**ACTIVITY 1: Role Playing Professional Behavior**

(15 – 20 minutes)

Ask two volunteers for a role-playing exercise:

Scenario:

A computer user goes to a local computer shop to get a computer repaired. The customer believes the video card is the problem but has no ‘real’ knowledge about computers.

The technician for the shop is highly knowledgeable about computers.

In the first set-up, the tech should behave unprofessionally using slang and high-level computer terminology and ‘buzz words’. The customer should try to ask questions about the possible causes of the problem and ways to fix it. At the end of the role-play, the customer should leave feeling irritated and that the technician has talked down to them.

After the role-play is done, ask the students what should have been done differently

1. By the customer (answers dependent upon how customer reacts)
2. By the computer technician (answers dependent upon how technician responds to the customer)

Ask two new volunteers to role-play the same scenario professionally this time.

In this iteration, the technician should be kind, helpful, and take the time to explain the possible issues with the computer. The technician should give the customer a timeline of when the computer might be ready and the possible costs associated with the service. The customer should leave this situation happy with the knowledge provided and services to be performed.

1. Ask students how the second enactment differed from the first
2. Ask students how they felt about the technician in the second scenario (did they feel (s)he came across as more knowledgeable?)

Help students to understand through the role-playing process that when you behave professionally, you are perceived as being more competent and knowledgeable about a given subject.