# Business Technology
# Northwest College

## LEAD 1200 - WORKFORCE DEVELOPMENT WITH CRITICAL THINKING
### CREDITS: 2 credit hours (2 Lecture) - CRN: 66625
### Fall 2013 (8 Weeks)   Instruction: Lecture
### SCANS Competencies Included

**INSTRUCTOR:** Minnie Taylor
**INSTRUCTOR CONTACT INFORMATION:**
 *Phone***: 713-907-5366 (text only)**   *E-mail:*  minnie.taylor@hccs.edu
**CLASSROOM LOCATION AND HOURS:**

**Spring Branch  \*Room 417  - 5:30 – 6:30p.m.  + 24 hrs. electronic instruction  Aug. 26 – October 20, 2013**
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. \*Room should change from 442 to 417 by 2$^{nd}$ class

**HCC Office Closed      Labor Day Holiday      September 2, 2013**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS;   Verify in College Calendar**

 **FINAL EXAM:  Time schedule TBA**

 **Semester Ends:  O c t o b e r   2 0 ,   2 0 1 3**

## 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

## REQUIRED TEXTBOOKS
 Reaching Your Potential: Personal and Professional Development, 4th Edition; Robert K. Throop and Marion B. Castellucci; ISBN - 10:  1-285-03123-1.
 Students are required to purchase required textbook.

## 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
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
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.

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| **8 WEEK COURSE CALENDAR** |
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**WEEKLY SCHEDULE OF ASSIGNMENTS  (Instructor may change assignment)**

**WEEK ONE**

Orientation
Biography
**Before You Begin Assessment**
**Chapter 14:** Preparing for Your Career
(Complete a, b and c (below) from your text book in class:
a)  Assignment-Your Turn Exercise 14-1
b)  Assignment – Your Turn Exercise 14-2
c)  Assignment – Your Turn Exercise  14-9)
Exercises: 14-1, 14-2, 14-3, 14-4, 14-5,14-7: "What's Up?" Pgs. 364-365: Case Study: The Case of the Self-Important Applicant
**Chapter 13:** Managing Money
Exercises: 13-1, 13-2, 13-5, 13-6, 13-7, 13-8, 13-10, "What's Up?" Pages 324-325: Case Study: Case of the Big Spender

**WEEK TWO**

       Review Chapter 14, 13

       Quick Role Play: [An Interview: You will perform this interview in Class], 14-8

  **Chapter 1:** The Power of Self-Belief

    Exercises: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7; "What's Up?" P 29: Case Study: Case of the Gloomy Co-worker

   **Chapter 2:** Setting goals and Managing Time

    Exercises: 2-1, 2-2, 2-3, 2-4, 2-7, 2-8; "What's Up?" P 57: Case Study: Case of the Harried Student

**WEEK THREE**

   **Chapter 3:** Improving Your Thinking Skills

   Exercises: 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-8, 3-9; "What's Up?" P 83: Case Study: Case of the Unsold Bike

   **Chapter 4:** Improving Your Study Skills

  Exercises: 4-1, 4-2, 4-3, 4-4, 4-6, 4-7, "What's Up?" Pgs. 106-107: Case Study: Case of the Unhappy Learner

**WEEK FOUR**

   **Exam 1: Chapters 1 4 , 1 3 , 1 - 4**

   **Chapter 5:** Eating Well

   Exercises: 5-1, 5-2, 5-3, 5-4, 5-5, "What's Up?" Page 131: Case Study: Case of the Man Who Dined Out

   **Chapter 6:** Staying Healthy

   Exercises: 6-1, 6-3, 6-4, 6-5, "What's Up?" Pgs. 154-155: Case Study: The Case of the "Social" Drinker

**WEEK FIVE**

   **Chapter 7:** Communicating Effectively

   Exercises: 7-1, 7-2, 7-3, 7-4, 7-5, "What's Up?" Pgs. 181-182: Case Study: The Case of the Irritable Ex-Smoker

   **Chapter 8:** Improving Your Listening Skills

   Exercises: 8-1, 8-2, 8-3, 8-4, "What's Up?" Page 199: Case Study: The Case of the Mistaken Messages

   **Chapter 9:** Improving Your Speaking Skills

   Exercises: 9-1, 9-2, 9-3, 9-4, 9-5, "What's Up?" Pgs. 220-221: Case Study: The Case of the Clashing Speakers

**WEEK SIX**

   **Exam II: Chapters 5-8**

   **Chapter 10:** Getting Along with Others

   Exercises: 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7; "What's Up?" P 247: Case Study: Case of the Worried Man

   **Chapter 11:** Functioning in Groups11-1, 11-2, 11-3, 11-4, 11-5, 11-6, "What's Up?" Pgs. 268-269: Case Study: Case of the Inexperienced Teacher's Aide

**WEEK SEVEN**

   **Chapter 12:** Handling Change and Stress

   Exercises: 12-1, 12-2, 12-3, "What's Up?" P 291: Case Study: Case of the Woman Who Was Too Lucky

   **Exam III: Chapters 8-12**

   **Review for Final    After You're Done: Self-Assessment**

**WEEK EIGHT   Final Examination   (Verify time with Instructor) Semester ends: October 20, 2013**

## INSTRUCTIONAL METHODS

Lead 1200 is a required course for certain Business Technology certificates and AAS degrees. Reaching Your Potential, is designed to help students learn life and study skills, improve self-esteem and become used to the idea that there is a future over which they have some control. By becoming aware of their emotional, intellectual, social, and physical potential, students are challenged to do better. By learning basic communication, human relations, academic, life and career skills, students can become equipped to deal more successfully with school and work.

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 reach their potential, it is the 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.

<p style="text-align: center; color: blue;"><strong>PLEASE PRINT A COPY OF YOUR SYLLABUS</strong></p>

### 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 containing 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 email or by texting me. Telephone calls are returned Monday through Friday within 36-48 hours.
5. Instructor's e-mail is checked and responded to within a 24-36 hour period, Monday through Friday. I do read email on the weekends and may have an opportunity to respond.

If you are experiencing difficulties with the course material, e-mail me or text me. Please do not wait until the last minute to ask for help.

### 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:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

## 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 Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities as well as workbook activities related to Workforce Development with Critical Thinking.

### Degree Plan/IAAR Report

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department for information about filing a degree plan.

### Virtual Career Center:

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Northwest College Campuses.

http://www.hccs.edu/hccs/current-students/career-planning-and-resources/northwest-college

## GRADING

### HCCS Grading System
The Houston Community College grading system will be used to evaluate student's performance in this course.

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

### Student Evaluation

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

| | | |
|---|---|---|
| Assignments / Class Participation | | 40% |
| Assessments | | 40% |
| Final Exam | | 20% |
| TOTAL | | 100% |

## INSTRUCTIONAL MATERIALS

### REQUIRED TEXTBOOKS
Bundle: Reaching Your Potential: Personal and Professional Development, 4th Edition; Robert K.      Throop and Marion B. Castellucci; ISBN - 9781133298670
***Students are required to purchase the textbook for this class.***

## STUDENT INFORMATION
A student handbook is available on the College website: http:/www.hccs.edu. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

### EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community college, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College System online near the end of the term.

Go to: hccs.edu, select Student System Sign In to complete the EGLS3 survey!

### HCC DISTANCE EDUCATION POLICIES AND PROCEDURES

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents.  The handbook contains valuable information, answers, 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 calendars. Refer to the DE Student Handbook by visiting this link:  http://de.hccs.edu/de/de-student-handbook

### ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity
in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty : includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:
" Copying from another student's test paper;

Using materials not authorized by the person giving the test;  Collaborating with

another student during a test without authorization;

Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents
of a test that has not been administered;
Bribing another person to obtain a test that is to be administered."

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

## CLASSROOM BEHAVIOR

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

## DISABILITY ASSISTANCE

<u>ADA POLICY STATEMENT</u>
**STUDENTS WITH DISABILITIES:**
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (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:

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

**DISABILITY SUPPORT SERVICES OFFICES:**
System: 713.718.5165
Central: 713.718.6164 – also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.
Northwest: 713.718.5422
Northeast: 713.718.8420
Southeast: 713.718.7218
Southwest: 713.718.7909

## HCC COURSE WITHDRWAL POLICY:

The **State of Texas** imposes 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.

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic

performance. You may also want to contact your counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may "alert" you and counselors that you might fail a class because of excessive absences and/or poor academic performance.

**NOTE TO STUDENT**: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Deloris Nsonamoah, Lead Instructor, at 713-718-5545.