

Course Outline

COURSE: BOT 291B DIVISION: 50

ALSO LISTED AS: AH 191B AH 291B BOT 191B CD 191B CD 291B COS
 191B COS 291B 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

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:

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. 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

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Compare and contrast helpful and harmful team roles.

Measure of assessment: test, homework, role playing

Year assessed, or planned year of assessment: 2018

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

Curriculum Approval Date: 10/23/2017

3 HOURS

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

Student Performance Objectives: Explain why team players are important. List 5 reasons employers want employees with problem-solving skills. List characteristics of a good team and situations where a team is helpful.

3 HOURS

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

Student Performance Objectives: Complete 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.

3 HOURS

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

Student Performance Objectives: List the jobs of a facilitator. List traits of a good facilitator. Explain helpful team roles.

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.

Student Performance Objectives: Provide 4 examples of harmful team roles. Use role-playing to imitate destructive team players. Describe how each destructive team role hurts the team.

3 HOURS

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

Student Performance Objectives: List techniques for communicating with teammates. List ways to use feelings and facts to work with teammates. List reasons why consensus is essential.

2 HOURS

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

Student Performance Objectives: List reason for and how to establish team goals. List goals of effective meetings and explain how to run effective meetings. List characteristics of good team and poor team leaders.

2 HOURS

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: 4

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

Percent of total grade: 25.00 %

Writing assignments: 20% - 40% Written homework, Reading reports, Lab reports

Problem-solving assignments

Percent of total grade: 25.00 %

Problem-solving demonstrations: 20% - 45% Homework problems, Field work, Quizzes, Exams

Skill demonstrations

Percent of total grade: 25.00 %

Skill demonstrations: 20% - 45% Class performance, Field work, Performance exams

Objective examinations

Percent of total grade: 25.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Donaldson, Cindy and Farley, Dan. Teambuilding and Problem Solving in the Workplace. Palo Alto, CA: Work Skills Associates, 2014.

ISBN: 13: 9780966086911

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:
Sports/Physical Education Course: N
Taxonomy of Program: 051400