

I. CATALOG DESCRIPTION

A. Department Information

Division: Academic Advancement and Learning Resources
Department: Academic Advancement
Course ID: ACAD 900
Course Title: Employability Skills
Units: 1 unit
Lecture: 1 hour
Prerequisite: None

B. Catalog Description:

An introduction to the skills necessary to find and maintain a job; with emphasis on learning the appropriate skills to be successful on the job. Topics include information on desirable employee traits, on-the-job communication and the skills needed to conduct a successful job search. *Graded on a Credit/No Credit basis only.*

Schedule Description:

A self-paced, open entry computer assisted introduction to the skills necessary to find and maintain a job. *Graded on a Credit/No Credit basis*

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS

Upon completion of the course, the student should be able to:

- A. Explain how motivation, a positive attitude, flexibility and initiative lead to job success
- B. Describe the characteristics of employee dependability
- C. Choose a wardrobe appropriate to the work environment
- D. Explain the importance of following rules on the job
- E. Demonstrate ways of taking initiative in appropriate situations
- F. Describe the negative consequences of discussing personal problems or gossip at work
- G. Show strategies for organizing work space
- H. Demonstrate time management strategies on the job
- I. Model good communication skills on a job site
- J. Practice successful job-hunting techniques
- K. Write a successful resume

IV. CONTENT:

- A. Motivation
 1. Maintaining positive attitude
 2. Flexibility
 3. Initiative
- B. Job Dependability
 1. Honesty
 2. Diligence
 3. Regular Attendance
 4. Punctuality
- C. Workplace Attire
 1. Personal hygiene
 2. Dressing for success
- D. Rules and Regulations
 1. Following rules
 2. Effects of peer pressure
 3. Meaning of employer-employee agreement

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Effective: FA02

- E. Taking Initiative
 - 1. Meaning of initiative
 - 2. Taking initiative in appropriate situations
- F. Appropriate Workplace Behavior
 - 1. Gossip
 - 2. Responsibility
- G. Organization and Time Management
 - 1. Strategies for organizing work-space
 - 2. Prioritizing tasks
 - 3. Recording work assignments
- H. Workplace Communications
 - 1. Criticism and praise
 - 2. Loyalty and complaints
 - 3. Requests
 - 4. Job complaints
 - 5. Collegiality
 - 6. Anger
 - 7. Message-taking
 - 8. Effective listening
- I. Career Interests
 - 1. Skills and interests
 - 2. The labor market
 - 3. Salaries and benefits
 - 4. Resumes
 - 5. The job interview

V. METHODS OF INSTRUCTION:

This course will be computer-assisted and primarily computer-managed. However, supplementary materials provided by the instructor may not be computer based; some of these materials may be used in a traditional classroom setting, and involve the following techniques:

- a. Discussion
- b. Problem solving
- c. Interactive group activity

VI. TYPICAL ASSIGNMENTS:

- A. After working through the first series of computerized exercises on motivation, read the off-line scenario about Carl, a new employee at Chicken Your Way. Based on the exercises you practiced on the computer, write a paragraph illustrating how Carl could show more drive and motivation while working at his shop. How could Carl better serve the customers? What should he do when there are no customers in the restaurant?
- B. After completing the computerized exercises on gossip in the workplace, discuss with members of your work group strategies to avoid gossip while maintaining a positive, friendly image and showing diligence on the job. With your group, create a scene which models your strategies.
- C. Using the Sunday Los Angeles Times, identify three jobs for which you believe you qualify. After reviewing the computer exercises on resume writing and writing cover letters, create a resume and prepare a cover letter to send as an application for each of the jobs you've selected.

**VII. EVALUATION:
Methods of Evaluation**

- A. Students' progress reports from the computer are evaluated by paraprofessional classroom laboratory assistants and faculty daily/weekly; the software management system indicates numbers of times assignments are worked, and after three unsuccessful attempts in any lesson, the management system "locks" the student out of working on the failed assignment until some intervention has occurred. However, the paraprofessionals assisting students are advised to intervene before three unsuccessful attempts. If the student is still not successful, faculty intervene, provide additional instruction and may provide some off-line materials for students to work with. The management system is then updated and the student given the opportunity to redo the lesson(s).
- B. Worksheets or other written and group assignments

Typical Questions: Describe three strategies a worker could use to discourage workplace gossip. Look at the following inappropriate behaviors. Rewrite each one into a job success attitude. When asked by his boss why the kitchen hadn't been cleaned, Rick answered, "I would have done the dishes but the water wasn't hot." When Robin saw a co-worker give away too much change, she laughed and shouted to the other workers, "Hey guys! Look at this airhead trying to give away the business!"

Frequency of Evaluation

- A. Students are evaluated by the computer as each exercise/lesson is completed; the software provides immediate feedback and review (54 on-line lessons); faculty review students' work daily/twice a week
- B. Written work as it is turned in
- C. Group work evaluated weekly

VIII. TYPICAL TEXT(S):

No text is required as the computer software is the "text." Students will be provided with supplemental readings and material for written assignments.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None