

**Course Outline**

**COURSE:** COS 291B                  **DIVISION:** 50

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

Workplace Skills 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

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 versus.

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 versus.

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

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 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.

Final projects and final exam.

Performance objectives:

Students will be able to list reason 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

**ASSIGNMENTS:**

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.

**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 %

20% - 40% Written homework; Reading reports; Lab reports; Other: SKILLS

Problem-solving assignments

Percent of total grade: 25.00 %

20% - 45% Homework problems; Field work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 25.00 %

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

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: 1

Minimum Hours: 1

Course Control Number: CCC000456072

Sports/Physical Education Course: N

Taxonomy of Program: 300700