Course Outline

COURSE: GUID 191A  DIVISION:  60  ALSO LISTED AS:  AH 191A  BOT 191A
COS 191A  COS 291A

TERM EFFECTIVE:  Fall 2018  Inactive Course

SHORT TITLE: WORKPLACE SKILLS

LONG TITLE: Workplace Skills

<table>
<thead>
<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>
<td>18</td>
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COURSE DESCRIPTION:

Workplace Skills teaches skills vital to workplace success. The topic for 191A is Interpersonal Communication. Need not be taken in sequence. This is a pass/no pass course. This course is now listed as GUID 291A.

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. Compare three different styles of interpersonal communication.

Measure: tests, homework, projects

PLO: ILO: 2,1,4,6
2. Demonstrate effectively stating own needs and opinions.
Measure: tests, performance, homework
PLO:
ILO: 1,4,2,6
GE-LO:
Year assessed or anticipated year of assessment: 2009-10

3. Examine four roadblocks to good listening.
Measure: homework, tests, projects
PLO:
ILO: 2,4,6,5
GE-LO:
Year assessed or anticipated year of assessment: 2009-10

4. Compare four basic personality types.
Measure: homework, tests
PLO:
ILO: 2,1,4,5
GE-LO:
Year assessed or anticipated year of assessment: 2009-10

5. Illustrate three methods of active listening.
Measure: performance, tests, homework
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 Interpersonal Communication.
Identify the four basic personality types.
Identifying your personality style.
Homework:
List reasons good communication is necessary for employment.
Find examples of the different personality types in people you know.
List professionals where particular personality styles are common or useful.
Identify your primary and secondary personality style.
Performance objectives:
Students will be able to identify the four basic personality types.
Students will be able to identifying their primary and secondary personality style.
Students will be able to list personality styles useful in particular professions.

WEEKS 4-6       3 HOURS
How to adapt to different people and styles.
How to build trust with other people and other styles.
Observing body language and speech in others and yourself.

Homework:
List ways to adapt to people with different personality styles.
List good ways to build trust and ways that will reduce trust.
List 6 signs that the other person is agreeing or disagreeing with your statement.
Observe your own body language when talking to others.

Performance objectives:
Students will be able to list methods to adapt to different people and styles.
Students will be able to list methods to build trust with other people and other styles.
Students will be able to interpret body language.

WEEKS 7-9       3 HOURS
Starting hard conversations. Words to use and avoid.
Stating your feelings. Words to use and avoid.
Feelings and body language, a crucial connection.
How to involve the other person.

Homework:
List five steps to starting hard conversations.
List two words that will often cause trouble in hard conversations.
List ways to get the other person involved in the problem.

Performance objectives:
Students will be able to list methods to start hard conversations.
Students will be able to identify good and bad ways to state feelings.
Students will know four methods to involve the other person.

WEEKS 10-12 3 HOURS
Active listening introduction.
Using more than your ears.
Simple signals and body language in active listening.
Comparing facts and feelings while listening

Homework:
Identify ways to use more than your ears when doing active listening.
List examples of facts, feelings, or both while listening.
List ways that people show active listening.

Performance objectives:
Students will be able to explain and use active listening.
Students will be able to list ways to use body language signals for active listening.
Students will be able to list ways to demonstrate active listening.

WEEKS 13-15 3 HOURS
Methods to help active listening: signals, mirroring, and paraphrasing.
Roadblocks to good listening.
Handling poor listening
Using active listening to understand directions.
Homework:
Provide examples of signals, mirroring, and paraphrasing for good listening.
List 4 roadblocks to good listening.
List 5 ways to handling poor listening.
Give four examples, how active listening can clarify directions.
Performance objectives:
Students will be able to demonstrate active listening, mirroring, and paraphrasing.
Students will be able to list ways to avoid roadblocks to good listening.
Students will demonstrate active listening techniques when receiving directions.
WEEKS 16-17 2 HOURS
Listening blockers.
Dealing with conflict.
Handling insults: baseballs (minor insults) or bullets.
Deflecting baseballs and bullets (serious insults).
How to stay calm in conflict.
Getting agreements.
Homework:
Provide 4 examples of listening blockers.
Provide 4 conflict situations and a way to deal with each.
Give examples of four baseballs and methods to handle them.
Give examples of four bullets and methods to handle them.
Performance objectives:
Students will be able to list examples of listening blockers and how to handle conflicts.
Students will be able to identify and handle baseballs and bullets when listening.
Students will be able to list ways to stay calm in conflict.
WEEK 18 2 HOURS
Final
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

1/22/2018
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:
ISBN: 13: 9780966086928 (if available)
Reading level of text, Grade: 11th Verified by: MS Word

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

1/22/2018
CAN:
CAN Sequence:
CSU Crosswalk Course Department: GUID
CSU Crosswalk Course Number: 191A
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000034527
Sports/Physical Education Course: N
Taxonomy of Program: 493010