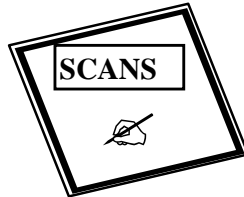


**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT  
HOUSTON, TEXAS**

**LEAD 1200  
Workforce Development with Critical Thinking and Career Placement**

**CREDITS: 2 (2 lecture)**



**STUDENT LEARNING OUTCOMES (CO)**

**SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS  
SCANS COMPETENCIES INCORPORATED**

**HOUSTON COMMUNITY COLLEGE  
WORKFORCE DEVELOPMENT SOUTHWEST  
LEAD 1200**

**WORKFORCE DEVELOPMENT WITH CAREER PLANNING**



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<b>Office Hours:</b> By Appointment	<b>Campus:</b> On-Line

**Textbooks And Materials: Bundle: Reaching Your Potential: Personal and Professional Development, 4<sup>th</sup> Edition; Robert K. Throop and Marion B. Castelluci; ISBN-9781133298670**  
The students are required to purchase this book.

**PREREQUISITE / COREQUISITE: None**

### **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.*

### **STUDENT LEARNING OUTCOMES (CO)**

1. Identify characteristics of employees who are qualified for employment and worthy of promotion and retention in the workplace.
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 communication 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 resume
- 3.3 Identify school policies, Student Services department and college procedures
- 4.1 Describe effective job search and interviewing techniques

### **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 use apply organizational skills to the management of projects, daily, schedules, multi tasks, and unexpected interruptions.

### **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 that 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 three SCANS foundation skills identified by the Commission are the following:

1. **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.
2. **Thinking Skills**—Creative thinking, decision making, 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.

3. **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.

**LEAD 1200**

*Spring 2012*

**WEEKLY SCHEDULE OF ASSIGNMENTS  
(12 WEEKS SESSION)**

<b>WEEK</b>	<b>TEXTBOOK CHAPTERS</b>	
	<b>LEAD 1200</b>	
1		<b>Orientation, Biography, and Before you begin</b>
2		<b>The Power of Self- Belief and Setting Goals and Managing time</b>
3		<b>Improving your Thainking Skills</b>
4		<b>Improving your Study Skills</b>
	<b>TEST 1</b>	
5		<b>Eating Well and Staying Healthy</b>
6		<b>Communicating Effectively</b>
7		<b>Improving your Listening Skills</b>
	<b>TEST 2</b>	
8		<b>Improving your speaking Skills and Getting Along with others</b>
9		<b>Functioning in Group</b>
10		<b>Handling Change and Stress and Managing Money</b>
	<b>TEST 3</b>	
11		<b>Preparing for your Career</b>
12	<b>FINAL EXAM</b>	<b>Final Exam</b>

## **INSTRUCTIONAL METHOD**

Lead 1200 is a required course for Business Technology Certificates and AAS degrees. This course instructions 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 remember for student success in student reaching student goals.

## **PRINT A COPY OF YOUR SYLLABUS**

## **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 the assignment.
3. Assignments are available weeks in advance. Therefore, late assignments will not be accepted.
4. Please communicate with me through the class e-mail Telephone calls will be returned with in 24-48 hours.
5. Class e-mails will be checked daily and responded to within 24-36 hours.

6. You are not responsible for assignments and tests that may be unavailable due to maintenance downtime in Eagle Online. I will be aware when this happens.

7. Discussion Question Forums must be responded to by deadline for credit. Be sure to read the instructions regarding the grading for Forums. The forum responses will not be graded if posted after the due date. Do Not attach the 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 so that we can resolve any issues. I will respond to your email within 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 713-718-7058. I will respond to telephone calls within a 48 hour period

Periodically, the server will be down for service. In the event that occurs, don't panic; inform me so that I am also aware that the course is not accessible due to the server inaccessibility. In that event, 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 to be derived

- Facilitate an effective learning environment through class activities
- 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 exam on time
- Ask for help when there is a question or problem

## PROGRAM/DISCIPLINE REQUIREMENTS

- Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in jWorkforce Development with Critical Thinking must be able to budget time and perform class related activities as assigned on a weekly basis. Students also perform various activities as well as workbook activities related to Workforce Development with Critical Thinking.

## DEGREE PLAN

Students are encouraged to file a degree plan with a counselor or the Business Technology Department for the certificate and/or degree plan.

## STUDENT EVALUATION

### HCCS GRADING SYSTEM

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

### DEPARTMENTAL GRADING SYSTEM

The following departmental grading system will be used to evaluate students' performances in this course:

Textbook Exercises	40%
Quizzes /Tests/ Lab Component	40%
Final Exam	20%

## ACADEMIC HONESTY

Scholastic dishonesty is treated with the utmost seriousness by the instructor and the College. Academic dishonesty includes, but it is not limited to the willful attempt to misrepresent one's work, cheat, plagiarize, or impede other students' scholastic progress. Consult the Student Handbook for more details. A student handbook is available on the College Website: <http://www.hccs.edu>.

### HCC DISTANCE EDUCATION POLICIES AND PROCEDURES

This class will be taught via Eagle Online. Eagle Online is a new learning management system at HCC. Refer to <http://online.hccs.edu> for resources. The Help Desk for Eagle Online is different than the one for Blackboard Vista and link is "INSIDE" the course in the top header "HELP" and it will be on the log on page.

### HCC COURSE WITHDRAWAL POLICY

Beginning Fall 2007, the State of Texas impose penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas Public college or University.

Students should check HCC's Academic Calender by the Term for drop/withdrawl dates and deadlines. If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center

## **CLASS ATTENDANCE**

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DEd courses must log in to their Eagle Online class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibilities of the student to drop a course for non-attendance, the Instructor also has the authority to block a student from jaccessing Eagle Online, and/or drop a student for excessive absences or failure to participate regularly. DE studants eho do not log in to their Eagle Online class before the official Day of Record will be AUTOMATICALLY dropped for non-attendance.

## **STUDENT SERVICES**

The Distance Education Student Handbook contains policies and procedures unique to the DE students. It is the student's responsibility to be familiar with the contents and part of the mandatory orientation. The handbook contains valuable information, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendar. Refer to the DE Student Handbook by visiting this link: [http:// de.hccs.edu/de/de-student-handbook](http://de.hccs.edu/de/de-student-handbook)

## **EARLY ALERT**

HCC has instituted an Early Alert process by which your professor may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

## **INTERNATIONAL STUDENTS**

Contact the International Student Office at 713=718-8520 if you have questions about visa status.

## **STUDENTS WITH DISABILITIES**

Any student with a adocumented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Services (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester.

## **DISBILITY SUPPORT SERVICES OFFICES**

System: 713-718-5165  
Central: 713-718-6164  
Northwest: 713-718-5422  
Northeast: 713-718-8420  
Southeast: 713-718-7218  
Southwest: 713-718-7909



After student accommodation letters have been approved by DSS office and submitted to DE counseling for processing, student will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

## VIRTUAL CLASSROOM CONDUCT

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC policies & procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

## ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects. How to access Tutoring: Click on the Tutoring button in the banner of the Eagle Online course listings page. This directs students to the HCC Ask online Tutoring site: <http://hccs.askonline.net/>. Your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

## SOCIAL NETWORKING

DE students are encouraged to become a fan of DE on Facebook <http://www.facebook.com/HCCDistanceED> and to follow DE on Twitter: <http://www.com/HCCDistanceEd>

These social networking sites help DE foster student engagement and provide a sense of community for the online learner. Students will also stay informed about important information and announcements.

## LIBRARY RESOURCES

As DE student you have the same access to the first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to get their research rolling. Visit Library Resources specifically for Distance Education Students.

## CLASSROOM BEHAVIOR

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist me in achieving this goal.