University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition ☒ Regular or ☐ Experimental or ☐ Other (click and type to specify)
   - B. Deletion ☐
   - C. Modification: ☐ in credits ☐ in title ☐ in number or alpha ☐ in prerequisites or co-requisites ☐ Other (click to specify)

2. New Alpha, Number and Title
   - BUSN 164 Career Success

3. Credits
   - 3 credits

4. Old Alpha, Number and Title
   - 

5. Credits *
   - 

6. New Catalog Description
   - Presents concepts and theories relating to workplace behavior; managing one's attitude and relationships for workplace effectiveness.

7. Select box and type specific information in text box.
   - Prerequisites ☒ Corequisites or ☐ Other

8. Student Contact Hours Per Week
   - Lecture 3 hours
   - Lecture/Lab
   - Lab
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2011

10. This course ☐ is proposed for the * Program. ☒ can fulfill AA Elective If Other, specify

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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<th>Alpha, Number, Title</th>
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<tbody>
<tr>
<td>LeewardCC</td>
<td>BUSN 164 Career Success</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - ☐ Already articulated with
   - ☐ Appropriate for Articulation with
   - ☒ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - At its Nov. 4, 2010 meeting, Business Technology Program Coordinating Council members were asked to propose this course at each campus. This action is being taken to comply with that request.

Requested by:  
Proposer of the Course  

Approved by:  
Curriculum Committee Chairperson  
Faculty Senate Chairperson  
Vice Chancellor for Academic Affairs  
Chancellor

CCCMM #6100 (Amended for WCC use October 2002)
### Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: BUSN 164 Career Success

<table>
<thead>
<tr>
<th>Signatures</th>
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<tr>
<td></td>
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<td></td>
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<td>11/23/2010</td>
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1. Department Area (more than one departmental instructor’s signature required)

2. Department

   Department Chairperson

   Was this course discussed in a department meeting?  □ Yes  □ No

3. Division

4. Curriculum Committee Review

   Approved □

   Disapproved □

   Reason:

   Kathleen F. Funder
   Curriculum Committee Chairperson

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CCCM #6100 (Amended for WCC use October 2002)
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

When businesses request that Colleges "turn out" students with soft skills, they are requesting that our graduates go to work with proper work ethic, attitude, and a desire to "do a good job." This course will fulfill this need, as well as enrich and enhance course offerings in the area of Business Technology. This course meets the following AA degree SLO: Enter and perform effectively in the work force.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There may be additional costs if a lecturer were to teach this course. It is hoped that an incoming ETC BUSN faculty member might teach this course.

3. Is a similar course taught elsewhere in the UH system? No. If yes, provide details of how this course differs from existing similar courses.

4. Is this course experimental and/or unique to Windward Community College? No. If yes, provide rationale and details of its impact on the College Curriculum

5. Is a similar course taught in the upper division level by a 4-year UH college? No. If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
BUSN 164 Career Success  
3 Credits

INSTRUCTOR:  
OFFICE:  
OFFICE HOURS:  
TELEPHONE:  
EFFECTIVE DATE:  Fall 2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career  
development; we support and challenge individuals to develop skills, fulfill their potential, enrich  
their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Presents concepts and theories relating to workplace behavior; managing one's attitude and  
relationships for workplace effectiveness.

Activities Required at Scheduled Times Other Than Class Times

The student is responsible for chapter homework problems, reading assignments, and writing  
assignments as scheduled in the course syllabus. Assignments may be in the required textbook or  
online.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
Student Learning Outcomes:

1. Model professional behavior acceptable in a business setting.
2. Evaluate and apply decision-making components for successful problem solving.
3. Analyze business situations and prescribe appropriate solutions to resolve conflicts.
4. Evaluate life-long learning resources available and determine appropriate times to use them.
COURSE CONTENT

Concepts or Topics

1. Foundational Skills
   a. Lifelong learning
   b. Emotional intelligence
   c. Maximum use of resources
   d. Listening and notetaking
   e. Reading, writing, speaking
   f. Memory improvement
   g. Test taking
   h. Critical thinking and decision-making
   i. Healthy mind, body, and spirit
   j. Time management

2. Professional work attitudes:
   a. Personal self-management such as self-control
   b. Getting along with people
   c. Being responsible and accountable
   d. Giving and accepting constructive criticism
   e. Demonstrate positive attitude
   f. Enthusiasm and interest in doing the work well
   g. Initiative

3. Problem-solving skills
   a. Steps to solve problem
   b. Creative problem solving
   c. Ethical and legal procedures

4. Work ethics
   a. Following policies and procedures
   b. Listening and following directions
   c. Awareness of ethical and legal consequences of actions
   d. Demonstrate productivity (complete assignments as scheduled)
   e. Code of Conduct - commitment, timeliness, do own work, dependability, honesty, etc.
   f. Dependability and responsibility - do work assigned when assigned; show up for work and after breaks on time; work until the job is done
   g. Don't abuse sick leave, personal leave, or leaves of absence.
   h. Don't abuse lunch and dinner breaks.
   i. When attending conferences or seminars, be sure to go to all activities.
   j. Submit travel documents honestly and in a timely manner.

5. Personality styles
   a. Introvert
   b. Extrovert

6. Learning styles
   a. Auditory
   b. Kinesthetic
   c. Visual

7. Diverse populations
   a. Gender
   b. Disabilities
   c. Sexual preference
   d. Culture
   e. Race
   f. Nationality
   g. Religion

Skills or Competencies

SLO #1: Model professional behavior acceptable in a business setting

1. Accept constructive criticism without taking it personally.
2. Act professionally to conform to the company values.
3. Apply professional work ethics.
4. Appraise self in areas such as attitudes, learning styles, and personality styles.
5. Demonstrate professional work attitudes.
6. Develop assertiveness.
7. Examine self-management techniques of tolerance, controlling emotions, personal space, etc.
8. Analyze and apply constructive criticism.
9. Get along with coworkers.
10. Identify motivational strategies.
11. Perform duties as assigned.
12. Practice good time management skills.
13. Recognize and develop soft skills.
14. Set professional and personal goals (long and short-term).
15. Work harmoniously with diverse populations.
16. Work in groups to complete projects.

SLO #2: Evaluate and apply decision-making components for successful problem solving

1. Analyze conflict resolution and problem-solving methods.
2. Interpret criticism as a means for self-improvement.
3. Solve problems (long-term; immediate crisis management) efficiently.

SLO #3: Analyze business situations and prescribed appropriate solutions to resolve conflicts

1. Prescribe solutions for case study situations.
2. Write analyses of case studies in report format, correctly formatted and proofread for accuracy.
3. Present analyses of case studies orally following correct public speaking rules.
4. Apply effective presentation techniques.
8. Self-management techniques
   a. Tolerance
   b. Controlling emotions (anger, fear, sadness, happiness, etc.)
   c. Personal space (hugging, body contact, shaking hands)

9. Report format (rubric used)
   b. Double spaced; paragraphs indented
   c. References cited
   d. Footnotes/endnotes when necessary
   e. Header and footer notations for page numbers and other identifiers
   f. Margins
   g. Proper headings (main title, subtitle, side, and paragraph)
   h. Proofread for grammar, punctuation, word usage, and spelling.

10. Public speaking rules (rubric used)
   a. Eye contact
   b. Voice quality, volume, inflections, intonations, etc.
   c. Body language
   d. Business attire
   e. Visual aids
   f. No use of slang, acronyms or "umm"
   g. Poise - no slouching, nervous motions, playing with hair, smacking lips, etc.

11. Networking
   a. Making contacts with fellow classmates, campus resources, faculty, staff, administrators, employers, relatives, and friends.
   b. Recognize and act on opportunities when meeting people in person, on the Internet, via telephone, newspaper, job fairs, etc.
   c. Follow through on contacts made.

12. Common soft skills
   a. Strong work ethic: motivated, dedicated, conscientious
   b. Positive attitude: optimistic, upbeat, generate good energy and good will
   c. Good communication skills: verbally articulate and a good listener; makes a case and expresses needs in a way that builds bridges with colleagues, customers and vendors.
   d. Time management abilities: prioritize tasks and able to work on a number of different projects at once; wise management of time
   e. Problem-solving skills: resourceful and able to creatively solve problems, take ownership of problems
   f. Acting as a team player: work well in groups and teams, cooperative, take a leadership role when appropriate
   g. Self-confidence: truly believe you can do the job, project a sense of calm and inspire confidence in others, courageous to ask questions that need to be asked and freely contribute ideas
   h. Ability to accept and learn from criticism: handle criticism, coachable and open to learning and growing as a person and as a professional
   i. Flexibility/adaptability: ability to adapt to new situations and challenges, embrace change, and open to new ideas
   j. Working well under pressure: handle stress that accompanies deadlines and crises, do best work and come through under pressure.

5. Communicate effectively (oral, written, visual, non-verbal).


SLO #4: Evaluate life-long learning resources available and determine appropriate times to use them.
1. Construct network opportunities.
2. Develop a resource base.
3. Determine promotion criteria.
COURSE TASKS

- Attendance
- Group Critique(s)
- Participation
- Critical-thinking/exercises
- Exam
- Student participation
- Written projects

ASSESSMENT TASKS AND GRADING

By the end of the course students will demonstrate their understanding of workplace behavior; managing one's attitudes and relationships for workplace effectiveness at a minimum of 70% proficiency by:

1. Objective Examinations (30%). All objective examinations using text, handouts, and lecture information will be graded as follows:

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90</td>
<td>A</td>
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<tr>
<td>80</td>
<td>B</td>
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<tr>
<td>70</td>
<td>C</td>
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<tr>
<td>60</td>
<td>D</td>
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<tr>
<td>59% and below</td>
<td>F</td>
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2. Case Studies (30%). The case studies will be evaluated on how well they have been analyzed and be used.

3. Class Exercises (30%). Class exercises will be conducted to promote appropriate business behaviors, improve communication skills, and enhance teamwork. A scoring rubric will be used.

4. Performance Appraisals (10%). The performance appraisal is a checklist that the instructor will use periodically to evaluate the student's performance.

LEARNING RESOURCES

2. Note paper.
3. Black or blue ballpoint pen and a pencil for notetaking and tests.
4. USB flash/thumb drive.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.