



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **Instructional** Effective Date: **September 2004**

B. Department / Program Area: **Commerce & Business Admin. Office Administration** Revision New Course
 If Revision, Section(s) Revised: **C, J**
 Date of Previous Revision: **2003-09**
 Date of Current Revision: **2004-09**

C: **OADM 1245** D: **EMPLOYABILITY SKILLS FOR OFFICE PERSONNEL** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: The focus of this course is on development of employability skills essential for today's office personnel. Models for analytical thinking, problem-solving, decision-making, teamwork, and conflict resolution will be presented and practiced within the context of current business issues such as multiculturalism, employment equity, harassment, ethics, and productivity. The following office worker skills will be addressed: promoting the products and services of the organization, telephone and reception techniques, organization and time management, stress management, self-analysis, self-promotion, and professional development.								
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 1 Hr. Seminar: 3 Hrs. Number of Weeks per Semester: 15 weeks X 4 Hrs. = 60 Hrs.	H: Course Prerequisites: English 11 with a grade of "C" or better or equivalent I: Course Corequisites: Nil J: Course for which this Course is a Prerequisite OADM 1401 K: Maximum Class Size: 30							
L: PLEASE INDICATE: <table style="margin-left: 20px;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>College Credit Transfer:</td> </tr> </table> <p style="margin-left: 20px;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>				Non-Credit	X	College Credit Non-Transfer		College Credit Transfer:
	Non-Credit							
X	College Credit Non-Transfer							
	College Credit Transfer:							

M: Course Objectives / Learning Outcomes

The learner has reliably demonstrated the ability to:

1. apply analytical thinking to facilitate problem-solving and decision-making;
2. understand the importance of and use appropriate interpersonal skills;
3. participate as a productive member of a team to reach a defined goal;
4. evaluate his/her self-development and professionalism, then implement strategies for maintenance and/or change;
5. implement time and stress management techniques;
6. develop and apply effective client relations skills, telephone management techniques, and receptions skills;
7. adhere to ethically and socially acceptable standards when acting and making decisions.

N: Course Content:**1. Critical Thinking: Problem-solving and Decision-making**

- 1.1 Define the value of analytical and creative thinking.
- 1.2 Use a model for analytical, creative, and logical problem-solving and decision-making.
- 1.3 Use a logical, comprehensive approach to actionizing and assessing any decision.

2. Interpersonal Relationships

- 2.1 Understand and be sensitive to the roles, relationships, and protocols within business environments.
- 2.2 Recognize the value of and develop skills to cope with human diversity within the business environment.
- 2.3 Identify and adapt to a variety of communication styles.
- 2.4 Practice active listening.
- 2.5 Provide and elicit feedback to ensure accuracy and completeness of any communication.
- 2.6 Exhibit ability to give and to receive criticism appropriately and to learn from constructive criticism.
- 2.7 Recognize the positive potential of conflict and develop tactics for managing conflict.

3. Team Roles and Participation

- 3.1 Adapt to and effectively interact with team members throughout the phases of team development.
- 3.2 Recognize the importance of clearly defining the goals of a team; articulate those goals orally and in writing.
- 3.3 Identify and carry out the roles and responsibilities assumed by a productive member of a team.
- 3.4 Set sanctions for the non-compliance of task and relationship standards set by the team.
- 3.5 Assess one's own and other team members' performance as part of a team.
- 3.6 Demonstrate trustworthiness, commitment, and time management as a team member.
- 3.7 Use effective communication and conflict resolution skills.

4. Self-Development

- 4.1 Perform self-assessments to ascertain wants, needs, communication style, learning style, strengths and weaknesses, values, and interests.
- 4.2 Set realistic, measurable short- and long-term personal and career goals to support one's

mission statement.

- 4.3 Identify and exhibit attitudes and behaviors for success in a business environment including positive attitude, cooperation, punctuality, regular attendance, flexibility, sensitivity to differences, networking, ethical behavior, submission of quality work, and open communication.
- 4.4 Describe the importance of and formulate strategies to facilitate life-long learning.
- 4.5 Assess and articulate one's own demonstrated employability skills, attitudes, and behaviors.

5. Time and Stress Management

- 5.1 Recognize the value of positive stress.
- 5.2 Employ appropriate techniques for controlling negative stress.
- 5.3 Adopt time management tools to reduce stress, to meet deadlines, and to increase productivity by identifying and eliminating time wasters, using new office technologies and systems, prioritizing work, and using calendaring and bring forward systems.
- 5.4 Develop the ability to say "no" assertively without damaging relationships.

6. Client Relations, Telephone Techniques, and Reception

- 6.1 Participate actively in furthering the goals of a business by knowing and promoting its products and/or services.
- 6.2 Judge issues of confidentiality when giving and receiving client or corporate information.
- 6.3 Greet visitors and make introductions confidently and appropriately.
- 6.4 Give and obtain accurate, helpful, timely information when needed.
- 6.5 Answer the telephone and record messages accurately.
- 6.6 Screen telephone calls and visitors using tact and empathy.
- 6.7 Recognize that apposite image of the business is projected through effective telephone and reception techniques.

7. Ethical Behavior and Decision-Making

- 7.1 Interpret and apply socially accepted standards of conduct expected in a business setting.
- 7.2 Use integrity and ethics when making decisions.
- 7.3

O: Methods of Instruction

The emphasis throughout this course will be on active learning. Students will work both independently and collaboratively to develop, demonstrate, and practice skills relating to the subject matter. The instructor will use short lectures and modeling to introduce new concepts and behaviors. Videos, speaker, periodicals, case studies, critical analyses, and company profiles related to current relevant business situations will be incorporated into the course. Role plays will be used to simulate realistic business situations such as promoting business products and services, handling telephone and reception situations, giving and receiving criticism, and resolving conflict. Videos may be used to facilitate self- and peer-assessment.

P: Textbooks and Materials to be Purchased by Students

Carter, Carol, et al. Keys to Success: How to Achieve Your Goals, Latest Canadian Ed., Prentice-Hall, Inc.

Q: Means of Assessment

Assignments (minimum three)	15%
In-class presentation(s)	10%
Team Project	25%
Case Study(ies)	20%
Theory Test on Concepts	15%
Employability Skills (criteria based)	<u>15%</u>
	<u>100%</u>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

This course is open for PLAR.

Course Designer(s) **Brenda Read**

Education Council / Curriculum Committee
Representative

Dean / Director: **Rosilyn G. Coulson**

Registrar: **Trish Angus**

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Date: September 2004