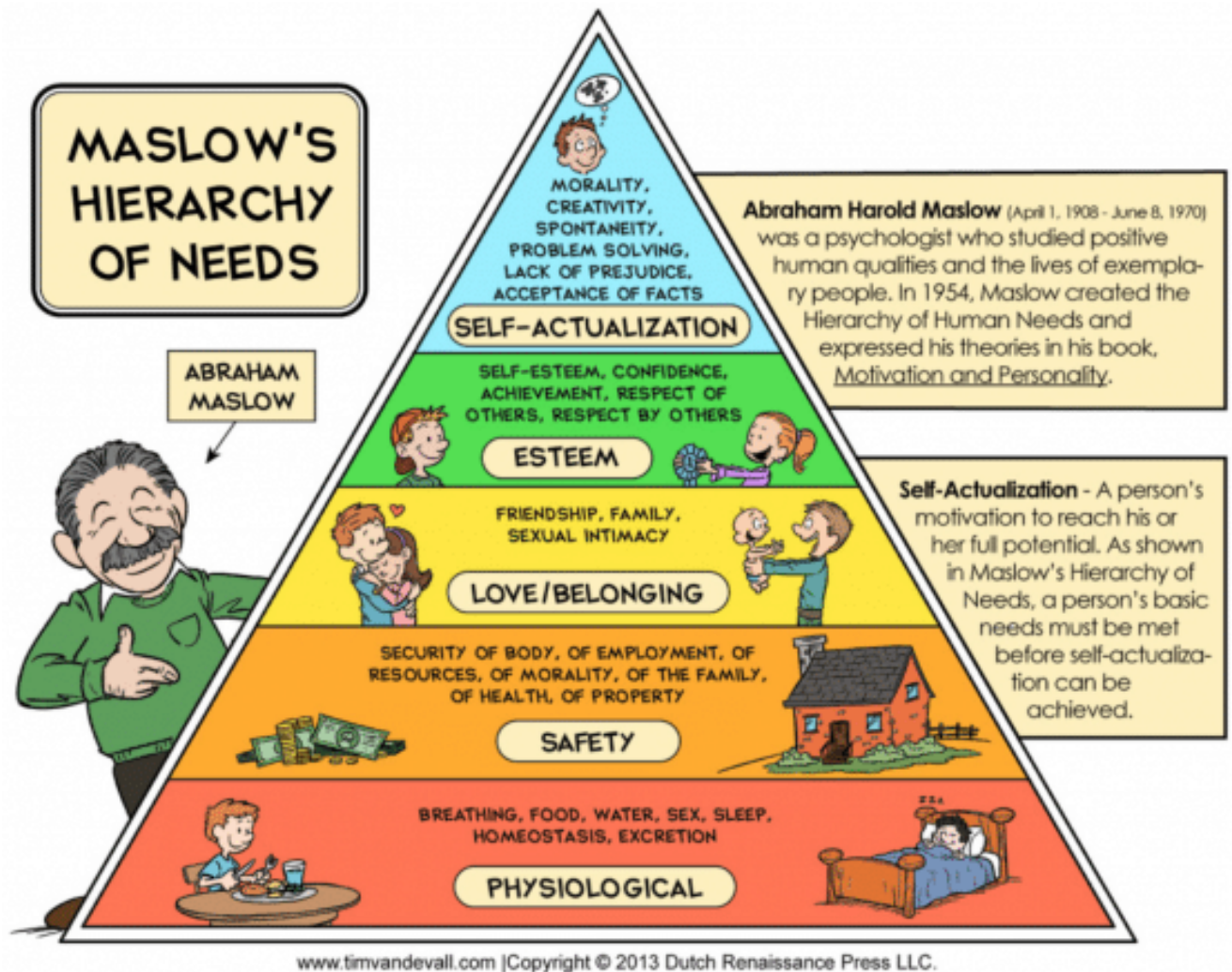


Figure 2 Maslow Hierarchy of Needs

Source: <https://www.grantnews.com/understanding-what-motivates-us-how-does-maslows-hierarchy-of-needs-factor-into-career-choice/>

2.3 Hans Jurgen Eysenck

Eysenck is a German-born British psychologist who spent his professional career in Great Britain. He identified three independent personality dimensions, including: Neuroticism, Extraversion, and Psychoticism. He used these three super factors or the three dimensions of Eysenck to describe personality.

1. Neuroticism (stability vs. emotional instability)

Eysenck uses Neuroticism to explain why some people are more prone than others to suffer anxiety, hysteria, depression, or obsession. He defines neurotic people as those who react in an exaggerated way more frequently and find it difficult to return to normal level of emotional activation.

2. Extraversion (extraversion vs. introversion)

People with higher scores in extraversion have a greater trait of sociability, impulsiveness, lack of inhibitions, vitality, optimism, and ingenuity. On the other hand, the more introverted people are generally more tranquil, passive, and are less social.

3. Psychoticism

The level of a person's psychoticism reflects their vulnerability to impulsiveness, aggressiveness, and lack of empathy. These people are often insensitive, antisocial, violent, and aggressive. If people score high on psychoticism, he may be predisposed to various mental disorders, such as psychosis. Unlike the other two dimensions, psychoticism does not have an opposite or inverse extreme. Instead, psychoticism presents at different levels in everybody.

Source: <https://exploringyourmind.com/eysencks-personality-theory/>

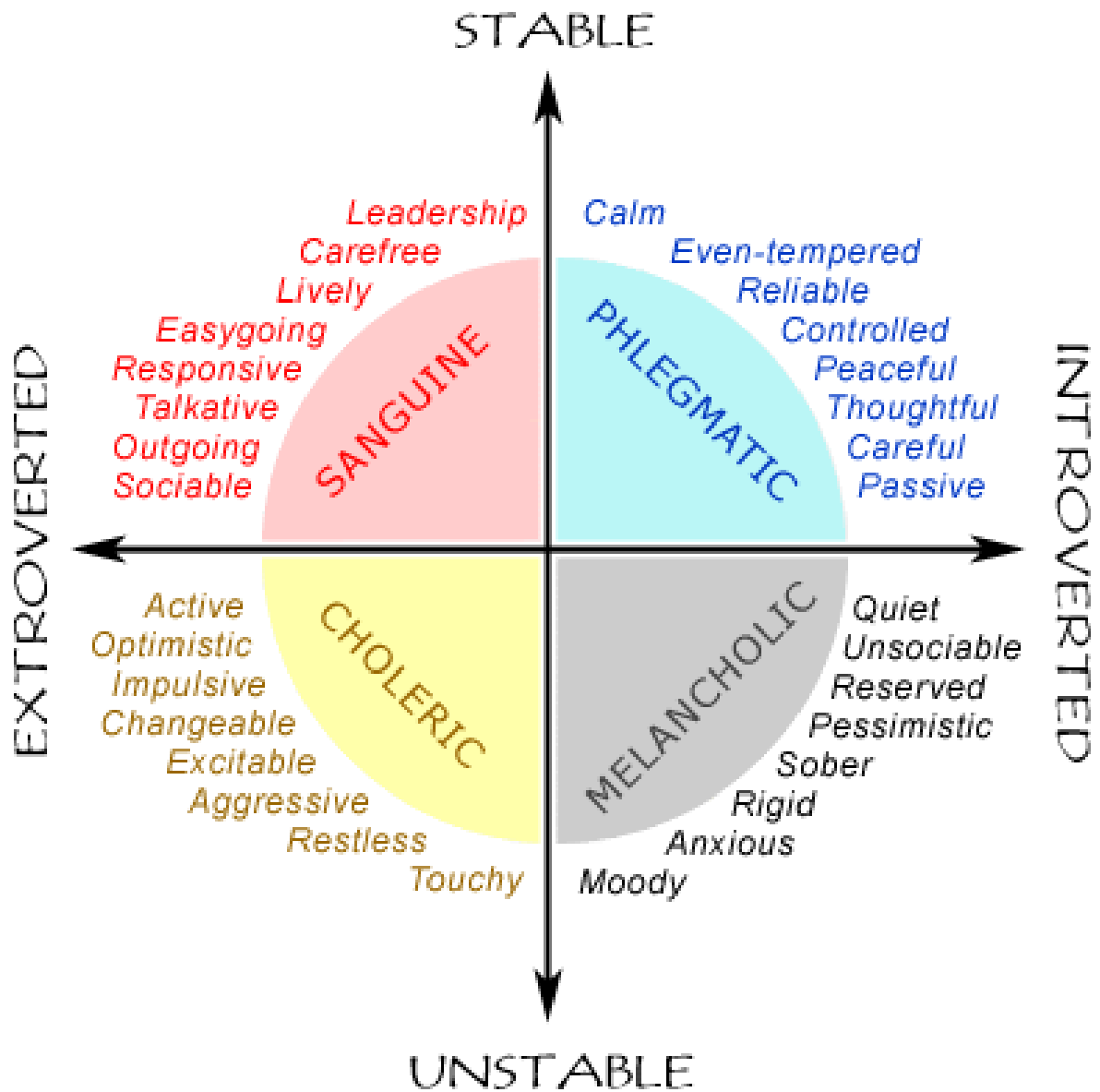
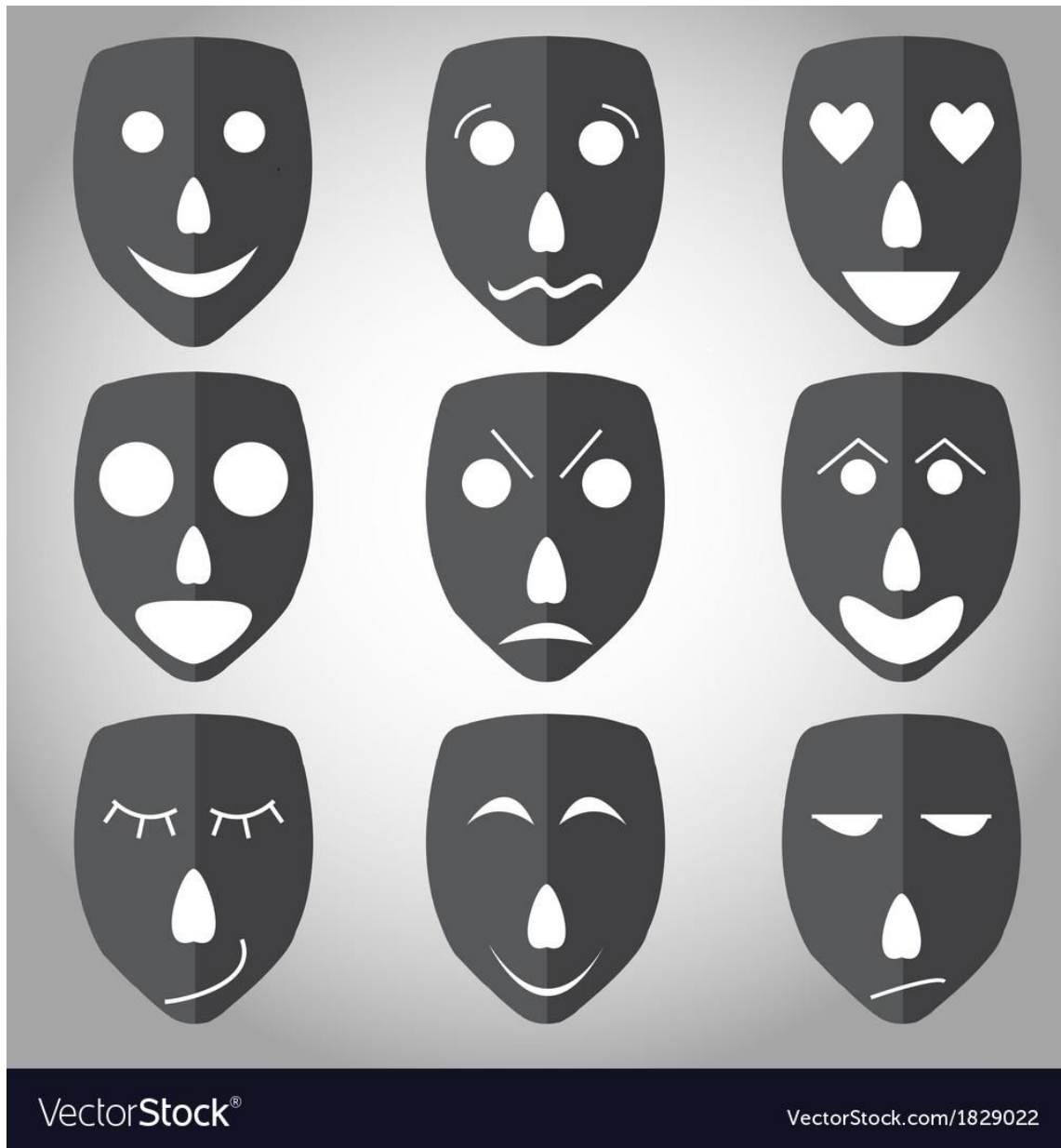


Figure 3 Trait Dimension of Eysenck's Personality Theory

Source: <https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/eysenck-s-personality-theory>







Exercise 1 Match feeling words in the box with the mask

Happiness	Sadness	Frustration	Anger	Anxiety
Disgust	Amusement	Boredom	Contempt	



Exercise 2 Match feeling words in the box with the feeling face.

Disgust	Surprise	Anger	Fear	Sad	Happy
---------	----------	-------	------	-----	-------

					
Pleased	Miserable	Anxious	Frustrated	Disbelieving	Revoltng
Loved	Upset	Scared	Furious	Shocked	Gross
Ecstatic	Hurt	Cautious	Envious	Amazed	Wretched
Glad	Down	Frightened	Pressurised	Taken aback	Obnoxious
Accepted	Unhappy	Worried	Outraged	Fidgety	Gruesome
Cheerful	Invisible	Uneasy	Mad	Excited	Lousy
		Nervous	Bothered	Astonished	
			Irritated		

Source:

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdm_u/livinglearningtogether/year3/yr3_unit2.pdf

Exercise 3 Masking your feeling according to the order.

At times, we wear real masks to hide our faces, like when we dress up in a costume. Other times, we wear “imaginary masks” that other people cannot see. Imaginary masks hide our feeling from other people. You are wearing an imaginary mask when you are pretending to feel something that you do not really feel.

Follow below order and wear your imaginary mask according to the order.

1. Acting like everything is fine when it is not.
2. Saying you do not care about something when you really do.
3. Pretending to be super nice when you are angry inside.
4. Acting angry when what you really feel is hurt.
5. Expressing feeling when you are watching a very funny movie.
6. Pretending to be happy when your classmate won an award, but you do not.
7. Pretending to feel sorry when you come to the class late.
8. Acting happy when you are thinking of someone you love.
9. Saying you feel excited about going to the beach in this weekend.

Source: <https://depts.washington.edu/hcsats/PDF/>

Exercise 4 Quiet Quiz: Are You an Introvert or an Extrovert?

To find out where you fall on the introvert-extrovert spectrum, answer each question True or False, choosing the one that applies to you more often than not.

1. _____ I prefer one-on-one conversations to group activities.
2. _____ I often prefer to express myself in writing.
3. _____ I enjoy solitude.
4. _____ I seem to care about wealth, fame, and status less than my peers.
5. _____ I dislike small talk, but I enjoy talking in depth about topics that matter to me.
6. _____ People tell me that I'm a good listener.
7. _____ I'm not a big risk-taker.
8. _____ I enjoy work that allows me to "dive in" with few interruptions.
9. _____ I like to celebrate birthdays on a small scale, with only one or two close friends or family members.
10. _____ People describe me as "soft-spoken" or "mellow."
11. _____ I prefer not to show or discuss my work with others until it's finished.
12. _____ I dislike conflict.
13. _____ I do my best work on my own.
14. _____ I tend to think before I speak.
15. _____ I feel drained after being out and about, even if I've enjoyed myself.

16. _____ I often let calls go through to voice mail.
17. _____ If you had to choose, I'd prefer a weekend with absolutely nothing to do to one with too many things scheduled.
18. _____ I don't enjoy multitasking.
19. _____ I can concentrate easily.
20. _____ In classroom situations, I prefer lectures to seminars.

The more often you answered True, the more introverted you are. This is an informal quiz, not a scientifically validated personality test. The questions were formulated based on characteristics of introversion often accepted by contemporary researchers.

Unit 2

Title Appearance and Personality

Total Time in Learning/Teaching 3 Hours

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Introduction

Students should be able to describe people's appearance and personality after they knew concept of personality. They can tell others' appearance and personality by using different adjectives. These adjectives help students to communicate clear picture of people and their behaviors.

Learning Outcomes

1. Be able to distinguish between appearance and personality.
2. Gain knowledge about adjectives for describing appearance and personality.
3. Understand the association between appearance and personality.

Scope of Contents

1. Distinguishing between Appearance and Personality

Appearance is defined as the way as someone or something looks. It is an outward aspect, human body, which can be described by seeing, such as short hair, brown eyes, and fair complexion. In order to use physical description on people how they look, adjectives are used for portraying physical appearances. Moreover, the question for asking about the appearance begins with this sentence. “What does she look like?”

While appearance is visible and detected by naked eyes, personality and character is invisible to the naked eyes, such as being calm, being straight forward, and being charming. Personality is the way people think (attitude) and behave (behavior). They reveal what people have inside their mind. The question for asking about personality is “What is she like?”

2. The Association between Appearance and Personality

Personality can create marks on people faces because what people think and what they feel will show on their facial expression, body gesture, and voice. The expression from thinking and feeling also create influence on people’s appearances, such as postures, level of grooming, and choice of hairstyle and clothing. However, reading personality from physical appearance sometimes it is not accurate because people can conceal their feeling and negative body language. Then, the accuracy of personality judgement is likely to increase when people involve with active face-to-face interaction and long-term relationship.

“Do not judge a book by its cover” is an English idiom that means one should not prejudge the worth or value of someone or something by its outward

appearance alone. This idiom creates awareness on people to pay more attention on personality than appearance, and not to judge people only by physical appearance. However, this idea sometimes is weak to influence on people because of the idea has conflict with the concept of first impression.

First impression is the process that people first encounter someone and they make a decision about other people in seven second.

Beyond a first impression that is made during the first three seconds and is relatively shallow about appearance and attractiveness, the next four seconds is about other aspects, such as social manners and communication.

To judge people by their appearances and to follow the instinct of first impression is not totally unacceptable because this is human psychological mechanism or a primitive drive. In prehistoric times, people would have had to make a quick judgment about an encounter with an unknown animal to avoid being a victim. Today, people make a hasty decision about a new business partner, service provider, or even romantic interest to avoid being taken advantage of, or worse, physically hurt.

According to Mark Schaller, a leading social psychologist at the University of British Columbia, during that critical first seven seconds of contact, human subconsciously decide whether a threat might be present and if that person wants to engage with someone. In seven seconds people sum up a new person well enough to try to figure out if they are interacting with a criminal or a sociopath that might steal from them or do them harm, or a nice person we want to do business with, buy a product from, or even date.

Although it is not fair to judge people by their appearances, the concept of first impression still has power over human being. Psychologists have long known

that attractive people get better outcomes in practically all walks of life. People with “mature” faces receive more severe judicial outcomes than “baby-faced” people. And having a face that looks competent (as opposed to trustworthy or likeable) may matter a lot in whether a person gets elected to public office.

(Source: https://www.huffingtonpost.ca/entry/judging-by-appearance_ca_5cd4dbcde4b07bc72972b10b)

(Source: Ashmore, A., 2018. Seven Seconds to Success. Retrieved from www.psychcentral.com.)

3. List of adjectives for describing personality

POSITIVE PERSONALITY ADJECTIVES



These adjectives describe people positively.

- | | | | |
|-------------------|------------------|-------------------|--------------------|
| 1. Able | 26. Convivial | 51. Gregarious | 76. Plucky |
| 2. Active | 27. Courageous | 52. Hard-working | 77. Polite |
| 3. Adaptable | 28. Courteous | 53. Helpful | 78. Powerful |
| 4. Adventurous | 29. Creative | 54. Honest | 79. Practical |
| 5. Affable | 30. Decisive | 55. Humorous | 80. Pro-active |
| 6. Affectionate | 31. Determined | 56. Imaginative | 81. Intuitive |
| 7. Agreeable | 32. Diligent | 57. Impartial | 82. Quick-witted |
| 8. Ambitious | 33. Diplomatic | 58. Independent | 83. Quiet |
| 9. Amiable | 34. Discreet | 59. Intellectual | 84. Rational |
| 10. Amicable | 35. Dynamic | 60. Intelligent | 85. Reliable |
| 11. Amusing | 36. Easygoing | 61. Intuitive | 86. Reserved |
| 12. Aware | 37. Emotional | 62. Inventive | 87. Resourceful |
| 13. Balanced | 38. Energetic | 63. Kind | 88. Romantic |
| 14. Brave | 39. Enthusiastic | 64. Loving | 89. Self-confident |
| 15. Bright | 40. Exuberant | 65. Loyal | 90. Sensible |
| 16. Broad-minded | 41. Fair-minded | 66. Modest | 91. Sensitive |
| 17. Calm | 42. Faithful | 67. Neat | 92. Shy |
| 18. Capable | 43. Fearless | 68. Nice | 93. Sincere |
| 19. Careful | 44. Forceful | 69. Optimistic | 94. Sociable |
| 20. Charming | 45. Frank | 70. Passionate | 95. Sympathetic |
| 21. Clever | 46. Friendly | 71. Patient | 96. Thoughtful |
| 22. Communicative | 47. Funny | 72. Persistent | 97. Tidy |
| 23. Compassionate | 48. Generous | 73. Philosophical | 98. Tough |
| 24. Conscientious | 49. Gentle | 74. Pioneering | 99. Versatile |
| 25. Considerate | 50. Good | 75. Placid | 100. Willing |



3.1 Example for using adjective to describe personality

1.

Confident : being certain of your abilities

Example sentence : Bob is supremely **confident** of winning the match.

2.

Hard working : always doing a lot of work

Example sentence : Ellen is always very **hard working** at school.

3.

Optimistic : a person with a hopeful

Example sentence : Liz is **optimistic** about her chances of winning a gold medal.

4.

Enthusiastic : showing a feeling of energetic interest or an eagerness to be involved in it

Example sentence : Liz is **enthusiastic** about the party.

5.

Pro-active : taking action by causing change and not only reacting to change when it happens

Example sentence : Bob is **pro-active** about environmental management at his company.

4. List of adjectives for describing appearance

APPEARANCE ADJECTIVES



These adjectives describe appearance.

- | | | | |
|----------------|-------------------|--------------------|------------------|
| 1. Adorable | 26. Drab | 51. Lean | 76. Skinny |
| 2. Adult | 27. Dull | 52. Light | 77. Slender |
| 3. Adventurous | 28. Elderly | 53. Long | 78. Slim |
| 4. Aggressive | 29. Elegant | 54. Lovely | 79. Smoggy |
| 5. Alert | 30. Excited | 55. Magnificent | 80. Sparkling |
| 6. Athletic | 31. Fancy | 56. Middle-aged | 81. Spotless |
| 7. Attractive | 32. Fashionable | 57. Misty | 82. Stormy |
| 8. Average | 33. Fat | 58. Motionless | 83. Strange |
| 9. Beautiful | 34. Feeble | 59. Muddy | 84. Stormy |
| 10. Big | 35. Filthy | 60. Muscular | 85. Strong |
| 11. Bloody | 36. Fit | 61. Neat | 86. Stunning |
| 12. Blue-eyed | 37. Glamorous | 62. Old | 87. Thin |
| 13. Blushing | 38. Gleaming | 63. Old-Fashioned | 88. Tidy |
| 14. Bright | 39. Good-looking | 64. Overweight | 89. Ugliest |
| 15. Chubby | 40. Gorgeous | 65. Obese | 90. Ugly |
| 16. Clean | 41. Graceful | 66. Petite | 91. Unattractive |
| 17. Clear | 42. Grotesque | 67. Plain | 92. Unsightly |
| 18. Cloudy | 43. Handsome | 68. Plump | 93. Untidy |
| 19. Colorful | 44. Heavy | 69. Poised | 94. Unusual |
| 20. Crowded | 45. Homely | 70. Poorly-dressed | 95. Weak |
| 21. Curvy | 46. Hot | 71. Precious | 96. Well-dressed |
| 22. Cute | 47. Husky | 72. Pretty | 97. Wide-Eyed |
| 23. Dark | 48. In good shape | 73. Ripped | 98. Wiry |
| 24. Distinct | 49. Lanky | 74. Quaint | 99. Young |
| 25. Dirty | 50. Large | 75. Shiny | 100. Great |

www.englishgrammarhere.com



4.1 Example for using adjective to describe appearance

1.

Attractive : being certain of your abilities

Example sentence : Shakira is a very **attractive** singer.

2.

Chubby : a polite way of describing someone who is a bit
overweight

Example sentence : Mr. Crown is a bit **chubby**, isn't he?

3.

Presentable : another way of saying someone looks smart

Example sentence : If you want to get a good job, you need to look
presentable.

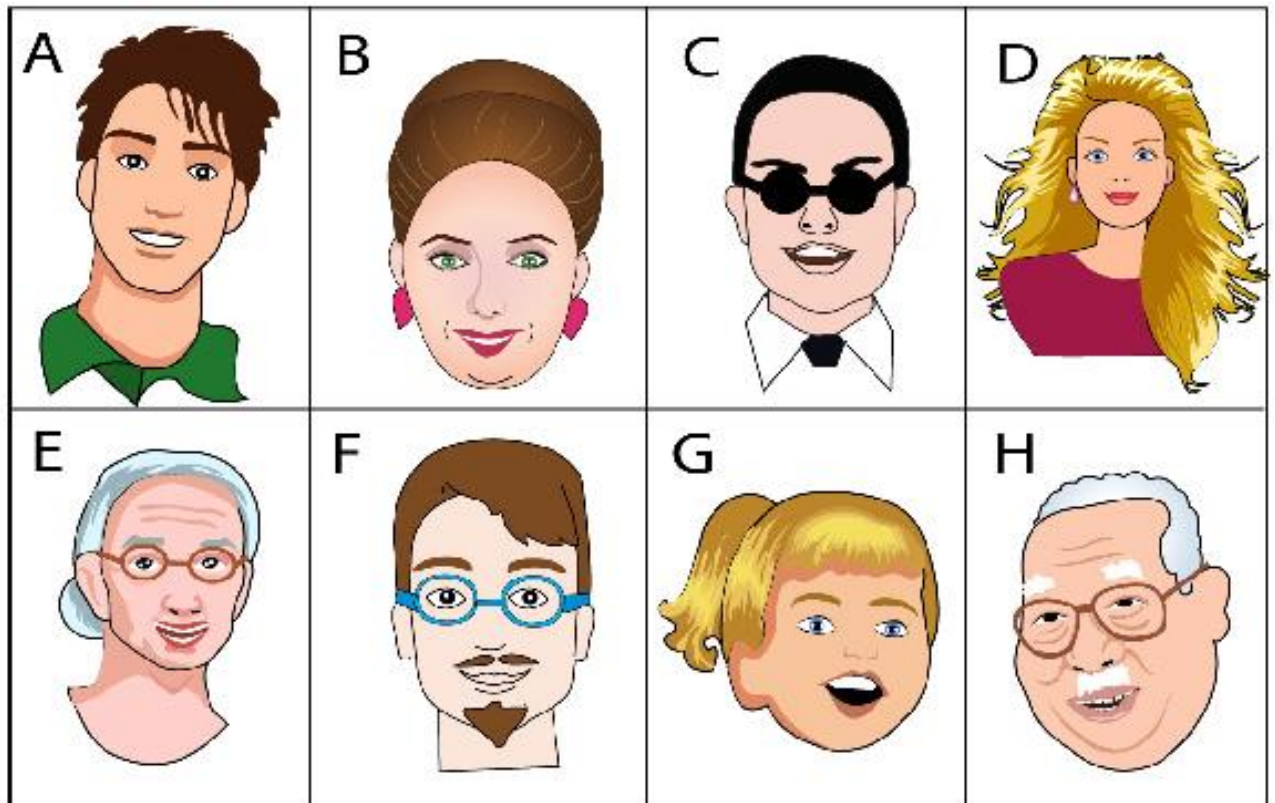
4.

Scruffy : someone whose appearance is very untidy

Example sentence : Pete is very **scruffy**, especially his messy
hairstyle.

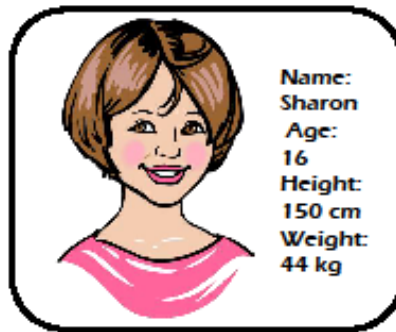
Exercise 1 Describe people by matching the images below with their correct description.

(Source: <https://kids-pages.com/folders/worksheets/People/DescribingPeople2.pdf>)

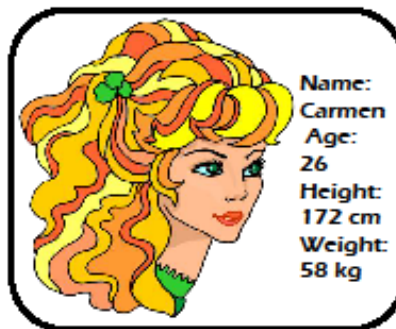


1. blond little girl with blue eyes
2. is wearing glasses and has a beard and a moustache
3. blond young woman with long hair and blue eyes
4. brunette man wearing dark sunglasses
5. old man with curly hair wearing glasses
6. middle-aged woman with brown hair and red earrings
7. good looking young man with black eyes
8. old woman wearing glass

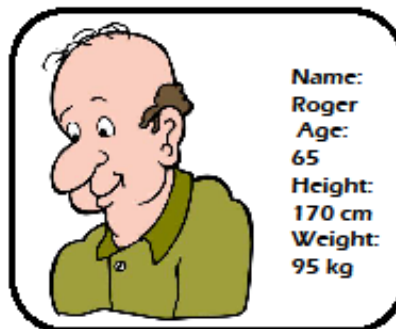
Exercise 2 Describe people choosing the right expression in bold.



Sharon is a high school **teacher/student**. She is **young/old**. She is **short/tall** and she is **slim/plump**. She has **short/long brown/black** hair and **brown/blue** eyes.



Carmen is a **pretty/ugly** woman. She is **young/old**. She is **short/tall** and she is **slim/plump**. She has **short/long wavy/straight** hair and **brown/green** eyes.



Roger is a **young/old** man. He does not work. He is **retired/a worker**. He is **short/of medium height** and he is **plump/slim**. He has **short/long brown/black** hair.

<https://www.englishsheets.com/describing-people-1.html>

Exercise 3 Describe people in the picture. What they look like? Write one sentence about each person.

<https://www.elcivics.com/worksheets/describing-people.pdf>



Margo

Ted

Mr. Fox

Ms. Adams

Mrs. Rio

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 4 Complete the quiz. How true are these statements for you? Then add two more items about yourself.

Personality Quiz			
	Definitely true	Generally true	Not true
1. I enjoy walking on a beach at sunset.			
2. I avoid showing others what I am feeling.			
3. I cannot stand waiting for people.			
4. I like to make a daily schedule.			
5. I love finding solutions to problems.			
6. I enjoy spending hours on the phone.			
7. I do not mind listening to people's problems.			
8. I like to have many friends.			
9. I love to accomplish goals.			
10. I am interested in visiting unusual places.			
11.....			
12.....			

Source: <http://www.esl.net/samples/touchstone/SB2U11.pdf>

Exercise 5 Use statements in Exercise 4 to explain these personality traits. Give additional examples.

Adventurous	Sympathetic	Sociable
Impatient	Ambitious	Talkative
Practical	Organized	
Romantic	Reserved	

Additional examples

A romantic person is the kind of person who enjoyed walking on the beach at sunset.

Gerunds

- A gerund always follows these verbs.

I **enjoy meeting** unusual people

I **dislike spending** a lot of time by myself.

I do not **mind waiting** for people.

I **avoid talking** on the phone

- A gerund or an infinitive can follow these verbs.

I **like going/to go** to the parties.

I **love watching/to watch** movies alone.

I **hate waiting/to wait** for people.

I cannot **stand staying/to stay** home alone.

Source: <http://www.esl.net/samples/touchstone/SB2U11.pdf>

Exercise 6 Fill in the blanks below to complete the sentences. Use the words in the box below. (Source: <http://www.anglicina-online.cz/download/Hit12.pdf>)

ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE	ADJECTIVE	OPPOSITE
careful	careless	healthy	sick	shy	outgoing
fat	thin	lazy	Hard-working	smart	stupid
friendly	unfriendly	old	young	special	ordinary
funny	serious	polite	impolite	strong	weak
happy	sad	rich	poor	tall	short

1. My friend likes to exercise and eat fruits and vegetable, so he is *healthy*.
2. A: Are you a lazy person? B: No, in fact, I am very _____.
3. My son Thomas is very _____. He is only five years old.
4. He should play basketball because he is _____.
5. My sister is not very _____. She is shy and does not like to meet new people.
6. He worked very hard his whole life and saved lots of money. He is _____.
7. I went on a diet last year and lost five kilograms, so now I am _____.
8. Sarah always says, "Thank you". She is a _____ person.
9. Of course, I am very _____. I got 'A' on all of my exams
10. My uncle loves to tell jokes to make us laugh. He is.....
11. My friend can lift 200 kilograms, so he is really quite.....

Exercise 7 Read below articles. Think about your own positive and negative qualities. Make a list. Then decide which quality is most positive and which is most negative.

I think my most positive quality is that I'm very practical. I'm the kind of person who enjoys solving difficult problems, and I love discovering solutions to things. People always come to me when they don't know how to fix something. For example, two days ago my father's computer suddenly stopped working, and he asked me to figure out the problem. His computer is a powerful one. It took me only 15 minutes. I loved every minute of it.

My most negative quality is that I'm an extremely disorganized person. My apartment is always a mess, and I can never find anything, which is very frustrating. My sister is very neat. Last week I finished my homework assignment and then misplaced it. I could not find it in all the clutter, so I had to redo it! My disorganization is getting to be a big problem in my life. I'd love to change, but I don't really know where to begin.

Reference

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from <https://www.huffingtonpost.ca/entry/judging-by->

[appearance_ca_5cd4dbcde4b07bc72972b10b](https://www.huffingtonpost.ca/entry/judging-by-appearance_ca_5cd4dbcde4b07bc72972b10b)

Unit 3

Title **Mindset**

Total Time in Learning/Teaching 3 Hours

.....

Introduction

Mindset becomes a buzzword in several organizations and even in academic world, in terms of developing mindset of teachers and students. More understanding about mindset, growth-mindset, and fixed-mindset concept and the processes for putting them into practice is a goal for this unit. After students know the concept of mindset, they should be able to answer: who they are, what they stand for, and how they want to move forward.

Learning Outcomes

1. Understand the concept of mindset.
2. Be able to tell the differences of growth-mindset and fixed-mindset.
3. Implement the concept of mindset to students' daily life.

Scope of Contents

1. Mindset: The New Psychology of Success

According to the article “Fixed Mindset vs. Growth Mindset: What Really Matters for Success?”, it reports that the concept of mindset is developed and introduced by Dr. Carol Dweck, who is a researcher at Stanford University. Dweck found two types of mindset, which are a fixed mindset and a growth mindset.

A **fixed mindset** is an idea of people who believe their qualities are fixed traits and therefore cannot change. These people document their intelligence and talents rather than working to develop and improve them. They believe that talent alone leads to success, and effort is not required.

Alternatively, in a **growth mindset**, people have an underlying belief that their learning and intelligence can grow with time and experience. When people believe they can become smarter, they realize that their effort has an effect on their success, so they put extra time, leading to higher achievement.

Dweck mentioned when a student has a fixed mindset, they believe that their basic abilities, intelligence, and talents are fixed traits. They think that you are born with a certain amount and that is all you have. People with a fixed mindset is to always want to appear intelligent because they believe that they were born with a fixed level of intelligence that cannot be modified. These people have a fear of looking dumb to people because they do not believe that they can redeem themselves once other people look at them as being unintelligent.

Students with growth mindset believe their abilities and intelligence can be developed with effort, learning, and persistence. Their basic abilities are simply a

starting point for their potential. They do not believe everyone is the same, but they hold onto the idea that everyone can become smarter if they try. Dweck states that if you want to succeed in any aspect of life, then you need to build a growth mindset.

In conclusion, a growth mindset is strong belief systems about our own abilities and potential fuel our behavior and predict our success. The power of beliefs, both conscious and unconscious, and how changing even the simplest of them can have profound impact on nearly every aspect of our lives.

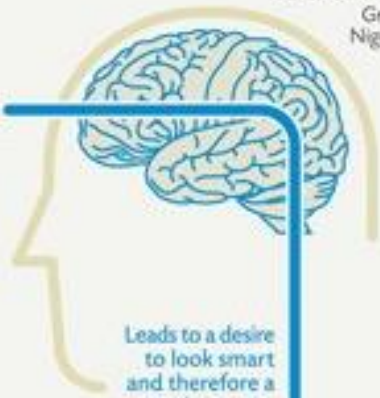
Source: <https://www.developgoodhabits.com/fixed-mindset-vs-growth-mindset>
: <https://www.mindsetworks.com/science/>

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mindset
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges

...embrace challenges

OBSTACLES

...give up easily

...persist in the face of setbacks

EFFORT

...see effort as fruitless or worse

...see effort as the path to mastery

CRITICISM

...ignore useful negative feedback

...learn from criticism

SUCCESS OF OTHERS

...feel threatened by the success of others

...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

2. Mindset is Important in Developing Positive Habits

Fixed mindset or fixed beliefs will hold people back from making positive change. If people believe that personality or ability cannot be changed, such as intelligence, weight, or bad habits, they will avoid situations that could possibly be comfortable or they think that are useless.

On the other hand, if people embrace the idea that habits are not static, then that belief will be critical first step to creating actual change in their lives. Having a growth mindset help people building new skills, learning new languages, or breaking bad habits. Now, try to match these 17 strategies for building growth mindset with the right description.

Growth mindset strategy

1. Acknowledge and embrace weakness
2. View challenges as opportunities
3. Know your learning style
4. The brain has ability to change
5. Prioritize learning
6. Focus on process instead of the end result
7. Cultivate a sense of purpose
8. Choosing learning well over learning fast

Growth mindset description

- a) Take challenges as a big part of development
- b) To be honest about your limitations
- c) Brain can be retrained and reorganized
- d) Find the best way that help your learning
- e) Enjoy unexpected results from learning processes.
- f) Focus on bettering yourself for your own benefit.
- g) Focus on processes of learning instead of the end result.
- h) Look at long-term goals.

- | | |
|---|---|
| 9. Reward effort and actions | i) It is the way to learn and help you to aware of fault. |
| 10. Learn to receive constructive criticism | j) Let people know when they did something good. |
| 11. Improvement does not mean failure | k) Record your lessons from the day. |
| 12. Reflect your learning everyday | l) It means that you are on the right track. |
| 13. Learn from mistakes | m) Keep your brain with current trends. |
| 14. Learning is “Brain Training” | n) You can see weaknesses and can avoid it in the future. |
| 15. Cultivate grit | o) There are other goals to reach and researches to be done. |
| 16. Never stop learning | p) To have a passion of what you are doing. |
| 17. It takes time to learn | q) Things are constantly changing and learning process may never truly be over. |

Are you ready to grow?

Source: <https://www.developgoodhabits.com/fixed-mindset-vs-growth-mindset>
: <https://www.mindsetworks.com/science/>

Exercise 1 Write a sentence to change fixed mindset to growth mindset

Source: <https://www.teacherspayteachers.com/Browse/Search:growth>

Fixed mindset	Growth mindset
1. I cannot do this.	
2. I give up.	
3. My work is not good enough.	
4. This is too hard.	
5. My plan will not work.	
6. My friend can do this, but I cannot.	
7. Math is too hard.	
8. I am not a good learner.	
9. I am not good enough.	
10. I cannot get 600 TOEIC score.	
11. This is a bad experience.	
12. She is smarter than me.	

Exercise 2 Complete the sentences with a word from the box.

Source:

https://learnenglishteens.britishcouncil.org/sites/teens/files/do_you_have_the_right_mindset_-_exercises.pdf

boost	do	love	learning
make	test	get	comfort

1. That was a bit scary. I have never spoken in the public before. It really took me out of _____ zone.
2. She is setting up a study with two groups of children to ___ her theory.
3. You can do better than this. You have really got to _____ more effort
4. I was quite difficult but enjoyable too. I _____ a challenge.
5. He needs to _____ good grades if he wants to be accepted by a medical school.
6. When my story was accepted for publication it was just what I needed to _____ my self-esteem.
7. My aunt wants to _____ research into attitudes to learning in small children.
8. If you are having problems remembering anything, maybe you need some _____ strategies.

Exercise 3 Read the text “Do you have the right mindset?”

Do you have the right mindset?

Think back to when you were in a classroom, maybe a maths classroom, and the teacher set a difficult problem. (That could have been any time between this morning or a few years ago.) Which of the two following responses is closer to the way you reacted?

A: Oh no, this is too hard for me. I'm not even going to seriously try and work it out.

B: Ah, this is quite tricky but I like to push myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

Early in her career, the psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities could be developed. She says they had a ‘growth mindset’ and are focused on what they can achieve in the future. But another group of children felt that their intelligence was being judged and they had failed. They had a ‘fixed mindset’ and were unable to imagine improving. Some of these children said they might cheat in the future; others looked for someone who had done worse than them to boost their self-esteem.

Professor Dweck believes that there is a problem in education at the moment. For years, children have been praised for their intelligence or talent, but

this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in: making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.

Psychologists have been testing these theories. Students were taught that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests, beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

So, back to our original question. If you answered B, well done – you already have a growth mindset. If A, don't worry; everyone is capable of becoming mastery-oriented with a little effort and self-awareness.

Exercise 4 Check your understanding. Write 'True' if the information can be found in the text, 'False' if the information says the opposite to the text, or 'Not given' if the information cannot be found in the text.

1. Carol Dweck wanted to find out how children respond to a challenge.

.....

2. Having a fixed mindset results in students dropping out of school.

.....

3. Praising children for their intelligence has a positive impact on learning.

.....

4. Those who persist in trying to improve their abilities over time are successful.

.....

5. Knowing how the brain works has little effect on learning.

.....

6. As students, children from richer or poorer backgrounds have the same potential.

.....

Source:

https://learnenglishteens.britishcouncil.org/sites/teens/files/do_you_have_the_right_mindset_-_exercises.pdf

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<https://www.mindsetworks.com/science/>

Unit 4

Title **First Impression**

Total Time in Learning/Teaching 3 Hours

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Introduction

In the 4.0 era, which is the technology-driven world, most people's daily lives are rely on digital technology, such as smart phone, applications, or artificial technology. They feel more comfortable to communicate to each other by using all kinds of devices rather that have face-to-face communication. The relationship building through technology sometimes become a cause of losing human touch and social skills, which is very important for life and career in 21st century. Then, understanding about first impression and grooming for students is a key to shape them to be confident person who can effectively communicate and interact with other people.

Learning Outcomes

1. Understand the concept of first impression.
2. Develop students' communication and social skills through the training on first impression.
3. Practice skills of first impression in the classroom to students' everyday life.

Scope of Contents

1. Make the Right First Impression

Psychology Today website mentioned human beings are built to size each other up quickly. These first impressions are influenced by a number of factors, such as facial expressions, tones of voice, attractiveness, and general emotional state. People tend to get attached to their initial impressions of others and find it very difficult to change their first opinion, even when presented with lots of evidence to the contrary.

As a result, it is important to be aware of how one comes across to others during a first meeting. Then one can employ impression management skills to ensure that people have a more favorable opinion of one. Everything from clothing style and posture to conversational topics can be adjusted to form a better first impression.

Source: <https://www.psychologytoday.com/intl/basics/first-impressions>

2. First Impression in Statistics

They say you cannot judge a book by its cover, but how many people can stop thinking and evaluating a people that we first met. We form opinions about people the first time we see or hear them. We are all judged by people through “What we say”, and “How we say it”. We also judged by “How we dress”, “How we walk”, and even “How we eat our food”.

(Source: <http://www.ljlseminars.com/impressions.pdf>)

Dr. Albert Mehrabian confirmed the importance of first impression by his famous research in 1970s about communication and published the research result in his 1981 published book “Silent Messages”. He explained that first impression based on these following factors:

- 55% from visual impact, such as appearance, dress, body language,
- 38% from tone of voice, and
- 7% from words or what we actually say.

Most of the messages we receive in the first few seconds of meeting someone are visual. The second of someone’s voice is almost powerful, and then we will start to listen to what being said or from words. In conclusion, our personality is judged mainly from our appearance and voice, rather than words or sentences.

(Source:[http://www.expressingyou.com/article/How to Make a Fantastic First Impression Sarah Graham.pdf](http://www.expressingyou.com/article/How_to_Make_a_Fantastic_First_Impression_Sarah_Graham.pdf))

3. First Impression and 21st Century and S.P.E.C.I.A.L

The 21st century workplace requires an array of soft skills, those intangible, nontechnical, and personality-specific skills that determine one’s strength as a leader, facilitators, mediator, and negotiator. (Robles, 2012, p. 457). In fact, in some professional, soft skills are ranked as No. 1 factors employers are looking for in potential employees (Sutton, 2002).

Some soft skill like shoeing up on time, and dressing, have traditional been important because they create a good first impression. However, most of people in the modern day are more comfortable texting or sending messages to

communicate than offering a firm handshake or a warm smile. A 2014 study showed that more than three-quarters of millennials said they text throughout the day (AWeber, 2014). Another study found that teenagers and adults who heavily engage in online chat and text communications struggle with face-to-face communications, particularly males (Lipinski-Harten & Tafarodi, 2012).

Adam Dovico who wrote an article “Making S.P.E.C.I.A.L First Impression” introduced an action list for face-to-face interaction by the designated S.P.E.C.I.A.L.:

Shake hand – Not too hard (you might break a hand), not too soft (no one wants a floppy fish), and certainly do not shake the fingers. Instead, interlock the web between the thumb and index finger and clasp.

Posture – Stand up straight, shoulder back, chest out. People believe that a person standing tall is more confident and aware (Fast, 1970).

Eye contact – Look into the eyes of the person you are meeting the entire time you approach, shake hands, and engage in conversation.

Charm – Smile, raise an eyebrow, use a head nod, and laugh at a joke. This small actions express interest and charisma.

Introduce yourself – People like to know your name. A simple “Hello, I am Bob.” is a great icebreaker.

Ask a question – Question like “How are you?” “What bring you here?” or “Do you like this campus?” are crucial to begin a conversation and show interest in your companion.

Lean in and Listen – Do not lean too much because you do not want to invade in someone’s personal space. A slight lean in from a couple feet away shows interests and helps you listen to the speaker and respond appropriately.

Source: Dovico, A. (2016). Making a S.P.E.C.I.A.L First Impression.
Kappanmagazine, V. 98, N. 3.

Retrieved from https://www.pdkmembers.org/members_online/publications/

Exercise 1 What are somethings you can do to be groomed? List in the order of importance. You can write in two more.

Grooming is a verb meaning to take care of your own appearance by keeping your body, clothes, and hair clean and neat.

not too much make-up	hair combed
pressed/ironed clothing	clean fingernails
clean shave	polished shoes
take a shower	clean clothing
clean teeth and breath	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Source: http://www.mrmatt.org/uploads/1/2/0/0/12004413/u7_11

Exercise 2 Look at the pictures and choose the correct answer.



Source: https://esol.britishcouncil.org/sites/default/files/attachments/informationalpage/good_first_impression_worksheets



1. She/He is getting up straight.
2. She/He wearing smart clothes.
3. Her/His face, hair, and hands are clean.
4. She/He is smiling.
5. She/He is making eye contact.
6. She/He is wearing untidy clothes.
7. Her/His face, hair, and hands are dirty.
8. She/He is showing worried facial expression.
9. She/He is avoiding eye contact.
10. She/He does not wear a jacket.
11. She/He is not sure about information on the resume.
12. She/He feel confident for the job interview.

Exercise 3 Use the word 'should' or 'should not' to complete the sentence.

should = to give advice, a recommendation, or a suggestion

should = modal verb / verb follows 'should' is a main verb which can be

Verb 1 (present tense) or gerund (be + verb ing)

- He **should wear** smart clothes. (should + Verb 1)
- She **should be wearing** smart clothes. (should be + Verb ing)
- He **should be relax** for his job interview. (should be + adjective)

1. He _____ wearing untidy clothes.
2. His face, hair, and hands _____ dirty.
3. He _____ frown his forehead.
4. He _____ avoid his eye contact.
5. He _____ feel comfortable and confident.
6. He _____ rude.
7. He _____ shake hand firmly.
8. He _____ late.
9. He _____ chewing gum.
10. He _____ use informal language.

Exercise 4 Choose the sentence in the box and write the correct sentence in the speech bubble.

- Yes, very nice.
- Anna Jone. I am pleased to meet you.
- Good morning. How do you do?
- Can I give you my portfolio about my accomplishments?



Good morning.

I am Paul Smith.

Lovely weather, isn't it?

Before we start, would you like to ask me anything?

[Empty speech bubble]

[Empty speech bubble]

[Empty speech bubble]

[Empty speech bubble]

Exercise 5 Read article A and discuss about the questions and answers.

Article A

Attention to Details for Making a Good First Impression

“If you want to make a good first impression, then always pay attention to the DETAILS. For example, when someone meets you for the first time, he/she usually notices the smaller details like how your hygiene (your outer appearance –e.g., type of clothes, coordination of clothes, etc.) and your body language (facial expressions or body movements) fit certain expectations he/she might have. These expectations usually fit societal and cultural norms.

If you brush your teeth, comb your hair, take a shower, wear clean clothes that fit the occasion (suit, tuxedo, business casual), and are friendly, accepting, and warm toward the other person, you will make a good first initial impression. I said INITIAL because the impression-making process does not stop there.

The first impression lasts the duration of your first encounter with that new acquaintance. Paying attention to details begins before your first meeting. Plan topics for your discussions. Anticipate questions you might receive and have answers or materials available for that person. If you know ahead of time who you are meeting, research the person to know something about his/her job, career accomplishments, the company he/she represents, etc. It is very impressive when you take time to know something about a person before you have even met them! If you are meeting during a time when people usually eat a meal, ask him/her if it would be appropriate to have breakfast, lunch, or dinner while you meet. Have a place planned out ahead of time.

Good first impressions involve being prepared and leaving no issue unsolved. Have good manners and listen to the other person talk more than you talk. Get to know the person you are meeting because it will really make a good, lasting impression. Finally, ask the person at the end of your initial meeting if there is anything else you can do to help him/her with the items you discussed. Politely tell the person how much you enjoyed meeting him/her, firmly shake hands, and leave that person with your warm and friendly smile.

Discussion

1. Does this sound like it is a lot of work for making a first impression? What would you do differently?
2. What are some other ideas you have that might also help make a good first impression on a person?
3. Can you remember a time when someone made a good first impression on you? What did he/she do to impress you?

Source: Marc McCulloch and Troy Behrens for ASCL Educational Services, Inc. (2004). First Impression Happen only Once: Make them Great!. Retrieved from <https://chooseyourfuture.cps.edu/sites/default/files/lesson10-7-s12.pdf>

Exercise 6 Read article B and discuss about the questions and answers.

Article B

Cheeto Boy

“I was recruiting on the campus of a prestigious university recently, and I was shocked by what I witnessed at its job fair. Nearly 2,000 students attended and I personally saw six professionally-dressed students, and only three wore suits! Are students not concerned about dressing professionally because companies are not requiring it as often? In my opinion, dressing casually at a job fair (where one is trying to make a great first impression and get a job) is different than dressing casually at work. Many business leaders believe sloppy dress leads to sloppy behavior. Sloppy dress certainly leads to a sloppy first impression.

This really hit home for me when a student at a job fair walked up to me wearing cutoff jean shorts and a dirty t-shirt. He strolled up holding a large bag of Cheetos, stuffing his face with handfuls at two-second intervals. He looked at our display booth and asked what our company does as he spit Cheetos shrapnel on my suit. Even if he was extremely qualified, the orange stains on his fingers said otherwise.”

Source: Marc McCulloch and Troy Behrens for ASCL Educational Services,

Inc. (2004). First Impression Happen only Once: Make them Great!.

Retrieved from [https://chooseyourfuture.cps.](https://chooseyourfuture.cps.edu/sites/default/files/lesson10-7-s12.pdf)

[edu/sites/default/files/lesson10-7-s12.pdf](https://chooseyourfuture.cps.edu/sites/default/files/lesson10-7-s12.pdf)

Discussion

1. Do clothes really make a difference? Can you make a good first impression in "street clothes"? Why or why not?
2. What about "Cheeto Boy" do you believe impeded his ability to make a good first impression?
3. What would you suggest "Cheeto Boy" do the next time his school has a job fair?

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Unit 5

Title Good Manner and Etiquette

Total Time in Learning/Teaching 3 Hours

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Introduction

Good personality does not mean only you look handsome or pretty, have beautiful make-up, smile, and wear expensive clothes, but also you have to practice good manners and etiquette in your everyday life. Manners and etiquette are knowledge and skills that you can have by having trainings from the experts. Both manners and etiquette are important for advancing your career and your growth future.

Learning Outcomes

1. Emphasize the importance of manners and etiquette in everyday life.
2. Learn that manners and etiquette evolve and change form culture to culture.
3. Understand the practicing good manners and etiquette.

Scope of Contents

1. Understand Manners and Etiquette

Linda Reece mentioned the difference between manners and etiquette on her article “Good Manners & Etiquette for Everyday Living” that:

Manner relates to kindness and caring about others. Having good manners goes beyond socially acceptable behavior and relates more to how you treat others because you care about them, their self-esteem, and their feelings. Good manners are under your control because they come from your heart, not a formal etiquette book. Having good manners allows us to change with the times because the basis for manners is a genuine concern for others.

On the contrary, etiquette is protocol. It includes rules of behavior that you memorize and the forms or formal ceremonies. It seldom allows for personal variations, individual concerns and needs. Examples of etiquette are such as, business etiquette, job interview etiquette, etiquette for receptions, dinners, and other special occasions. However, both good manners advices and etiquette are for creating socially acceptable behavior. Positive manners and etiquette are tools for building favorable and professional demeanor.

Source: Reece, L. (1997). Good Manners & Etiquette for Everyday Living. The University of Kentucky Cooperative Extension Service: Kentucky.

2. Manners in Different Occasions

Women and Children’s Health Network of Government of South Australia published article about “Good Manners”. The article stated that:

Good manners is courtesy, politeness, and respecting others and yourself. How would you feel if someone is talking to your friend but turning his back to you?, someone pushed you out of the way to get to the seat you were about to sit on?, someone let the door slam in your face as you were about to walk through it?. Good manners is about considering the feelings of other people, and being the kind of person that others will like and respect. There are lists of good manners for several occasions.

2.1 Good Manner at your Home:

- being helpful to others at your home,
- saying 'please' and 'thank you',
- sharing and not grabbing and keeping good things to yourself,
- respecting other people's property and their rooms,
- helping the family by doing your chores,
- cleaning up after yourself.

2.2 Good Manner at Your College:

- saying "good morning,/afternoon" if you are walking past an adult who you know,
- asking if you can borrow something, not just taking,
- returning things that you have borrowed,
- waiting your turn before you speak,
- saying "excuse me", rather than pushing past someone,
- holding the door open for the person coming in (especially if he is carrying something),
- respecting your own and other people's property (especially school property),

- saying “please” and “thank you”.

2.3 When you are out and Good Manner with Others:

- Respect other people,
- Be polite to others,
- Do not use bad language in public (it is offensive to others),
- Let an older person have your seat on buses, trains, if there is nowhere for them to sit,
- Queue up quietly and do not push,
- Put your rubbish into bins,
- Do not leave it for someone else to clean up,
- Have fun but do not be so loud that you attract the wrong kind of attention,
- Respect property,
- Do not make fun of anyone (everyone has feeling),
- Do not run in shopping centers or where there are other people,
- Use your good manners when you are out, so you do not embarrass anyone,
- Introduce any friends you meet to the people you are with,
- Say ‘please’ and ‘thank you’.

2.4 At the Table:

- Use your knife to cut and your fork to put the food in your mouth,
- Chew food with your mouth closed,
- Ask for things to be passed to you,
- Do not lean over the table,
- If you need to blow your nose, excuse yourself and go out of the room first,
- Do not grab everything you want first,

- Help others to get their food and be prepared to share,
- Do not talk with your mouth full (it is not a good look).

2.5 On the Phone:

If you have to answer the phone, there are 3 important things to remember:

1. Say your telephone number and who you are, for example “Hello, this is Jane speaking”,
2. Do not give other information to unfamiliar caller,
3. Write down messages including phone number and let the person who cannot answer the phone call know.

2.6 When you are Using the Phone:

- Do not use the phone for hours,
- Do not text or call someone when you are with friend unless you first ask if your friend minds,
- If you get a call, say “excuse me” and move away from others to answer it, then make a quick call.

(How would you feel if you were just standing around while your friend chatting away.)

Source: Women and Children’s Health Network. (2011). Good Manners.

Retrieved from http://www.cyh.com/HealthTopics/library/good_manners.pdf

3. Business Etiquette Guide:

Career Development Center of Occidental College introduced the Business Etiquette Guide and mentioned “Etiquette is the forms, manners, and ceremonies established by convention as acceptable or required in social relation, in a professional, or in official life,” For the purpose of this guide we will focus on five elements of business behavior: Work Behavior, Meeting People, Telephone Etiquette, Dining Etiquette, and Etiquette for Correspondence.

3.1 Work Etiquette:

The following principles can be utilized by office employees to show proper etiquette. They include all aspects of the work environment.

- Be timely – Arrive to work and meeting on time. Complete your work assignment on time.
- Be polite – Pleasant and courteous.
- Learn office politics – Utilize effective listening skills to discover appropriate office behavior. Pay attention to the way things are done.
- Understand the unwritten rules of business:
 1. Make your supervisor look good. Promotion and opportunities will arise when you help to reach the organization’s goals.
 2. Keep your supervisor informed. Good or bad, you do not want the boss to hear information mentioned from an inappropriate source.
 3. Never go over the head supervisors, without telling him/her first.
 4. Appear as professional as possible. Being well groomed and clean is essential. Dress for your next job/promotion.

5. Adopt a can-do attitude. Those who accept challenges and display creativity are valuable.

6. Be flexible. By remaining flexible and implementing change, you gain a reputation as a cooperative employee.

3.2 Meeting People:

When meeting people, both your nonverbal and verbal behavior help to define your social skills. Using effective handshakes, good eye contact, and making the proper introductions show proper etiquette.

3.2.1 Handshakes are vital in social situations.

1. Develop comfortable handshake and keep it consistent.
2. Handshakes should not be too hard or too soft.
3. Make a firm handshake.
4. The host or person with the most authority usually initiates the handshake.

3.2.2 Eye contact is another critical factor when meeting people.

1. Eye contact increases trust.
2. It shows confidence and good interpersonal skills.
3. Eye contact shows respect for the person and business situation.

3.3.3 Proper introduction help to establish rapport.

1. Authority defines whose name is said first. Say the name of the most important person first and then the name of a person being introduced.

“The Dean, I would like to introduce Mr. Chatchai, the head of SSRUIC Student Council.”

2. Introduce people in the following order:

- Younger to older,

“Grandma, please meet Pam and Ted, my classmates.”

- Host to guest,

“Elaine, this is my daughter, Anna.”

“Anna, Elaine is the Project Manager and the host of this event.”

- Employee to customer,

“Mr. Flint, I would like to introduce our customer service agent, Ms. Saravane. She is going to accompany you to our Royal Orchid Lounge.”

- Junior to senior SSRUIC students,

“Nick, I would like to introduce P’ Fah, she is our senior SSRUIC code 59.”

3. Remember names for future reference.

4. Telephone Etiquette: When you are speaking on the telephone, proper etiquette is just as important as when you meet someone in person.

1. How you conduct yourself on the telephone tells others as much about you as face-to-face interactions.

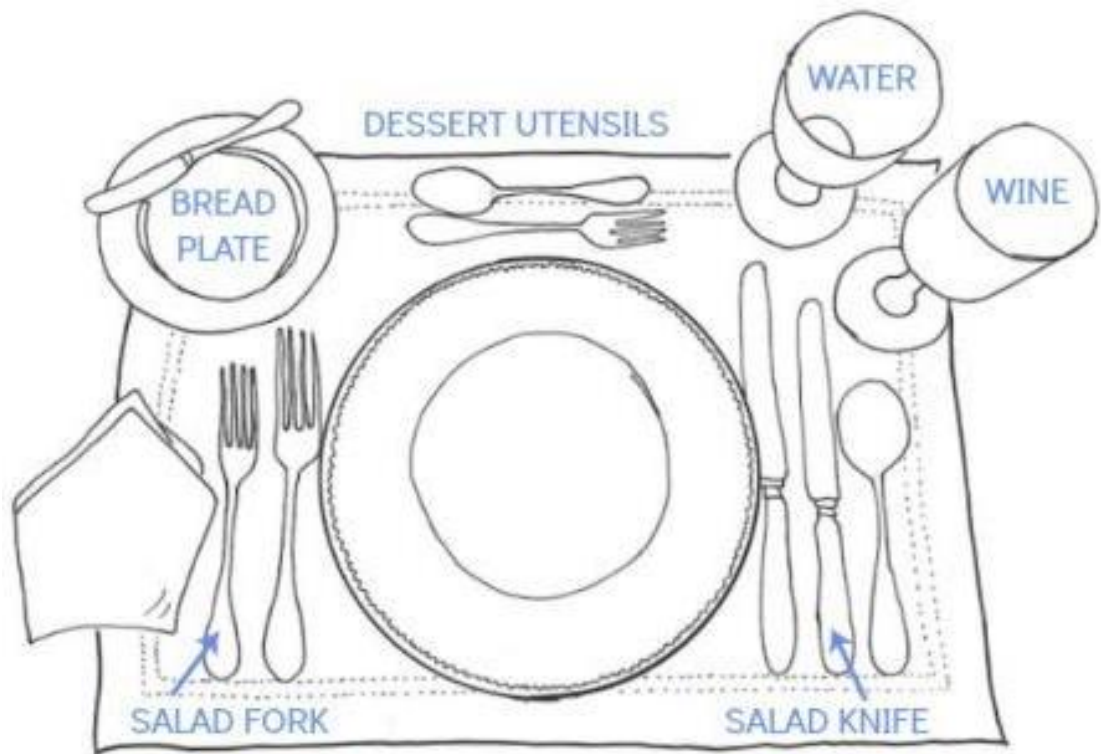
2. Always try to return your calls on the same day.

3. Keep business conversations to the point.

4. Do not keep someone on hold more than 30 seconds.
5. Always leave your phone number if you ask for someone to call you back.
6. Listening is essential whether in person or on the phone.

5. Dining Etiquette: In today's business world, a tremendous amount of business is conducted at a dinner table. Whether at home or in a restaurant, it is important to have a complete understanding of how to conduct yourself when entertaining or being entertained. Anxiety while dining can be reduced by following guidelines on how to order your meal, what utensils to use and how to use them, and knowing proper table etiquette.

1. Knowing guidelines on what to order will help relieve dining anxiety.
 - Ask for suggestions/recommendations.
 - Do not order the most expensive on the menu.
 - Avoid foods that are sloppy or hard to eat.
 - Avoid alcohol even if others are drinking.
2. Choosing the correct silverware is not as difficult as it may first appear. Knowledge of a formal table setting will allow you to focus on the conversation rather than what utensil to use.
 - Basic table setting.



- Eating utensils are used from the outside in. Dessert forks/spoons are placed at the top of the plate.
- Everything to your right is your drink. Everything to your left you eat.
- When you do not know what utensil to use, watch your host and follow suit.
- When you have finished, leave your plate where it is in the place setting. Do not push your plate away from you. Lay your fork and knife diagonally across your plate and side-by-side. The knife and fork should be placed as if they are pointing to the number 10 and 4 on a clock face.

6. Proper Table Manner: It will increase your confidence and promote your ability to show your skills in handling social situations.

6.1. Napkin Etiquette

a) Place the napkin in your lap immediately after the last person has been seated at your table.

b) Do not shake it open.

c) If the napkin is large, put the fold toward your waist.

d) If you must leave the table during the meal, be sure to put the napkin on your chair.

e) When you are finished eating, place the napkin to the right of the plate.

6.2 Passing the Food

a) Always pass to the right.

b) It is ok to pass to your immediate left if you are the closest to the item requested.

c) Always pass the salt and pepper together.

d) Ask the person nearest to what you want, "Please pass the item after you have used it."

6.3 Eating Etiquette

a) Begin eating only after everyone has been served.

b) Bread and rolls should be broken into small pieces. Butter only one or two bites at a time. Butter should be taken from the butter dish and placed on the bread plate.

c) Bring food to your mouth, not your mouth to the food.

d) Chew with your mouth closed.

- e) Always scoop food away from you.
- f) Taste before seasoning.
- g) Cut food one piece at a time.
- h) Do not smoke while dining out.
- i) Do not use a toothpick, or apply makeup at the table.
- j) Do not talk with your mouth full.
- k) Take small bites so you can carry on a conversation without the delay of chewing and swallowing large a mouth of food.

7. Correspondence Etiquette

Whether you have just met someone, or have known the person for sometimes, it is important to follow-up meeting with written correspondence.

- a) Write a follow-up letter/thank you note within 48 hours.
- b) Follow guidelines and format for writing effective business letter.
- c) Women should be addressed as “Ms.”. No matter what their marital status.
- d) Do not forget to sign your letter.
- e) Always proof for typos and mis-spellings

7.1 Email Etiquette

- a) Always include a subject line in your email.
- b) Use correct grammar and spelling.
- c) Always use a signature if you can, make sure it identifies who you are includes alternate means of contacting you.

More and more, proper business etiquette is viewed as an important part of making a good impression. These visible signals are essential to your professional success.

Source: Career Development Center. (n.d.). Business Etiquette Guide. Retrieved from https://www.oxy.edu/sites/default/files/assets/business-etiquette_0.pdf

8. Manners Conversations Questions

Source: <https://printdiscuss.com/manners-conversation-questions/>

Warm-up question:

Are you a polite person?

Conversation question:

1. What are some things that people do to be polite?
2. What are some examples of impolite behavior that you have noticed?
3. Is it ever difficult to know what is polite and what is rude? When have you been unsure?
4. In which situations is it extra important to be polite?
5. What are some good *table manners*?
6. Is *eavesdropping* rude? Is it impolite to listen to other people's private conversations?

7. What is good *etiquette* when driving? Is it polite to let another car into your lane when the traffic is heavy? Is it rude to honk your horn?
8. What is good etiquette when visiting someone's home? How would you try to be a good visitor?
9. Can having good manners help you become successful? How?
10. Whose responsibility is it to teach children to be polite?
11. Are there any kinds of polite behavior in your country that might surprise a foreigner? What should visitors to your country know about being polite?
12. Do some cultures care more about politeness than others?
13. In "ladies first" a polite idea, or is it sexist? Should men do things for women like pull out their chairs at a dinner table or wait for them to go through the door first?
14. How much *personal space* do you need? Does everybody need about the same physical distance between themselves and other people?
15. What do you think about *public displays of affection*? Is it rude for a couple to kiss or snuggle where other people can see them?

Reference

- Reece, L. (1997). *Good Manners & Etiquette for Everyday Living*. The University of Kentucky Cooperative Extension Service: Kentucky.
- Career Development Center. (n.d.). *Business Etiquette Guide*. Retrieved from https://www.oxy.edu/sites/default/files/assets/business-etiquette_0.pdf

Unit 6

Title **Dress Code and Uniform**

Total Time in Learning/Teaching 3 Hours

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Introduction

Dress code for different occasions and places seem to be an idea from the western world. It is a dressing etiquette that people have to follow and comply for being acceptable and respectable. Workplace in airlines also emphasize on dress code and create airline uniforms for the identity of each company. Airline uniform not only use for building airline's branding and positioning, it is a symbol of safety and service professional.

Learning Outcomes

1. Understand the importance of dress code and dressing for professional image.
2. Distinguish different level of dress code.
3. Implement the concept of dress code with SSRUIC airline uniform.


Scope of Contents

1. Definition of Dress Code

In the website www.definitions.net, one of definitions of ‘dress code’ is interesting. It stated that a dress code is a set of rules governing what garment may be worn together and in what setting. Examples of dress codes are such as smart casual, business casual, or casual. A classification of these codes is normally made for varying levels of formality and times of day. In traditional Western dressing, ‘black tie’ is highly codified and is worn for the most formal events. At more formal events where a dress code is specified, invitees wear clothes at the specified level.

Susan M. Heathfield mentioned in her article “Your Dress Code Provides a Guide for Employee” that a dress code is a set of standards that companies develop to help provide their employees with guidance about what is appropriate to wear to work. Dress codes range from formal to business casual to casual depending on the needs of individual workplace and the customers it serves.

2. Level of Dress Code

Type of Dress Code	Level of Dress Code
White Tie	<p style="text-align: center;">Most Formal</p>  <p style="text-align: center;">Most casual</p>
Black Tie	
Semi-formal	
Business Formal	
Business Casual	
Casual	
Ultra-casual	
Sportswear	

WHITE TIE

Formal dress requires fine, uncommon garments that most people typically do not own or cannot afford.



Men - Black tuxedo, Tailcoat, Solid white colored with cuffed sleeves, Lapel corsage, Wrist-length white or black glove, White bowtie, Top hat, cane, overcoat

Women - Full-length evening gown, Elegant neck jewelry, Full-length solid-color glove, Elegant heeled shoes, Elegant shawl scarf or overcoat

Where found - Political or diplomatic events, Executive corporate social events, high



BLACK TIE

Black tie dress is reserved for significant occasions that you require elegant, etiquette, proper decorum.



Men - Black tuxedo, Black bow tie, Black leather shoes, Solid white colored with cuffed sleeves, Metal watch.

Women - Full-length evening gown, Elegant neck jewelry, Elegant or modest arm jewelry.

Where found - Galas, Major non-profit or political fundraisers.



SEMI-FORMAL

Semi-formal attire is frequently used for high-class social occasions like galas.



Men - Dark three-piece suit, Neck or bow tie, leather shoes, Collared shirt with cuffed sleeves, Metal watch

Women - Cocktail dress or dress skirt and top, Elegant neck jewelry, Elegant or modest arm jewelry

Where found - Galas, wedding



BUSINESS FORMAL

Business formal is a pinnacle of corporate attire and often distinguishes those in executive position.



Men – Fitted solid-color or pinstriped suit, Solid-color, collared button-down with cuffed sleeves, Solid-color or simple-pattern neck tie, Leather shoes, Folded pocket square, Cufflinks, Watch

Women – Fitted solid-color suit (pant or skirt), Solid-color or simple-pattern blouse or button down, Stockings, High heels, Simple jewelry

Where found – Executives, Senior-level management, Interviewees, Wedding, Board



BUSINESS CASUAL

Business casual is typically the minimum dress code for business.



Men – Blazer, sport coat or sweater, oxford or polo shirt, Dress pants, Leather shoes, Metal or fine leather watch

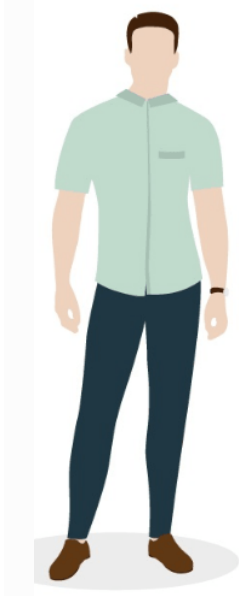
Women – Fitted-blouse or button-down shirt, Knee-length skirt or dress, Flat, sling-backs or boots, Watch or simple jewelry

Where found – Entry-level employees at traditional dress company, Internal or client-facing meeting



CASUAL

Casual dress allows you to be comfortable with still maintaining a somewhat professional appearance.



Men – Collared shirt, Dark-fitted jeans, Leather shoes, Metal or leather watch

Women – Sundress, Fitted blouse or collared shirt, Skirt or dark jeans, Flat shoes, Modest arm, ears or neck jewelry, Watch

Where found – Startups, Casual day, friends party



ULTRA-CASUAL

Ultra-casual dress is a sweeping trend among modern, younger person to let you feel comfortable and save money on clothing.



Men – T-shirt, Collared or hooded sweater, Jean, Comfortable footwear, Watch optional

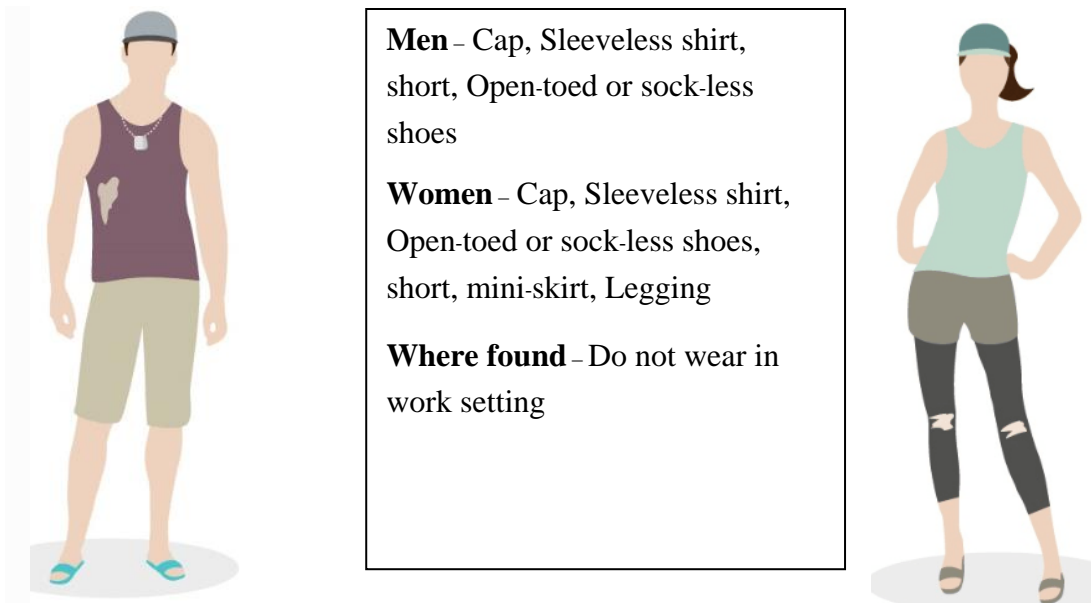
Women – T-shirt or fitted blouse, Collared or hooded sweater, Comfortable footwear, Jewelry optional

Where found – Millennial-friendly workplace, happy-hours



SPORTWEAR

Men and women should avoid certain clothing in work setting.



Source: WebFX. (). The Ultimate Work Dress Code Cheat Sheet (Infographic).

Retrieved from <https://www.webfx.com/blog/general/dress-code-cheat-sheet-infographic/>

3. Uniform

More idea about uniform from Susan M. Heathfield mentioned in her article “Your Dress Code Provides a Guide for Employee” that uniform is a strict dress code. You want everyone to know who the police officer is, for instance. A uniform identifies as a person work position and professionalism. In other jobs, dress codes are important because you are representing the company, especially the airline that need to build high trust on their safety operations and quality of services.

More examples from other customer service based industries, like hotel and restaurant have formal dress code. No one want to meet hotel staff wearing a short or t-shirt. They look very professional in suit for both male and female. What you wear to work tells people a lot about you. Have you ever heard the advice, “Do not dress for the job you have, dress for the job you want”. It is good advice because how people perceive you influences what they think of your work performance.

Dione Moser proposed the article “Five Reasons Why Wearing a Proper Uniform is Important” that five reasons from her opinions are as follows:

1. Industry demand: There are certain service industries which are focused on the customer, like the airline, restaurants, or hospitals, These industries demand that the workforce look more united and eager to serve the customer, so the role of the uniform becomes very important. When the workforce is wearing a pleasant uniform, the customers approach them more confidently.

2. Uniform as perks: In some large organizations, it is considered as an honor and a kind of perk to receive uniform. This results in considerable conservation of time and energy of the personnel, as he does not have to choose again and again the clothes to be worn at the workplace. Also a lot of money is saved since rarely will that personnel will buying new clothes.

3. A sense of belonging: If the work force wears the same clothes to the workforce then they share a feeling of commonness and belonging, team building, unity, which otherwise gets very difficult to achieve.

4. **A feeling of equality:** Uniform brings everyone to the same platform, no matter how rich or poor he or she is and thus inculcating a feeling of equality amongst those wearing the uniform.

5. **Mutual growth:** People wearing uniform are more caring for their fellows and colleagues. They care not only for their growth but the growth of their peers as well. Uniforms are very important fosters traits which are very necessary for a person as an individual and an organization as a whole to thrive and prosper.

Source: Heathfield, S. (2019). Your Dress Code Provides a Guide for Employee. Retrieved from

<https://www.thebalancecareers.com/dress-code-1918098>

Moser, D. (2015). Five Reasons Why Wearing a Proper

Uniform is Important. Retrieved from <http://impact.ms/5-reasons-why-wearing-a-proper-uniform-is-important/>

Positive Branding. (n.d). Positive East – Charity the Benefits

and Psychology behind Wearing Work Uniforms (Plus

Infographic). Retrieved from

<https://www.positivebranding.co.uk>

[/the-benefits-and-psychology-behind-wearing-work-uniforms/](https://www.positivebranding.co.uk/the-benefits-and-psychology-behind-wearing-work-uniforms/)

Exercise 1 Discussion and Speaking. What do you think?

Source: Dress Codes. Retrieved from

<http://www.macmillanstraightforward.com/wp-content/uploads/2013/08/SF-Pre->

1. People judge you by the clothes you wear.
2. Clothes are more important for women than men.
3. It is important to look smart at work when you go out.

Exercise 2 Read ‘Modal of Obligation’ and complete the text with the correct verb form.

We use *must* or *have to* to talk about the rules and things that are necessary.

- Men *must* wear shirts with collars
- Men *have to* wear shoes.

We use *do not have to* to say that something is not necessary (but it is possible or allowed).

- They *do not have to* wear ties.

When we ask about rules, we usually use *have to*, not *must*.

- Do you *have to* wear a suit and tie to work?

We use *can* to say that something is possible or allowed.

- Women *can* wear sandals in the summer.

We use *cannot* to say that something is not possible or not allowed.

- You *cannot* wear jeans or sport clothes to the office.

1. I work in a very relaxed atmosphere. All our contact with clients is online or on the phone, so I *can/cannot* wear what I want. I *have to /do not have to* worry about dress code.

2. I like wearing formal clothes to work. In our office, we *have to/cannot* dress quite formally. Men *do not have to/must* wear ties, but they *have to/cannot* wear shirts. I like changing out of my work clothes when I get home. Then, I *can/cannot* be myself. It helps me relax.

3. I changed job recently. In my old job we did not really have a dress code. Now I *have to/can* wear dark suits and white shirts and serious ties. I really do not like it. Moreover, I *have to/do not have to* spend more money on my clothes now.

Exercise 3 Reading Activity

Source: The Current Events Classroom. Retrieved from

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/student-dress-codes-what-s-fair.pdf>

STUDENT DRESS CODES: WHAT'S FAIR?

Over the years, student dress codes have sought to address a wide range of issues and have incited different degrees of controversy. For example, in the late 1960s and 70s, young men with long hair were sometimes physically attacked by their classmates and, as a result, many schools required boys to wear their hair cut to their ears or shorter. In the 1990s, there was a push for dress codes as a strategy to prevent gang-related violence. In recent years, a desire to curb conflict over designer labels and create a more “professional” school environment resulted in dress codes and uniforms becoming more popular.

Last spring (2014), student dress codes made headlines because several groups of students—predominately girls—began to question and protest school dress codes. Their words quickly traveled via social media and news articles. The young spokeswomen said that: The dress codes unfairly target girls and transgender students; they send a message to girls that if they are harassed by boys, it is their fault; they feel judged by the dress codes; and that a different standard is applied to girls who are more curvy and developed than other girls. The dress codes have become a complex issue, especially for young women. On one hand, there is increasingly more variety in girls’ clothing and more

opportunity for “inappropriate” dress and schools are obligated to provide a safe and suitable learning environment. On the other hand, these rules are often seen as unequal, enforced inconsistently and rooted in sexist social norms.

This lesson provides an opportunity for middle and high school students to reflect on their own opinions regarding student dress codes, identify school and students needs and perspectives and design their own dress codes that satisfy both student and school needs.

After reading the article, engage students in a discussion by asking the following question:

1. What did you learn by reading the article?
2. What is the benefit of dress code in 1990s?
3. Why girl students protested school dress code?
4. Why some girls feel uncomfortable with the school uniform?
5. Which one is school's needs or school's perspective on the school uniform?
 - Want to be comfortable
 - Want to look attractive/cute
 - My body size does not conform to dress code
 - Want to express myself
 - Standards for “professional” feeling of school
 - Consistency

- Reduce teasing and bullying
- Do not want complaints from parents
- Want students to be focused/serious
- Concerned about students engaging in sexual behavior

Reference

Heathfield, S. (2019). Your Dress Code Provides a Guide for Employee. Retrieved from

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Uniform is Important. Retrieved from <http://impact.ms/5-reasons-why-wearing-a-proper-uniform-is-important/>

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Infographic). Retrieved from <https://www.positivebranding.co.uk>

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Unit 7

Title Airline Business Personality and Uniform Guide

Total Time in Learning/Teaching 3 Hours

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Introduction

SSRUIC aims to provide knowledge, skills, and hands-on experience related to working industries to students in order to create fast track to their careers. The college and teams of lecturer realize the requirement from industries on students' suitable personality and appearance for working with them as a team. Uniform standards are used by several organizations to unify and build a team to achieve their goals, vision, and mission. Students who knows and practice the importance of personality and appearance have opportunity to grow and continue to develop themselves.

Learning Outcomes

1. Identify appropriate dressing standard for airline workplace.
2. Make suitable preparation for students' appearance when they go out into the world of airlines.

Scope of Contents

1. SSRUIC Airline Business Uniform

Your uniform is one to be proud of, as it is smart, elegant, and reflects the energetic professional look. As a student, your image and standard of grooming is extremely important as public perception of service industry and business arena. University can be influenced by the look of the students. Image is one of the most important tools as we can use to position ourselves for success. Image builds power, acceptance and respect. It depends on how you package yourself. The students must be in full uniform when you come to the College on every Monday, or as required by the lecturers.

It is every student's responsibilities to ensure he/she look their best. The standards we set are not difficult to achieve. It is generally a matter of common sense and a wish to retain a smart, clean and professional image to people around you.

Most leading airlines emphasize on their uniform standard because they aware high cost of their brand image and professionalism. These following examples of the importance of airline uniform are from three premium airlines: Thai Airways, Singapore Airline, and British Airways.

- **Thai Airways** proud of the remarkable female flight attendant's uniform of Thai classical dress with a 'Sabai' shoulder drape which reflects beautiful Thai silk outfit. The color in THAI uniform features various colors of Thai orchids, elegant and feminine, yet entirely practical. Nowadays, THAI cabin crew wears a uniform designed by Ms. Pichitra Boonyaratanaphan, a Thai designer who won the uniform competition in 2005. The uniform reflects a stylish contemporary

fashion blended with THAI's traditional concept of the uniform.
(<https://www.facebook.com/thaiairwaysuk>)

- **Singapore Airlines** uniform was designed by Pierre Balmain, notable haute couture fashion designer, in 1968. The design has remained the same since its introduction and is one of the most recognizable uniforms in the airline industry. The inspiration of the uniform comes from the Sarong Kebaya and Asian batik style. All makeup and grooming must complement to the design and color of the uniform. Grooming is a huge part of the uniform, and that means all female flight attendants or the 'Singapore Girl' are required to follow a strict guideline on makeups, earrings, bracelets, watches, and rings that can be worn, including permitted colors to sizes. (<https://www.thefinder.com.sg/>)

- British Airways latest uniform was designed by Julien McDonald who is a designer for celebrities and renowned fashion brands like Chanel and Givenchy. It is BA spirit and a big part of BA brand that makes the people of British Airways unique. Setting the tone with a warm welcome is an important Service Hallmark, as the first moment with BA is when customers need BA the most. Wearing the uniform to standard will help customers instantly recognize Ba, making a huge difference to them. BA standards are the highest. BA people and uniform representing the company to leave a lasting impression on customers.

(https://www.crew-shoes.com/media/pdf/Uniform_Guidelines.pdf)

2. SSRUIC Airline Business Uniform Standard

2.1 HAIR – Your hair should complement your overall image. It must always be clean, neat and tidy, and free from dandruff. Choose your hairstyles that suit you and easy to manage. Update your look periodically. What was suitable for you when you were younger may look odd in you now. Get a haircut suitable for your face, personality, hair type, and profession. The following are the guidelines for both male and female students.

A. Hair (Female)

The following styles are permitted with Airline Business uniform:

1. Hair clip attached with ribbon, classic color and design. Black color is preferable.
2. French Braiding, French Twist, and French Roll.
3. Hair can be dyed tinted with a classic color. But if the color is unsuitable, the AB lecturers will ask the students to revert to original hair color.
4. Airline Business students are **NOT ALLOWED** to tie up their hair as a 'pony tail'. Normal type of CLASSIC BUN with a ribbon net is highly recommended.
5. French Pleat is also allowed but the tail must be neatly tucked under the hair.



B. Hair (Female) with college uniform

1. Hair can be let loose, but it must be to shoulder joint level (armpit) length only.
2. Students are allowed to tie up their hair as a 'pony tail' with a classic hair accessory design.
3. ONLY hair accessories in classic design and style are allowed.

The following are NOT permitted:

1. Hair must never fall across the face.
2. Any form of sparkling and glittering dust/hair spray, such as gold and silver are strictly not allowed.

3. Clip that have 'calicature' or cartoon characters are not allowed.

4. However, small fashionable hair clip with diamond or crystal studded are allowed. Maximum TWO pieces of hair clip, one on each side of hair.



C. Hair (Male)

1. Neat and tidy hairstyle at all times.

2. Must be decent and smart.

3. Hairstyle that have tails are not permitted.

4. Hair length must not exceed the top of the shirt/jacket collar.

5. Hair must not cover ears.

6. Hair can be suitably dyed, tinted or highlights. However, if the AB lecturers consider it unsuitable, it must be reverted to its original color.

7. Use of hair products to style and add body is preferable.

8. According to hairstyle with sideburns, they must NOT exceed the ear lobe, must be well-trimmed at all times, neat and tidy, and suitable with appearance.



D. Moustache

1. It must be clean shave.
2. Goatees and beards are strictly not permitted.

E. Hair Styling Products – The combination of practice and the right styling products enables you to achieve a salon finish at home. The products listed below enable you to do it in suitable style.

1. Hair gel
2. Hair spray
5. Pomade
6. Hair serums

3. Mousse

7. Styling or setting lotions

4. Hair wax

2.2 FACE AND MAKEUP – All students are reminded to take a good care of their skin. They have to ensure that it is free from acne, pimples, and other skin problems.

A. Female Basic Skin Care (any brand which suits your skin type)

1. Cleanser

4. Moisturizer

2. Eye makeup remover

5. Mask (once a week)

3. Toner

6. Facial treatment (once a week)



B. Make up (Female)

1. Use foundation as a base. Foundations come in many types. Liquid foundation offers light to medium coverage. Cream foundation offers coverage and is used mostly for stage and film make up. Powder foundation designed for women who need to apply their make up in a hurry and also known as Two Way Cake Foundation.

2. Followed by powder which comes in loose translucent powder and press powder. Importantly powder set foundation and make it last. It also adds matte finish that always look fresh.

3. Plan your make up to complement the uniform and your skin tone. Remember some colors are not suitable. So, always practice and experiment yourself.

4. Eye brows should be neatly plucked and shaped.

5. Always remember that when make up is applied, that result should enhance your appearance.

6. Fully make up is NOT compulsory. However, filling powder, cheeks, and lips with natural color is recommended.

C. Make up kit (any brand which suits you)

1. Foundation, concealer

5. Mascara

2. Loose, compact powder

6. Blusher

3. Eyeliner

7. Lip liner, lipstick

4. Eye shadow

8. Nail clipper, nail files, nail lotion



D. Make up (Male) – Make up that male students use is the one that specially designed for men.

1. Basic Skin Care (any brand which suits your skin type)

- Cleanser
- Mask (once a week)
- Toner
- Facial treatment (once a week)
- Moisturizer



2. Make up

- Male students are NOT ALLOWED to wear any make up at all times. However, they may use concealer to cover any minor scar caused by chicken pox, healing acne problems, minor face injury, and oily face.

- Wearing of lip-gloss is allowed to treat dry lips. It should be uncolored a non-glossy type.

- Must be clean shaven and after shave lotion may be used.

3. Toiletries Kit

- Disposable shaver or battery operated shaver
- Toothbrush
- After shaving lotion
- Toothpaste
- Mouthwash
- Cologne
- Nail clipper, nail files, nail lotion



3. PROPORTION AND WEIGHT

Maintain an ideal weight that is appropriate with your height. It is important for the students to take care of your weight and body shape in order to have good personality. You must have a balanced diet to stay fit and healthy.

Poor dietary habits, excess hours of sleeping and lack of exercise can contribute to excess fat in the body that will make you tired and lazy, which will affect your performance.

The following facts about fat are shown below.

- Excess weight is the result of the body storing energy, which is not used.
- Weight problems can lead to health problems.
- To stay healthy, if you are overweight.

- The below chart is the 'Ideal Body Weight' for males and females by Health Advice Magazine.

IDEAL BODY WEIGHT

FOR MALES			FOR FEMALES		
Height	Weight		Height	Weight	
	Pounds	Kilos		Pounds	Kilos
5' 0"	106	48.1	4' 8"	80	36.3
5' 1"	112	50.8	4' 9"	85	38.5
5' 2"	118	53.5	4' 10"	90	40.8
5' 3"	124	56.2	4' 11"	95	43.1
5' 4"	130	59.0	5' 0"	100	45.3
5' 5"	136	61.7	5' 1"	105	47.6
5' 6"	142	64.4	5' 2"	110	49.9
5' 7"	148	67.1	5' 3"	115	52.2
5' 8"	154	69.8	5' 4"	120	54.4
5' 9"	160	72.6	5' 5"	125	56.7
5' 10"	166	75.2	5' 6"	130	59.0
5' 11"	172	78.0	5' 7"	135	61.2
6' 0"	178	80.7	5' 8"	140	63.5
6' 1"	184	83.5	5' 9"	145	65.8
6' 2"	190	86.2	5' 10"	150	68.0
6' 3"	196	88.9	5' 11"	155	70.3

NOTE: IF YOU WEIGH MORE THAN 10% OF YOUR IDEAL BODY WEIGHT, THEN YOU ARE OVERWEIGHT. IF YOU WEIGH MORE THAN 20% OF YOUR IDEAL BODY WEIGHT, THEN YOU ARE CONSIDERED OBESE.

Health Advice Magazine 9 January at 14:30 · 🌐

4. PERSONALLY HYGIENE

Ensuring personal hygiene is maintained at all times. People will not only be looking at your uniform and make up, they will scrutinize you from head to toe as well.

A. Hands and Nails

- Female

1. Nails must be well manicured and clean at all times.

2. Must be free from nicotine.

3. Nail polish is optional.

- It must complement both lipstick and uniform.

- Color any shades of black, blue, green, yellow, gold, silver, sparkling dust are NOT ALLOWED at all.

- French manicure is permitted.



- Male

1. Nails must be well manicured.
2. Nails are to be kept short and clean at all times.
3. Nail polish is not allowed.
4. Must be free from nicotine stain.



B. Body odour (any brand which suits you)

1. Regular showers.
2. Use suitable deodorants.
3. Use light fragrance, cologne, eau de toilette, and apply in moderation.
4. Deodorants and cologne is highly recommended.



C. Toiletries kit (any brand which suits you)

The following items should be used to maintain your personal hygiene.

1. Toothbrush and toothpaste
2. Breath freshener
3. Nail clipper
4. Disposable shave (male)
5. After shave lotion, cologne (male)
6. Mild fragrance, cologne
7. Hand lotion
8. Shoe polish



5. DEPORTMENT

It is the way you move, walk, sit, and stand. Your posture is a signal to others of your personality and feeling. When you sit, walk, stand, and dance, your body language communicates your energy, health, and moods. No matter how well groomed you are, if you slouch all the times, all your effort in choosing the right clothes and makeup is wasted. A good way to improve your deportment is to be aware of how you move and how can improve. Remember the tip for your outstanding deportment: "Stand tall, walk tall, and most of all sit tall".

A. Posture and standing

1. Correct posture makes you look taller, feel more confident, and less tired at the end of the day.

2. Always hold your head and back up straight, and chin up.

3. Pull your stomach in.

4. The position of your feet is:

Female – positioning your feet at 10 am. or 2 pm. of the round clock,

Male – Positioning your feet in V-shape or separate them maximum in the maximum width of your shoulder.



B. “Wai” and greeting

1. Put your palms together upright on the middle of your chest.
2. Lean forward your head to the fingers.
3. Keep your back and feet same as the standing posture.



C. Walking

1. When walking, you must walk gracefully and naturally.
2. Hold your shoulders up, tucking your stomach in while keeping your back straight.

3. An attractive way to walk is to put the foot slightly in front of another, which is imaging walking on the straight line.



C. Sitting

1. Sitting correctly is an essential component of good posture.
2. When sitting, try not to lean forward over something. Bring whatever you are doing towards you.
3. For female, keep your knees and ankles together when sitting.
4. When crossing your legs, keep your knees and ankles together for more elegant look. Keep your upper body upright.
5. Put your both hands by side.
6. The position of your feet is at 10 am. or 2 pm. of the round clock for female. For male, positioning your feet in V-shape or separate them maximum width of shoulder same as standing posture.



D. Other guidelines

1. Twiddling of thumbs, twirling of hair, picking or scratching of ears and nose does not look good at all. You should avoid these negative manners when in public.

2. Pointing with a finger is very rude. Instead, use an open palm and point with all fingers of the hands.

3. Do not use your lips to point, pointing towards something or someone is not appropriate.

4. Try not to run when you are in hurry. You can still look good when you walk quickly.

6. SSRUIC UNIFORM

The uniform represents the public image of SSRUIC and the university. A smart uniform must be correctly and neatly worn to catch the public eyes and their appreciation. It is the best advertisement for an efficient self-respecting, your

college and university. Everyone of SSRUIC should wear with your uniform with pride.

NOTE: Freshmen must wear a student uniform following SSRU regulation in all university activities.

WARNING:

- The Airline Business uniform must be tailored by SSRUIC only.
- The Airline Business uniform is authorized by SSRUIC, hence do not make any forms of violation, such as reform its designor wearing it without care.
- The violation of the Airline Business uniform will be considered have warning by AB lecturers.

A. Female

You must be in full uniform once you wear it.

1. Blouse

- The pink blouse of SSRUIC design is worn with the Airline Business uniform. The short or long sleeves student white shirt if for SSRUIC and SSRU uniform.

- The college name badge will be attached on the front left pocket at all times.

- The wing is attached above the name badge for all airline students, except freshmen.

- The shoulder stripes are worn at all times for the Airline Business uniform.

- The SSRU logo button and pin is attached for SSRUIC and SSRU uniform.

- Follow the washing and ironing instruction to maintain the color and neatness.

2. Skirt

- Worn on every class. Trousers are NOT ALLOWED.

- Knees length is highly recommended, except the religious limitation.

- Black color with pink rip skirt is for the Airline Business uniform). Black or navy blue skirt is for SSRU uniform.

- The body fitted style is ONLY ALLOWED.

- Be well pressed.

- Follow the washing and ironing instruction to maintain the color and neatness.

3. Jacket

- Be worn when you are in full uniform. Jacket sports your good looking personality.

- Be worn ONLY SSRUIC's design in black color.

- Must be button up to the top line.

- The Airline Business uniform and jacket must be worn with belt at all times.

- The name badge will be attached on the front left pocket at all times.

- The wing is attached above the name badge for all AB students, except freshmen.

- Dry clean only.

- Be well pressed.

- Follow the washing and ironing instruction to maintain the color and neatness.



4. Belt

The SSRU belt must be worn at all time with your student uniform.

5. Necktie and scarf

- Necktie is worn ONLY SSRUIC's design for the Airline Business uniform in a professional style.

- Scarf is worn ONLY SSRUIC's design for female Airline Business uniform.

- ONLY the Rosette Warp knot is for tying scarf for female Airline Business uniform.



6. Shoes (Low heel)

- Cut shoes style ONLY.
- Low heel shoes are allowed with SSRU uniform but they are NOT acceptable with the Airline Business uniform.
- Plain black color is higher recommended with SSRU uniform.
- Be well polished at all times.



7. Shoes (High heel)

- Cut shoes style.

- Be worn at least 2-3 inches of high heel shoes with the Airline Business Uniform at all times.

- Black color high heel shoes are compulsory with the Airline Business Uniform.

- Be well polished at all times.



8. Stocking

Must be worn in skin transparent color with the Airline Business uniform.



9. Hand bag

- Must be clean from dust.
- Not be overstuff.
- Classic color, shape, and style is recommended for the Airline Business uniform.



B. Male

Must be full uniform once you wear it.

1. Shirt

- Student white color shirt with a classic collar **ONLY**.

- Short or long sleeves shirt are allowed.

- The college name badge will be attached on the front left pocket at all times.

- The wing is attached above the name badge for all airline students, except freshmen.

- The shoulder stripes are worn at all times for the Airline Business uniform.

- Follow the washing and ironing instruction to maintain the color and neatness.

2. Jacket

- Be worn when you are in the Airline Business full uniform.

- Be worn **ONLY** SSRUIC's design in black color.

- Must be button up to the top line.

- The college name badge will be attached on the front left pocket at all times.

- The wing is attached above the name badge for all airline students, except freshmen.

- Dry clean only.

- Be well pressed.

- Follow the washing and ironing instruction to maintain the color and neatness.

3. Belt

The SSRU leather belt in black color must be worn with the Airline Business and student uniform.

4. Trousers

- Slack style in black color, NOT a slim fitted body.

- Slack style in black color with the Airline Business uniform, slack style in black or navy blue style with SSRU uniform.

- Be well pressed.

- Follow the washing and ironing instruction to maintain the color and neatness.





5. Shoes

- Closed shoes are worn at all times.
- Black color ONLY.
- Must be well polished at all times.



Sandal or Sport shoes are unacceptable.

6. Socks

- Must be black color ONLY.
- Be plain design.



7. Bag

- Must be clean from dust.
- Not be overstuff.
- Classic color, shape, and style is recommended for the Airline Business uniform.



Student Identification card must be carried in your bag for all classes and contact officer at the College / University.

C. Accessory

Accessory is not a compulsory. It is best worn in moderation and must be conservative style. Only silver pieces are suitable and it complements the uniform very well. Gemstones recommended are pearl and diamond.

If you prefer to wear it, recommendations are below:

1. Female

Ring – Maximum of two rings. Can be worn on any fingers, except thumb.

Choose appropriate design and size.



Bracelet – Only one bracelet is proper with the uniform. Choose appropriate design. Diameter should not exceed 1 cm.



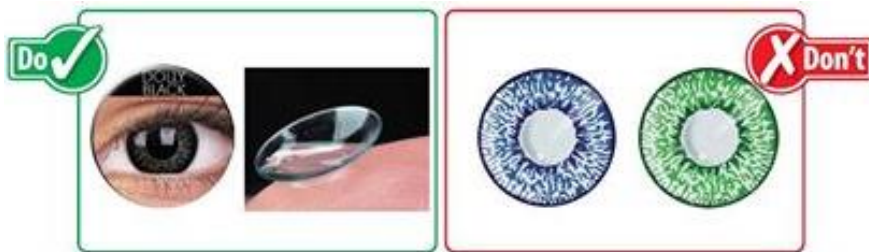
Earstuds – Only ear stud are allowed without any dangling ornaments attached. One ear stud in each ear. Choose appropriate style and design.



Watch – Wear plain business style watch and appropriate size.



Color contact lenses – It should look natural and suit you. It must complement your eye color and features.



Accessories that **are not permitted** are nose stud, tongue stud, dangling earrings, and anklets.



2. Male

Ring - Maximum of two rings. Can be worn on any fingers, except thumb.

Choose appropriate design and size.



Bracelet - Only one bracelet is proper with the uniform. Choose appropriate design. Diameter should not exceed 1 cm.



Watch - Wear plain business style watch and appropriate size.



Color contact lenses - It should look natural and suit you. It must complement your eye color and features.

Accessories that **are not permitted** are nose stud, tongue stud, anklets, and any kind of ear stud or earrings.

Unit 8

Title **Public Speaking**

Total Time in Learning/Teaching 3 Hours

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Introduction

SSRUIC aims to train students to have high quality of communication skills in every channels, such as face-to-face, telephone, and social media communication. In most of the subjects and classes at SSRUIC, lecturers regularly encourage students to have both individual and group presentations. Then, knowledge and skills of public speaking will help students to understand the audiences, create effective message and message delivery, and practice themselves to be good speakers who can engage and impress their audiences.

Learning Outcomes

1. Increase understanding in basic principles, practice, and techniques of effective public speaking.
2. Develop students' confidence and poise when speaking to audiences or group.
3. Enhance student's ability to master all components that makes a speech successful: understanding timing, figuring out how much practices are needed, and ensuring deliverables are clear.

Scope of Contents

1. Public Speaking in the Business World

Arina Nikitina is the author of the book “Successful Public Speaking” mentioned communications in business environment are various, such as job interview, conferences, telephone calls, meetings, product presentations, workshops, and public events. Communication skills are necessary for leaders and all employees because they provide better career and business opportunities.

Although you have the best products or services or outstanding business ideas, the limited communication skills might ruin your opportunities to sell those products, services, and ideas. Several inspiring ideas cannot be told to other employees because you do not know how to convey your ideas in front of audiences with a clear, structured, and captivating manner. Becoming an effective public speaker is not too difficult to be because you can achieve being a professional public speaker through exercises, trainings, and practices.

2. Benefits of Effective Public Speaking

Arina Nikitina summarized advantages of being an effective public speaker as follows:

- Opens up new opportunities for career advancement
- Positions you as an authority
- Set you apart from your competition
- Attracts the right customers to your business
- Allows you to effectively market your business or promote your products to larger audiences

- Improve internal communication
- Prepares you for spontaneous speaking challenges like you are required to delivery a speech at short notice
- Motivate and persuade other people to reach professional goals
- Make you a desirable guest on conferences, seminars, and public speaking events.

3. Speech Preparation

The effective public speaking can be based on the 3Ps: Preparation, Practice, and Performance.

Preparation – You need to know your audiences and their interests before you prepare the topic and content to engage them. Three key elements that you have to consider are:

A. The audiences or “Who” is a speech is written for?

Consider the variables of your audiences when tailoring a speech to the interest of them. Variables of audiences consist of:

- age range,
- kinds of events that audiences attend,
- male/female ratio,
- occupational and economic status,
- educational background,
- political orientation,
- leisure/activity.

Moreover, plan the speech to suit the venue and environment for public speaking are necessary. Visit the venue in advance and talk to the event host to gather these following information.

- room acoustics
- seating
- lighting
- temperature control
- outside noise
- other possible distractions.

When selecting the best way to hold your audiences' attention, also consider:

- Time of day
- Concurrent events/activities
- Practicality of breaks for lengthy presentations.

B. The purpose or “What” is the main objective of the speech?

A speaker needs to recognize the audiences' aims to attend a presentation and tailor the speech to meet their objectives. The most common speech objectives are to:

- inform
- inspire
- persuade
- entertain

C. The direction of the speech or “How” will the speech will be presented?

Good speech delivery is vital to engage your audiences. A speaker needs to consider (a) verbal and (b) non-verbal communication, and (c) visual aids.

3.1 Verbal

Think about the acoustics of the room. For example, lots of people or furniture will absorb the sound of your voice and larger halls which echo mean you need to speak even slower than normal. When a speaker delivery verbal speech, considers these following verbal factors.

- Rate: Are you speaking too quickly or slowly? Try to speak at the right rate.

- Pauses: Do you use pauses to add impact to your speech or do you simply race through it?

- Variety of voice: Do you vary your voice? Does the pitch of your voice rise during questions? Does the volume of your voice decrease when you are describing a quite moment?

- Pronunciation/Articulation: Do not try to use words because they are long and sound clever if you would not normally do so. Odd words which do not fit with the rest of your speech sound out of place rather than making you sound smart.

3.2 Non-verbal

- Gestures: Do you use your hands and body gesture effectively? Do you use over gesture?

- Movement: Do you move around too much when you speak? Some movements are natural when you speak but pacing or swaying become distracting.

- Eye contact: Do you maintain good eye contact? Using small notes helps to make sure you do not hold anything in front of your face and make sure you look at your audiences and the audiences at blind spots.

Source: <https://thercs.org/assets/AtoZ-Education-Resources/A-Guide-to-Public-Speaking.pdf>

3.3 Visual aids

There are many different types of visual aids. The following advices will help a speaker to present effective public speaking.

- PowerPoint

Do – use a big enough font (minimum 30pt), keep the background simple, use animations only when appropriate, and make things visual.

Don't – use difficult to read font, use a fussy background image, overdo the animation, and more text and bulleted lists.

- White or black board

Do – use them to clarify your title, explain the sequences of idea, matematice or science formulas, make sure your audiences has taken their notes before rubbing the message off, make sure the audeiences can read your writing.

Don't – keep writing and rubbing the message off because it will distract your audiences.

- **Paper handouts**

Do – use handouts if your information is too details, use handouts which fit with your slides, give the handouts at key stage of presentation or when you want to highlight the details and encourage audiences to fill in the gap.

Don't - give handout too early because it caused audiences' distraction, give too late because the audience may find it is not nessary.

- **Flip chart**

Do – recoed main idea, recap main points, show progression from point to point.

Don't – write difficult to read handwriting and difficult to understand diagrams.

- **Video**

Do – use for bringing movement, pictures, and sound to attractive presentation, make sure the clip is directly relevant to your content, tell your audiences what to look for.

Don't – show more film than your speech.

- **Artefacts or props** (such as safety equipments)

Do – make sure that the object can be seen, prepare to pass it around a small group or move to different areas of a large room.

Don't – show too many artefacts because this will take time, and they might distract your audiences' attention.

Finally, when you design any above visual aids, remember this Rule of Four 'Use':

1. use one simple idea that help the each visual aid to be easy to read and understand,
2. use same font, titles, lay out, mood and tone for the whole presentation,
3. use correct spelling and avoid any other errors,
4. use high quality of picture and sound.

Source: <https://www2.le.ac.uk/offices/ld/resources/presentations/visual-aids>

4. Speech Structure and Organization

- Topic selection

Before a speaker structure his/her speech, the topic have to be choosen. Two recommendations for the topic selection are:

1. Topics affect the audience directly and audiences connect to it.
2. Current event from daily and weekly newspapers, amgazines, and online publications.

- Structure of a speech

Every good speech has three major parts: an introduction, a body, and a conclusion. Two more tips is also added to make your remarkable speech: "attention grabber" at the very beginning, and a "call-to-action" at the very end.

Speech Structure

Topic	
Attention grabber (1%)	An unusual statement, a story, a strong note, a quotation to grab audiences' attention.
Introduction (14%)	Importance of the presentation, purpose statement preview of main ideas.
Body (80%)	<p>I. Main idea 1</p> <p style="padding-left: 40px;">A. Supporting information</p> <p style="padding-left: 40px;">B. Supporting information</p> <p>II. Main idea 2</p> <p style="padding-left: 40px;">A. Supporting information</p> <p style="padding-left: 40px;">B. Supporting information</p> <p>III. Main idea 3</p> <p style="padding-left: 40px;">A. Supporting information</p> <p style="padding-left: 40px;">B. Supporting information</p>
Conclusion (14%)	Review main ideas, summary of important information.
Call-to-action (1%)	Leave the audiences with something to think about or empowers them to take specific action.

Let's take a look at each of these components in a bit more detail.

- Attention Grabber

Never begin with, "Hello my name is..." or, "My topic today is..." or any variation or combination of the the two. You should always begin with an attention getter. An attention getter it is basically some snazzy way to draw your audience into your presentation. You might choose to ask a question, tell a story, share a quotation, give some startling facts or information, or tell a joke.

- Introduction

Take time to explain to your audience why the information you're presenting is important. Why should they listen to you? You might also use this portion of the introduction to introduce yourself and share any experience or credentials you have related to the topic.

Present thesis or purpose statement. You should always have a clear thesis or purpose statement that tells your audience what the exact topic and focus of your presentation is. It should convey what you are trying to explain or prove in your presentation.

Preview of Main Ideas where you tell your audience the specific main ideas that you'll be covering in your presentation. There's an old saying that goes, "Tell them what you're going to tell them, tell them, and tell them what you've told them."

- Body

The body consists of your main ideas, supporting information, and transition elements. It is the largest and most important part of the presentation. If we wanted to break it down we can say that the body accounts for approximately 70-80% of your presentation. This means that the introduction and conclusion are approximately 10-15% each. It is important to have clear and distinct main ideas. You also need to include relevant and interesting supporting information in the form of examples, narratives, explanations, testimony, facts, and statistics.

- Conclusion

Review of Main Ideas This is where you tell your audience the specific main ideas that you have covered in your presentation. Once again, remember the old saying, "Tell them what you're going to tell them, tell them, and tell them what you've told them."

Summary of Important Information is where you recap important ideas from your presentation. Feel free to repeat information. When used properly repetition helps audience members remember important concepts from your presentation.

- Call-to-action

You never want to end your speech with, "Well I'm done," or, "That's all I've got." You must make it memorable by leave something for the audiences to think. For example, "Join our SSRUIC team and make the differences.", or "Show your enthusiasm in developing your English skills to the world."

Source: Painter, D. Jr. (2010). Public Speaking Tip Sheet #1: Speech

Structure and Organization. Polk State College: Florida.

5. Public Speaking Practice

Form group of four students. Read these two examples of speech and take turn to practice “Public Speaking” in front of your group members. Then give the feedback to your friends by using below checklist.

	1. Did a speaker get the audience’s attention at the start? And, was the “attention-grabber” relevant to the topic?
	2. Did an introduction clearly give audiences both a reason to listen, and a clear direction (a clear thesis)?
	3. Was the organization of the speech structure easy to follow?
	4. Did a speaker support his/her points with examples, stories, statistics, metaphors, analogies?
	5. Did a speaker end powerfully? Did a speaker call back your key points? Did a speaker ending provide a feeling of closure? Did a speaker have a call-to-action?
	6. Did a speaker vary his/her vocal pace, pitch and volume in a way that enforced the message and kept it engaging?
	7. How was his/her eye contact?
	8. Did his/her gestures look natural?

Speech # 1

Growing violence in children: Causes and cures'

Honourable principal, respected teachers and my dear friends.

I would like to share my views on the growing violence among children these days, which is proving to be rather detrimental to the children's progress.

Lack of an appropriate environment and good parental care, and pressure of peers are some of the factors that are responsible for giving rise to negative emotions in children. Feelings of neglect and immense pressure cause anger and dissatisfaction in these youngsters. The growing exposure to crime films and thrillers too raises the levels of aggression in them. Moreover, the rush of consumerism has aroused a child's desire to possess whatever he sees in the advertisements on the television.

And in case of non-fulfillment of these desires and wants, there is cause for resentment and frustration. Television shows like WWF and violent scenes in movies etc lead the innocent children to imitate them. The negative characters in movies become their role models whom they want to ape in order to appear 'cool'.

Parents, teachers and social reformers should inculcate the right values in children through persuasion and instruction. Being the torch-bearers of the future, children need to be guided well and shown the correct path in life.

Let us hope for a better future with the children of today becoming sensible and sensitive citizens of tomorrow.

Thank you.

Speech # 2

Environmental Pollution

Respected principal and teachers and my dear friends.

Today I am going to speak on the topic 'Environmental Pollution', which is a serious problem that the whole world is facing today. The tremendous increase in population is the root cause of all kinds of pollution. More people on this earth means more waste material being created. Another factor is the advancement in science and technology. It has made our lives very comfortable but has also given rise to a variety of problems that are harming the environment.

Pollution comes in various forms. Air pollution is caused by the smoke from factories, the exhaust fumes from vehicles and the burning of garbage containing chemical materials. Water pollution is caused when toxic waste materials are disposed off into seas and rivers. Soil pollution is again the result of incorrect methods of waste disposal. Radioactive waves from electronic objects and nonbiodegradable material like plastics also contaminate the air and the soil. With modernisation, we have reached a stage where the enormous noise caused by industrial and transport activities has become a health hazard.

Even though it may not be possible for mankind to eliminate environmental pollution totally, the hazards can be minimised by adopting alternate methods and following certain rules. We must remember that by protecting the environment, we are protecting ourselves.

Thank you.

Source:

<http://wps.pearsoned.com/wps/media/objects/6524/6681325/Speech%20writing.pdf>

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Unit 9

Title SSRUIC Volunteer Project

Total Time in Learning/Teaching 3 Hours

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Introduction

Good personality not only comes from good appearances and grooming, it also comes from the mindset inside. To train students for having a positive mindset, the SSRUIC Volunteer Project is designed for students to plan, practice, and evaluate their projects that they provide for SSRUIC or communities without asking for any rewards. Students also have good opportunity to practice several soft skills for 21st century through this project, such as teamwork, creativity and innovation, communication, collaboration, leadership, and responsibility.

Learning Outcomes

1. Develop students on planning and other soft skills through the projects.
2. Build up a caring and social belonging mindset among students.
3. Encourage students to initiate the project and practice by themselves.
4. Promote students' self-esteem and self-fulfilment.

Scope of Contents

1. Volunteering is Giving and Taking

Volunteering as an individual or in a group is a great way to have an impact in your community. By offering your time, energy, idea, creativity, and compassion, you are able to make a difference in the lives of individuals or the overall quality of life in the community.

Communities rely heavily on volunteer to do the work that municipalities are not able to with the limited capacity and funds at their disposal. Meaning that if we want all the quality of life elements that com with Sport, Culture, and Recreation, then we need a strong volunteer base to ensure the services continue and grow in our communities. Volunteers are essential to creating healthy, safe, and happy societies. Volunteering is a component of being a good citizen.

Volunteering is a two-way street. Of course, specific individuals and society as a whole benefit from this type of involvement. But as a volunteer, you also can benefit in various ways, from acquiring specific skills or knowledge, to gaining confidence, to feeling better both physically and psychologically. When people volunteer together, there are additional benefits related to their group's cohesiveness. Citizens who are actively engaged in their communities contribute to the overall health of our society.

Communities enjoy benefits far beyond the financial aspects when youth contribute to service projects. When youth volunteer, adults tend to volunteer also, resulting in a life long volunteer. The community gains a generation of young people who care about where they live and are willing to make a commitment to improvement.

Source:<https://southeastdistrict.ca/userdata/files/410/Volunteer%20Resources/Youth%20Volunteer%20Engagement%20Toolkit-FINAL.pdf>

2. Statistics Regarding Youth Volunteering

- Youth are twice as likely to volunteer if they have one parent that volunteers (64% of nonvolunteers reported that no one in their family volunteers.).

- People who volunteer are 26% more successful in obtaining jobs.

- 46% of youth volunteer to develop new skills.

- 65% of youth volunteer because they believe it will help them get a job.

- 40% volunteer in the areas of Sport, Culture and Recreation. - 35% spend time volunteering for youth events.

Source:<https://southeastdistrict.ca/userdata/files/410/Volunteer%20Resources/Youth%20Volunteer%20Engagement%20Toolkit-FINAL.pdf>

3. Top 10 Reasons Youth Volunteer

Most adults understand why volunteering and donating to charities are important. After all, in helping others, you ultimately help yourself. But what about younger people? With so little life experience, it is not always obvious to them why volunteering is so valuable. Here are some benefits you can promote:

1. Gain Job Experience.

2. Improve Your Health and Self-Esteem.

3. Meet Real Community Needs.
4. Gain Entrance to College.
5. Meet New People and Establish Friends, Connections and References.
6. Gain New Skills and Develop Talents.
7. Spread Positive Energy and Hope.
8. Make the World a Better Place.
9. Personal Growth.
10. It's Fun!

Source: <https://southeastdistrict.ca/userdata/files/410/Volunteer%20Resources/Youth%20Volunteer%20Engagement%20Toolkit-FINAL.pdf>

4. Examples of Volunteer Activity

1. helping to run a festival or walk-a-thon
2. cooking or serving meals and cleaning up afterwards in a shelter, a senior residence, or a house charity for children or families
3. gardening (pulling weeds, planting, etc.)
4. sorting items from a food or clothing bank
5. cleaning or painting items, several walls, or an entire facility
6. an environmental project such as: cleaning a beach, a field, a river bank, or an alley, or Earth Day projects

7. any activity that can be done by simple, repetitive action, like cutting fabric or paper from a form
8. organizing an activity for seniors or children
9. teaching computer skills to seniors or children
10. supervising or leading activities for children, adolescents, families, or seniors
11. painting or cleaning-up shelters or senior residences
12. helping SSRUIC Students Council to organize Sunandha Samakhee Sport Day.

5. Volunteer Project Guidelines

Before your Project

INVESTIGATE

Choose your cause.

Learn and research more about your cause.

Identify your personal passions and assets.

Map community resources and assets.

Choose your action strategy.

During your Project

Put it all together.

PREPARE, PLAN, CHECK

Gather a planning team.

Organize into task teams.

Team 1: Build partnerships. Engage public officials.

Team 2: Gather resources.

Team 3: Tell the story.

Team 4: Recruit and work with volunteers.

Team 5: Organize event logistics.

Document your project through photos and videos.

After your Project

REFLECT, DEMONSTRATE

PRESENT, CELEBRATE

Reflect on what you are learning and doing.

Evaluate your project outcomes.

Sustain your project.

Demonstrate and showcase your results.

Celebrate your success.

Source: <http://cdn.worldslargestlesson.globalgoals.org/2016/06/YouthChangingtheWorldToolkit2.pdf>

6. Assignment (30 points)

SSRUIC Volunteer Project 2020

A. Direction

1. For this assignment, you are required to work as a group of 15 students to perform SSRUIC or communities volunteering project.

2. You can work for SSRUIC or any charity organizations, such as hospitals, nursing homes, dog sanctuary and rescues. Make sure that your project matches with your interest, time, budget, and capability.

3. Required working hour on this project is 6 hours, only during the daytime.

4. This project must be done during January to March 2020.

5. Make sure the lecturer of this course approved your choice before you start your project.

6. Make sure your lecturer approved your plan if you aim to raise money for your project.

7. Choose the venue for your project within Nakhon Pathom, Bangkok, or Nonthaburi. The place for your project that has short-distance from your campus is recommended.

8. Document your project through photo and video. Prepare them for your project presentation on the last week of this semester, or another appointed day by your lecturer.

9. You cannot skip any classes to do this project.

B. Grading - 30 points

1. Lecturer will evaluate on the group presentation day.
2. Lecturer expects students use their “Public Speaking” knowledge and skills on their presentation.
3. Lecturer expects students to present the details on their projects by following the “Volunteer Project Guidelines”, which is on page no. 145.

C. Important Expectations for Volunteering

When you go out into the community, you will not only be representing yourself, you will be representing SSRUIC and Suan Sunandha Rajabhat University. Please be mindful of this and maintain professionalism throughout your volunteer experience. Professionalism includes, but is not limited to:

- **Communication** – ensure that any emails or phone calls that you make to the organization are framed in a professional manner, using appropriate grammar, spelling, and salutations.

- **Attire** – please show up to your volunteer duties dressed appropriately.

- **Work ethic and timeliness** – while you are volunteering, please display a hard work ethic and contribute to the task you have been assigned. Do not be late!

- **Follow-up** – after you have completed your volunteer hours, please send a follow-up email thanking the organization for hosting you.

Reference

- Sport, Culture, and Recreation of South Distric California. (n.d.). Youth Volunteer Engagement Tool Kit. Retrieved from <https://southeastdistrict.ca/userdata/files/410/Volunteer%20Resources/Youth%20Volunteer%20Engagment%20Toolkit-FINAL.pdf>
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