Course Outline


TERM EFFECTIVE: Fall 2018

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>Lecture: 1</td>
<td>Lecture: 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: 0</td>
<td>Lab: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: 0</td>
<td>Other: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 1</td>
<td>Total: 18</td>
</tr>
</tbody>
</table>

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 GUID 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 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.
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

1/22/2018 3
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 reasoning 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 reasoning 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.

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
Essay exams
Term papers

The problem-solving assignments required:
Homework problems
Field work
Lab reports

1/22/2018
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: 25% - 45%
Objective examinations: 20% - 45%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 13: 9780966086911 (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
CAN:
CAN Sequence:
CSU Crosswalk Course Department: GUID
CSU Crosswalk Course Number: 191B
Prior to College Level: Y
Non Credit Enhanced Funding: N

1/22/2018
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000380981
Sports/Physical Education Course: N
Taxonomy of Program: 493010