

Course Outline

COURSE: CD 191B **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2018 **Inactive Course**

SHORT TITLE: WORKPLACE SKILLS

LONG TITLE: Workplace Skills

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
1	18	Lecture:	1	Lecture:	18
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	1	Total:	18

COURSE DESCRIPTION:

Workplace Skills teaches skills vital to workplace success. The topic for 191B is Team Building. Need not be taken in sequence. This is a pass/no pass course. This course is now listed as CD 291B.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Demonstrate holding effective meetings.

Measure: performance, quizzes, demonstration

PLO:

ILO: 2,1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

2. Contrast helpful and harmful team roles.

Measure: tests, quizzes, homework

PLO:

ILO: 1,4,2,6

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

3. Illustrate communication and managing conflict within a team.

Measure: homework, tests, role playing

PLO:

ILO: 2,4,6,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

4. Practice setting team goals: mission, vision, and strategy.

Measure: role playing, tests

PLO:

ILO: 2,1,4,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

5. Demonstrate decision-making skills.

Measure: demonstration, exam, performance

PLO:

ILO: 2,1,4,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 10/23/2017

Each week the student will complete the required assignments including reading and workbook exercises.

WEEKS 1-3 3 HOURS

Introduction to Team Building.

Why Employers want Team Players.

Why Employers value Problem-Solving Skills.

What is a team?

Homework:

List 5 reasons employers want team players.

List 5 reasons employers want employees with problem-solving skills.

List characteristics of a good team and situations where a team is helpful.

Performance objectives:

Students will be able to explain why team players are important.

Students will be able to list 5 reasons employers want employees with problem-solving skills

Students will be able to list characteristics of a good team and situations where a team is helpful.

WEEKS 4-6 3 HOURS

Team playing role: Lost on the moon.

Team vs. individual situations.

Basic team roles.

Homework:

Do a project where team playing is essential.

List situations where individuals work better than a team and vice versus.

List some of the different roles in team situations.

Performance objectives:

Students will be able to do a project where team playing is essential.

Students will be able to list situations where individuals work better than a team and vice versus.

Students will be able to list some of the different roles in team situations.

WEEKS 7-9 3 HOURS

Being a facilitator.

What a facilitator does.

Traits of a good facilitator.

Mid-term exam.

Homework:

List the jobs of a facilitator.

List traits of a good facilitator

Explain helpful team roles.

Performance objectives:

Students will be able to list the jobs of a facilitator.

Students will be able to list traits of a good facilitator

Students will be able to explain helpful team roles

WEEKS 10-12 3 HOURS

Harmful team roles.

Destructive team players: The rejecter, commander, interrupter, yes-but, and psychiatrist.

Why the above players are harmful to the team.

How to deal with destructive team players.

Homework:

Provide 4 examples of harmful team roles

Use role-playing to imitate destructive team players.

Describe how each destructive team role hurts the team.

Performance objectives:

Students will be able to provide 4 examples of harmful team roles

Students will be able to use role-playing to imitate destructive team players

Students will be able to describe how each destructive team role hurts the team

WEEKS 13-15 3 HOURS

Communicating with teammates.

Understanding feelings and facts.

Building consensus.

Why consensus is essential.

Homework:

List techniques for communicating with teammates.

List ways to use feelings and facts to work with teammates.

List techniques for building consensus.

List reasons why consensus is essential.

Performance objectives:

Students will be able to list techniques for communicating with teammates

Students will be able to list ways to use feelings and facts to work with teammates.

Students will be able to list reasons why consensus is essential.

WEEKS 16-18 3 HOURS

Getting agreement.

Setting team goals.

Holding effective meetings.

Team leadership, and characteristics of good team leaders.

Homework:

List reason for and how to establish team goals.

List goals of effective meetings and how to do effective meetings.

List characteristics of good team and poor team leaders.

Final projects and final exam.

Performance objectives:

Students will be able to list reason for and how to establish team goals.

Students will be able to list goals of effective meetings and how to do effective meetings.

Students will be able to list characteristics of good team and poor team leaders

ASSIGNMENTS:

Each week the student will complete the required assignments including reading and workbook exercises.

METHODS OF INSTRUCTION:

Lecture, AV presentation, theoretical and skills evaluation, quizzes/exams.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Lab reports

Other: SKILLS

The problem-solving assignments required:

Homework problems

Field work

Quizzes

Exams

The types of skill demonstrations required:

Class performance

Field work

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 20% - 40%

Problem-solving demonstrations: 20% - 45%

Skill demonstrations: 20% - 45%

Objective examinations: 20% - 45%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Donaldson, Cindy and Farley, Dan. Teambuilding & Problem Solving in the Workplace. Work Skills Associates, 2014. Or other appropriate college level text.

ISBN: 13: 9780966086911 (if available)

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200370

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 191B

Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000246431
Sports/Physical Education Course: N
Taxonomy of Program: 130500