

BOT 56A Course Outline as of Fall 1998**CATALOG INFORMATION**

Dept and Nbr: BOT 56A Title: WORKFORCE ISSUES

Full Title: Workforce Issues for Professional Office Workers

Last Reviewed: 4/13/2020

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Critical workforce issues including the evolution of the workplace environment, the worker's changing role and opportunities, and the development of 21st century workplace skills such as effective team membership, critical thinking, and individual responsibility.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: Critical workforce issues including the evolution of the workplace environment, the worker's changing role and opportunities, and the development of 21st century workplace skills such as effective team membership, critical thinking, and individual responsibility. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1998	Inactive:	Fall 2013
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

1. Compare the major "ages" of society: i.e., hunting and gathering, agricultural, industrial, and information/knowledge.
2. List the factors of how workers/"companies" were organized in each of the above listed "ages."
3. Explain how the organization of the information age workplace is significantly different than the industrial age workplace.
4. Name the major components of individual responsibility as they relate to the 21st century workplace.
5. Identify the varied employment/working options in the information/knowledge workplace.
6. List advantages and disadvantages of each of the employment/working opportunities.
7. Develop essential skills for employability in the information/knowledge workplace.
8. Assess personal values and the factor influencing these values.
9. Relate your personal values to others' values using the same determining factors.
10. Use an identified reasoning process to solve problems.
11. Weigh the results of the possible solutions identified in number 10 against intuition, common sense, and previous experience.
12. Explain factors in developing effective self-managing teams such as importance of positive attitude, communication strategies, negotiating, creating win-win situations, goal setting, flexibility, etc.

Topics and Scope:

1. Evolution of the Workplace
 - A. History of work

- B. Changes in the organizational structure
- C. Critical issues affecting today's workers
- 2. Role in the Workplace
 - A. Individual responsibility
 - B. Employment options
 - C. Employee/worker opportunities
- 3. Skill Development in the Workplace
 - A. Interpersonal skills
 - B. Critical thinking skills
 - C. Team player skills

Assignment:

1. Reading assignments from textbook and outside sources.
2. Write a variety of reports from one-page documents to a research-based formal report.
3. Individual and group activities applying effective listening, speaking, problem solving.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Term papers, Projects	Writing 30 - 60%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Projects	Problem solving 10 - 50%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Class Performance	Skill Demonstrations 10 - 40%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice, True/false, Matching items	Exams 5 - 20%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Attendance and participation	Other Category 5 - 15%

Representative Textbooks and Materials:

IMPROVING PEER RELATIONSHIPS, Norman Hale, Crisp Publications, 1997

ATTITUDE: YOUR MOST PRICELESS POSSESSION, Elwood Chapman, Crisp Publications, 1997

TEAM PROBLEM SOLVING, Sandy Pokras, Crisp Publications, 1996

TEAM BUILDING, Robert Maddux, Crisp Publications, 1996

ADAPTING TO CHANGE, Carol Kinsey Goman, Crisp Publications, 1996