GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: BOT 191C   **DIVISION:** 50   **ALSO LISTED AS:** AH 191C   COS 191C
        COS 291C   GUID 191C

TERM EFFECTIVE: Fall 2018   **Inactive Course**

SHORT TITLE: WORKPLACE SKILLS

LONG TITLE: Workplace Skills

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 191C is Problem-Solving. Need not be taken in sequence. This is a pass/no pass course. This course is now listed as BOT 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
Inactive Course: 10/23/2017
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 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
Lab reports
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)

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: BOT

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: CCC000267436
Sports/Physical Education Course: N
Taxonomy of Program: 051400