BUS 0859 - NEW WORLD OF WORK - 21ST CENTURY SKILLS

Catalog Description

Formerly known as BUS 800
Hours: 36 lecture
Description: Interactive lessons designed to teach college students, adult learners, and workforce development representatives the transferable skills all modern workers need for success in our global economy. Topics include: Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness and Social/Diversity Awareness. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Identify employable skills, competencies and soft skills for the 21st century.
- CSLO #2: Describe work habits and character traits that are necessary to succeed in the rapidly changing world of work.

Effective Term

Fall 2020

Course Type

Noncredit

Contact Hours

36

Outside of Class Hours

72

Total Student Learning Hours

108

Course Objectives

1. Identify Change
2. Compare and contrast different work environments
3. Formulate viewpoints and suggestions to get the job done
4. Adapt to stress in various work situations
5. Examine core traits and transferrable skills
6. Determine the right work fit
7. Compare and contrast introversion and extroversion and how to network
8. Defend how to advocate for yourself
9. Develop your professionalism on your skill sets and addressing Gaps
10. Appraise how others see you
11. Explain an understanding of how employers use social media to make hiring decisions
12. Identify steps to create a positive and professional online presence
13. Develop a professional LinkedIn profile
14. Explain the difference between verbal, non-verbal, and written communication to convey ideas
15. Explain the basic technology to convey ideas in email/texts, presentations, and computer software
16. Explain the difference between a team and a group
17. Discuss the key elements of effective teamwork
18. Discuss Tuckman's Model of Team Working
19. Identify how personality type can be used to improve teamwork
20. Discuss the MBTI/Keirsey decision-making model to improve collaboration decision making within a team.
21. Outline the difference between sympathy and empathy
22. Define rapport and mirroring
23. Identify mirroring techniques
24. Discuss how to build rapport with new people
25. Apply critical thinking to analyze data/information
26. Identify the presence of multiple points of view
27. Explain how to identify a problem
28. Outline how to craft hypotheses to test for innovation problem solving
29. Discuss prioritizing, goal setting and having back up plans
30. Describe how to take time for reflection and corrective action after failure
31. Discuss how to build personal networks to gain feedback
32. Examine new skills and learning opportunities
33. Appraise entrepreneurial nature of the modern workforce
34. Create a value proposition based on strengths, skills and interest
35. Justify a 60 second elevator pitch
36. Develop an action plan to continue entrepreneurial efforts in work attainment
37. Appraise gender issues with cultural and work environments
38. Explain the value for diversity in the workplace
39. Evaluate social/ethical norms with an emphasis on inclusion rather than exclusion.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Classroom Discussions
  - Example: 1. Through an instructor lead discussion on diversity in the workplace, students should actively participate in the discussion and be able to define diversity in the future workplace and whether or not diversity will remain an issue in the future. Students are evaluated based on actively participating in the discussion and their ability to appropriately answer questions.
- Essay Examinations
  - Example: 1. Students write an essay for a final assignment on a 21st century skills topic with work based learning. Rubric Grading. Example topics may include: Adaptability in the workplace, Communication in the workplace, Collaboration in the workplace.
- Objective Examinations
  - Example: 1. Students will take multiple-choice test on Workplace etiquette, standard grading. Example Question: Which of the

following is not an appropriate response to emails? A. Use a professional email B. Include a clear and direct subject line C. Use a bunch of exclamation points D. Try and stay short and to the point

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Create a LinkedIn account and build a professional profile incorporating the key elements of the lecture and focusing on the elements of a profile that will hols an employers' interest. (Objective 13)
2. Following an instructor lead lecture on developing an action plan for work attainment, students will develop an action plan to continue their entrepreneurial efforts towards work attainment. (Objective 36)

Distance Learning

1. Following an instructor lead lecture on the entrepreneurial mindset, students will work in teams of two and utilizing virtual meeting software such as Zoom or Flipgrid, deliver a 60 second elevator pitch. The other person will provide feedback and the roles will switch do both students have delivered a pitch and received feedback. (Objective 35

Typical Out of Class Assignments
Reading Assignments

1. Students will read the communication etiquette handout and prepare a list of common etiquette mistakes. 2. Students will read self-awareness brainstorm and professional evaluation sheets and list the key steps in the brainstorming process. Students will also compare and contrast the positive and negative aspects of the evaluation process.

Writing, Problem Solving or Performance

1. After reading the team development handout, students will write a 1 page paper identifying the critical components of developing a team. 2. In small groups, students will identify the key trends in generations and present their findings to the class.

Other (Term projects, research papers, portfolios, etc.)
Required Materials
Other materials and-or supplies required of students that contribute to the cost of the course.

Instructional material provided by the instructor.