Course Outline

COURSE: COS 291B  DIVISION: 50

COS 191B  GUID 191B  GUID 291B

TERM EFFECTIVE: Spring 2018  CURRICULUM APPROVAL DATE: 10/23/2017

SHORT TITLE: POWER SKILLS WORKPLACE

LONG TITLE: Power Skills for the Workplace

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>1</td>
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<td>Total: 1</td>
<td>Total: 18</td>
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COURSE DESCRIPTION:

Workplace Skills teaches skills vital to workplace success. The topic for 291B is team building. Need not be taken in sequence. This is a pass/no pass course. Course was previously listed as 191B.

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, including utilizing communication, conflict management, and decision-making skills.

Measure of assessment: demonstration, exam, homework, role playing
2. Compare and contrast helpful and harmful team roles.

Measure of assessment: test, homework, role playing

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

Curriculum Approval Date: 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 versa.
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 versa.
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.

11/8/2017
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.

11/8/2017
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.

OUT OF CLASS ASSIGNMENTS:

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 25.00 %
20% - 40% Written homework; Reading reports; Lab reports; Other: SKILLS
Problem-solving assignments
Percent of total grade: 25.00 %
20% - 45% Homework problems; Field work; Quizzes; Exams
Skill demonstrations
Percent of total grade: 25.00 %
20% - 45% Class performance; Field work; Performance exams
Objective examinations
Percent of total grade: 25.00 %
REPRESENTATIVE TEXTBOOKS:
Required Representative Textbooks
Reading Level of Text, Grade: 11th Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Not Transferable
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:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours: 1
Minimum Hours: 1
Course Control Number: CCC000456072
Sports/Physical Education Course: N
Taxonomy of Program: 300700