

Course Outline

COURSE: BOT 291B **DIVISION:** 50 **ALSO LISTED AS:** CD 291B & COS 291B

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 05/09/2023

SHORT TITLE: POWER SKILLS WORKPLACE

LONG TITLE: Power Skills for the Workplace

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18
		Total Learning Hrs:	54	

COURSE DESCRIPTION:

Power Skills for the Workplace 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. The course was previously listed as BOT 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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Demonstrate holding effective meetings, including utilizing communication, conflict management, and decision-making skills.
2. Compare and contrast helpful and harmful team roles.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. List 5 reasons employers want employees with problem-solving skills.
2. Identify situations where individuals work better than a team and vice versa.
3. State the jobs and traits of a good facilitator.
4. Describe techniques for communicating with teammates.
5. State reasons for and how to establish team goals.

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

Curriculum Approval Date: 05/09/2023

3 HOURS

Content: Introduction to Team Building. Why Employers want Team Players. Why Employers value Problem-Solving Skills. What is a team?

3 HOURS

Content: Team playing role: Lost on the moon. Team vs. Individual situations. Basic team roles.

3 HOURS

Content: Being a facilitator. What a facilitator does. Traits of a good facilitator. Mid-term exam.

3 HOURS

Content: Harmful team roles. Destructive team players: The rejecter, commander, interrupter, yes - but, and psychiatrist. Why these players are harmful to the team. How to deal with destructive team players.

2 HOURS

Content: Communicating with teammates. Understanding feelings and facts. Building consensus. Why consensus is essential.

2 HOURS

Content: Getting agreement. Setting team goals. Holding effective meetings. Team leadership, and characteristics of good team leaders.

2 HOURS

Final exam/project.

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. 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.

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. 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.

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. Homework: List the jobs of a facilitator. List traits of a good facilitator. Explain helpful team roles.

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. 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.

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. 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.

Required Outside Hours 6

Assignment Description

Complete reading and workbook exercise assignments. Study for exams. 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.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 25

Evaluation Description

Writing assignments: 20% - 40%

Written homework,

Reading reports,

Lab reports

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

Problem-solving demonstrations: 20% - 45%

Homework problems,

Field work,

Quizzes,

Exams

Skill demonstrations

Evaluation Percent 25

Evaluation Description

Skill demonstrations: 20% - 45%

Class performance,

Field work,

Performance exams

Objective examinations

Evaluation Percent 25

Evaluation Description

Objective examinations: 20% - 45%

Multiple Choice,

True/False,

Matching Items,

Completion

REPRESENTATIVE TEXTBOOKS:

Donaldson, Cindy and Farley, Dan. Teambuilding and Problem Solving in the Workplace. Work Skills Associates, 2020, or a comparable textbook/material.

ISBN: 13: 9780966086911

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:

Minimum Hours:

Course Control Number: CCC000587640

Sports/Physical Education Course: N

Taxonomy of Program: 051400