

IFSS Framework – Basic Level Gen Eds

B22 Professionalism

Definition: Introductory knowledge, skills, and abilities related to ethics, integrity, and personal conduct during job-related activities.

Topic Area TLO: Exhibit the use of integrity and positive interpersonal conduct in the performance of professional and personal activities.

Topic Area ELOs:

- Explain standards for professional conduct.
- Demonstrate professional conduct.
- Distinguish between professional and unprofessional conduct.
- Observe the agency’s ethics and personal conduct policies.
- Apply professionalism to specific situations.

<p>Unit 1: Foundations</p> <p>Definition: Base knowledge of professionalism related to feed and food programs.</p> <p>TLO: Explain professionalism.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Define relevant terminology. • Give examples of professional and unprofessional behavior. • Explain the legal principles of professionalism. • Explain moral principles of professionalism. • Discuss the concept of the “perception of impropriety”. 	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator has a knowledge or awareness of their agency’s policies regarding conduct. • The regulator can describe professional appearance: <ul style="list-style-type: none"> a. Dress to conditions b. Personal hygiene • The regulator can describe what professional communication is: <ul style="list-style-type: none"> a. Language usage b. Direct communicators c. Appropriate vocabulary d. Active listening e. Unbiased • The regulator can list attributes associated with professionalism: <ul style="list-style-type: none"> a. Respectfulness b. Civility c. Character d. Dedication to human and animal health • The regulator can recognize professionalism in others. • The regulator can calibrate professional behavior to working conditions and environment.
<p>Unit 2: Ethics</p> <p>Definition: Core knowledge of professional conduct that elicits trust and demonstrates integrity.</p>	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator can discuss ethics: <ul style="list-style-type: none"> a. Treat people fairly and equally b. Transparency in motivations c. Make and sound and rational choices

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<p>TLO: Discuss the principles of business and personal integrity within the work environment.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Explain the importance of an agency code of conduct. • Discuss the components of a code of conduct. • Explain confidentiality. • Give examples of conflict of interest. • Discuss purpose of ethical behavior in a work environment. • Give examples of ethical and unethical behavior. • Explain the organization’s values. 	<ul style="list-style-type: none"> d. Be unbiased e. Stay faithful in your personal value and ethics f. Follow the law • The regulator can describe professional behavior: <ul style="list-style-type: none"> a. Shouldn’t obstruct the work environment b. Don’t be selfish in your business relationships c. Be a team player d. Deliver on time e. Represent yourself in a positive way • The regulator can describe professional credibility: <ul style="list-style-type: none"> a. Authenticity b. Honest trustworthy truthful • The regulator sets a positive example for others. • The regulator can recognize integrity in ambiguous situations. • The regulator can demonstrate ethical consistency in actions.
<p>Unit 3: Conduct</p>	<p>TLO Behavioral Anchors - not all-inclusive</p>
<p>Definition: Expectations of personal behaviors.</p> <p>TLO: Discuss the profession’s expectations of behavior.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Differentiate between acceptable and unacceptable behaviors. • Give examples of acceptable and unacceptable behaviors. • Differentiate between objective and subjective behavior. • Give examples of objective and subjective behavior. • Differentiate between bias and unbiased behaviors. 	<ul style="list-style-type: none"> • The regulator can discuss agency’s expectation of behavior: <ul style="list-style-type: none"> a. Shouldn’t obstruct the work environment b. Don’t be selfish in your business relationships c. Be a team player d. Deliver on time e. Represent yourself in a positive way f. Etc. • The regulator can distinguish between acceptable and unacceptable behavior. • The regulator has a knowledge or awareness of the regulator’s agency’s policies. • The regulator can demonstrate consistency in professional behavior. • The regulator can set a positive example for others.

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<ul style="list-style-type: none"> Identify societal customary behavior appropriate for the workplace. Explain the importance of recognizing differences in workplace customs. 	
<p>Unit 4: Personal Management</p>	<p>TLO Behavioral Anchors - not all-inclusive</p>
<p>Definition: The individual's responsibility for their actions and behaviors.</p> <p>TLO: Discuss the impact of subjective personal behaviors in the workplace.</p> <p>ELOs:</p> <ul style="list-style-type: none"> Explain subjective personal behavior. Give examples of subjective personal behaviors. Recognize the need to modify subjective personal behaviors. Identify resources to address negative subjective personal behaviors. Explain the importance of being accountable for actions. Identify the components to manage time in the workplace. 	<ul style="list-style-type: none"> The regulator can provide examples of subjective behavior that would impact the workplace: <ol style="list-style-type: none"> Playing inappropriate music Offensive clothing Offensive jokes Offensive language Off color remarks Poor personal hygiene Offensive Tattoo Inappropriate media usage Bullying Body language The regulator can provide examples of how those behaviors impact the workplace: <ol style="list-style-type: none"> Loss production Communication degradation Credibility Contributes to a hostile environment The regulator can give examples of appropriate reactions to negative behaviors: <ol style="list-style-type: none"> Agency Personal The regulator can give examples of appropriate action to negative behaviors: <ol style="list-style-type: none"> Agency Personal
<p>Unit 5: Communications</p>	<p>TLO Behavioral Anchors - not all-inclusive</p>
<p>Definition: Disseminating, receiving, or exchanging information with other individuals in a clear, concise, factual, and courteous manner.</p> <p>TLO: Employ professional</p>	<ul style="list-style-type: none"> The regulator can give examples of unprofessional communication: <ol style="list-style-type: none"> Bullying Sexual harassment Inappropriate nonverbal (body language) Etc.

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<p>communication skills while conducting work-related activities.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Explain professional communication skills. • Explain the importance of communicating in a clear, concise, factual, and courteous manner. • Give examples of communicating in a clear, concise, factual, and courteous manner in the workplace. • Give examples of unprofessional communications. • Determine the appropriate communication method for target audience. 	<ul style="list-style-type: none"> • The regulator can explain professional communication skills. • The regulator can give examples of professional communication: <ul style="list-style-type: none"> a. Active listening b. Report writing c. Etc. • The regulator can discern what constitutes professional communications in varying conditions: <ul style="list-style-type: none"> a. Effective and clear communication <ul style="list-style-type: none"> ▪ Emails ▪ Reports ▪ Phone ▪ Etc. • The regulator can identify different levels of vernacular appropriate for different audiences: <ul style="list-style-type: none"> a. Co-worker b. Management c. Regulated population d. Etc.
<p>Unit 6: Interpersonal Skills</p>	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator can identify interpersonal skills in the workplace: <ul style="list-style-type: none"> a. Team player b. Collaborative c. Appropriate language d. Etiquette • The regulator can list elements associated with emotional intelligence: <ul style="list-style-type: none"> a. Social awareness b. Use appropriate behavior c. Cognizant of team morale d. Culture awareness e. Respect f. Play nice in the sand box g. Considerate of other • The regulator can demonstrate interpersonal skills in the workplace: <ul style="list-style-type: none"> a. Problem solving b. Decision making c. Assertiveness d. Negotiation • The regulator can discuss the importance of emotional intelligence: <ul style="list-style-type: none"> a. Relation to the development of interpersonal

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	skills b. For improving interpersonal skills
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