

## **LEAD 1200 - WORKFORCE DEVELOPMENT WITH CRITICAL THINKING**

CRN: 66626

2 credit hours (2 Lecture)-32 hours per semester-16 weeks

**Instruction: Distance Education**

**SCANS Competencies Included**

**INSTRUCTOR: Aric Nitzberg**

**INSTRUCTOR CONTACT INFORMATION:**

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**OFFICE LOCATION AND HOURS: Spring Branch PAC Room 412**

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM: All exams and the Final Exam will be online only.**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:** Nov 1, 2013, at 4:30p.m. Verify in College Calendar.

### **COURSE DESCRIPTION**

Development of leadership skills and critical thinking strategies that promote employment readiness, retention, advancement, and promotion

This course is designed to assist the student to perform successfully in college, and in the workplace.

### **COURSE PREREQUISITE**

None

### **PROGRAM LEARNING OUTCOMES**

- The student will be able to read, listen, speak, and write proficiently.
- The student will be able to apply keyboarding and document processing skills to specific office applications.
- The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
- The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

### **STUDENT LEARNING OUTCOMES**

1. Identify characteristics of employees who are qualified for employment and worthy of promotion and retention in the workforce
2. Explain critical thinking strategies within the context of strong leadership
3. Apply effective business communication skills; utilize data and information to make effective decisions
4. Identify roles and strategies used in group processes and team building.

### **LEARNING OBJECTIVES**

- 1.1 Be able to recognize time management and prioritization techniques for effective study and test taking
- 1.2 Be able to describe roles, tasks, employment opportunities, and outlook for various workforce careers
- 2.1 Demonstrate effective reading, listening and note-taking strategies
- 2.2 Identify effective communications techniques

2.3 Recognize sound practices to perform well

3.1 Be able to match personal interests and abilities with careers and majors

3.2 Be able to write a résumé

3.3 Identify school policies, Student Services department, and college procedures

4.1 Describe effective job search and interviewing techniques

## **SCANS**

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.

2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the Workforce Development with Critical Thinking course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills**—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills**—Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

## **REGULAR TERM (16 WEEKS) COURSE CALENDAR**

### **WEEKLY SCHEDULE OF ASSIGNMENTS**

#### **WEEK ONE:**

Orientation

Biography

Before you Begin Assessment

#### **WEEK TWO**

The Power of Self-Belief

#### **WEEK THREE**

Setting Goals and Managing Time

#### **WEEK FOUR**

Improving Your Thinking Skills

#### **WEEK FIVE**

Improving Your Study Skills

#### **WEEK SIX**

Eating Well

#### **WEEK SEVEN**

Staying Healthy

#### **WEEK EIGHT**

Communicating Effectively

**WEEK NINE**

Improving Your Listening Skills

**WEEK TEN**

Improving Your Speaking Skills

**WEEK ELEVEN**

Getting Along with Others

**WEEK TWELVE**

Functioning in Groups

**WEEK THIRTEEN**

Handling Change and Stress

**WEEK FOURTEEN**

Managing Money

**WEEK FIFTEEN**

Preparing for Your Career

**WEEK SIXTEEN**

Final Examination

**INSTRUCTIONAL METHODS**

LEAD 1200 is a required course. This course instruction will be delivered via the Internet. As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning workforce development with critical thinking, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about workforce critical thinking, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

**STUDENT ASSIGNMENTS**

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

**LATE ASSIGNMENTS**

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments **will not be** accepted.

**Instructions for submitting assignments:**

1. All assignments must be submitted under the proper assignment for credit. Only the assigned assignment will be graded under the proper assignment.
2. An inserted header is required on each assignment. Include your name and name of the assignment in the header. Points will be deducted for assignments submitted without a header that includes your name and title of assignment.
3. Assignments are available weeks in advance. Therefore, late assignments will not be accepted.
4. Please communicate with me through the class email. Telephone calls are returned through within hours.
5. Class e-mail is checked and responded to within a hour period, through .
6. You are not responsible for assignments and tests that unavailable due to maintenance downtime in Eagle Online will be down for service. I will

be aware when this happens.

7. Discussion Question forums (DQs) must be responded to by deadline date for credit. Be sure to read the instructions regarding the grading of Forums (discussion items). The forum responses will not be graded if posted after the due date. **Do not attach files** to your Forum postings.

### **MAKE-UP TEST POLICY**

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will **not** be accepted. There are **no** make-up tests administered.

### **NOTE TO THE STUDENT**

If you have any questions or concerns about the course and/or course assignments, please contact me via course email (email's) so that we can resolve any issues. I will respond to your email within a 24-36 hour period. If you are experiencing difficulties with the course material and unable to email me, leave a detailed message at my office telephone number, 713.718.5621. I will respond to telephone calls within a 48 hour period.

Periodically, the server will be down for service. In the event that this occurs, don't panic; inform me so that I am also aware that the course is not accessible due to the server being inaccessible. In the event that this occurs, your assignment will not be considered late.

### **INSTRUCTOR REQUIREMENTS**

As the Instructor, it is my responsibility to:

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students as required

### **To be successful in this class, it is the student's responsibility to:**

- Log in to the class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time