

**Course Outline**

**COURSE:** COS 191C      DIVISION: 50      ALSO LISTED AS: AH 191C   BOT 191C  
                 GUID 191C

TERM EFFECTIVE: Spring 2014      Inactive Course

SHORT TITLE: WORKPLACE SKILLS

LONG TITLE: Workplace Skills

<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

**COURSE DESCRIPTION:**

Workplace Skills teaches skills vital to workplace success. The topic for 191C is Problem Solving. Need not be taken in sequence. This is a pass/no pass course. Course is now listed as 291C.

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. Select three problems and prepare solutions.

Measure: tests, project

PLO:

ILO: 2,1,4

GE-LO:

Year assessed or anticipated year of assessment: 2010-11 & 2012-13

2. Assess the cause of three problems.

Measure: role playing, exams, performance

PLO:

ILO: 2,4,6,1

GE-LO:

Year assessed or anticipated year of assessment: 2010-11 & 2012-13

3. List four customer expectations.

Measure: homework, tests

PLO:

ILO: 2,4,1,5

GE-LO:

Year assessed or anticipated year of assessment: 2010-11 & 2012-13

4. Demonstrate action steps and follow-up plans for dealing with customer expectations.

Measure: homework, quizzes, performance

PLO:

ILO: 1,2,5,4

GE-LO:

Year assessed or anticipated year of assessment: 2010-11 & 2012-13

5. Create and interpret two charts and graphs.

Measure: homework, quizzes

PLO:

ILO: 2,3,1,7

GE-LO:

Year assessed or anticipated year of assessment: 2010-11 & 2012-13

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

Curriculum Approval Date: 09/28/2015

Course is now listed as 291C.

Each week the student will complete the required assignments including reading and workbook exercises.

WEEK 1-3 3 HOURS

Introduction to Problem Solving.

Identifying the problem.

Types of work problems

Homework:

List why problem-solving skills can be useful at work

Give examples of where identifying the problem can be tricky.

Give examples of different types of problems.

Performance objectives:

Students will be able to list different categories of problems.

Students will be able to list why problem-solving skills can be useful at work.

Students will be able to give examples of where identifying the problem can be tricky.

WEEKS 4-6 3 HOURS

Who is the Customer?

Internal customers.

External customers.

Homework:

For a work situation identify the major external customers.

For a work situation identify the major internal customers.

Give examples of identifying who are the obvious customer and hidden customer.

Performance objectives:

Students will be able to different groups of customers

Students will be able to identify the major external and internal customers.

Students will be able to provide examples of obvious customers and hidden customers.

WEEKS 7-9 3 HOURS

Interviewing people.

Why good interviews are important.

Developing good questions for an interview.

Using surveys to find information.

Mid-term exam.

Homework:

Select a possible job situation and develop good interview techniques for that interview.

Develop a survey to find out information about a problem situation.

Performance objectives:

Students will be able to develop a survey for a work situation.

Students will be able to do a good interview for a work problem.

WEEKS 10-12 3 HOURS

Using charts and types of charts.

Why pictures are worth a thousand words.

Examples of Run charts and Pareto charts.

Interpreting information on a chart.

The 80/20 rule.

Homework:

Select some work information and develop charts to display the information.

Show how chart scale can used to hide or emphasize data.

Develop some Pareto charts to display data.

Select several problems and decide when a Run chart should be used and when a Pareto chart should be used.

Performance objectives:

Students will be able to produce some charts.

Students will be able to read and interpret charts.

Students will be able to display data in four different types of charts.

### WEEKS 13-15 3 HOURS

Use and characteristics of Problem Maps.

Weather report, an example of a problem map.

How to make a Problem Map.

Identifying the Root Cause and the Five Why Method.

Homework:

List examples of problems where a problem map would be useful.

Create 3 different problem maps that help find problem solutions.

Look at several problems and suggest the root cause of the problem.

Use Fish Diagrams and Five Why method to identify the problem.

Performance objectives:

Students will be able to read a Problem Map.

Students will be able to produce a Problem Map.

Students will be able to use Fish Diagrams and Five Why methods.

### WEEKS 16-18 3 HOURS

Selecting a solution.

Brainstorming for a solution, good and bad ways.

Implementing and monitoring a solution.

Homework:

Look at ways to select a solution for a problem.

Use brainstorming to find the solution and analyze the brainstorming session.

Develop a solution and ways to monitor the solution.

Final projects and final exam.

Performance objectives:

Students will be able to brainstorm a problem.

Students will be able to explain good ways and bad ways to brainstorm.

Students will be able to develop a solution and monitor the solution.

### ASSIGNMENTS:

Each week the studentn 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

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:

Donaldson, Cindy and Farley, Dan. Teambuilding & Problem Solving in the Workplace Work Skills Associates, 2014. Or other appropriate college level text.

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:

Not Transferable

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: COS

CSU Crosswalk Course Number: 191C

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: CCC000456073

Sports/Physical Education Course: N

Taxonomy of Program: 300700