



Western Technical College

## 10106103 Personal and Professional Development

### Course Outcome Summary

#### Course Information

<b>Description</b>	Students will develop strategies to enhance success in college and in an office professional career. These skills include self-assessment, interpersonal skills, problem solving, time management, study skills, learning styles, communication skills, and critical thinking. This course will make students aware of the resources available to them as a student. Additionally, student will learn introductory level of presentation software.
<b>Career Cluster</b>	Business Management and Administration
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	54

#### Textbooks

*MindTap for The Illustrated Collection, Microsoft Office 365 & Office 2019*. 1st Edition. Copyright 2020. Beskeen, David, Carol M Cram, Jennifer Duffy, Lisa Friedrichsen and Lynn Wermers. Publisher: Cengage Learning. **ISBN-13:** 978-0-357-11965-5. Required.

*FOCUS on Community College Success + MindTap*. 6th Edition. Copyright 2023. Staley, Constance. Publisher: Cengage Learning. **ISBN-13:** 978-0-357-89587-0. Required.

#### Learner Supplies

Webcam and headset with microphone. **Vendor:** To be discussed in class. Required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Foster Accountability
5. Refine Professionalism: Act Ethically
6. Refine Professionalism: Improve Critical Thinking

## **Program Outcomes**

1. Demonstrate effective workplace communications
2. Apply technology skills to business and administrative tasks
3. Manage administrative projects
4. Manage internal and external relationships
5. Model professionalism in the workplace

## **Course Competencies**

1. **Explore resources available to students at Western Technical College to assist with reaching personal and career goals.**

### **Assessment Strategies**

- 1.1. Performance - Campus Tour
- 1.2. Written Product - Journal Entries

### **Criteria**

*You will know you are successful when*

- 1.1. you demonstrate initiative and motivation necessary to take ownership in the learning process to meet academic goals.
- 1.2. you examine barriers in achieving success at Western Technical College.
- 1.3. you reflect on how resources at the college will help in your success (in your journal).
- 1.4. you identify key Western personnel and the role each person serves to support the student's need.

### **Learning Objectives**

- 1.a. Locate and utilize academic assistance resources.
- 1.b. Meet with mentors, program instructors, and counselors to assist with reaching educational goals.
- 1.c. Demonstrate awareness of resources available to assist the students in handling school and personal problems.

2. **Evaluate personal and professional factors associated with success.**

### **Assessment Strategies**

- 2.1. Report

### **Criteria**

*You will know you are successful when*

- 2.1. you complete a self-assessment and list expectations for college success.
- 2.2. you meet with mentor two hours during the semester.
- 2.3. you list benefits of a college degree.
- 2.4. you prepare personal education plan (PEP) to route academic progress at Western.

### **Learning Objectives**

- 2.a. Meet with designated mentor two times during the semester to determine success factors associated with career selected by student.
- 2.b. Participate in out-of-class activities to determine additional traits associated with success.

- 2.c. Explore how self-esteem leads to career success.
- 2.d. Develop a personalized education plan.
- 2.e. Develop relationship with instructors at Western.

### **3. Discover role of diversity.**

#### **Assessment Strategies**

- 3.1. Simulation
- 3.2. Report - Journal Entry

#### **Criteria**

*You will know you are successful when*

- 3.1. you define diversity.
- 3.2. you explore the impact of diversity in the workplace, school, and community.
- 3.3. you identify barriers to working in a diverse society.
- 3.4. you simulate a variety of physical and mental disabilities.

#### **Learning Objectives**

- 3.a. Describe the value of diversity.
- 3.b. Explore different types of diversity.
- 3.c. Identify diversity in teaching and learning styles.

### **4. Develop a plan to make healthy choices.**

#### **Assessment Strategies**

- 4.1. Report - Journal Entry

#### **Criteria**

*You will know you are successful when*

- 4.1. you assess your own level of stress.
- 4.2. you outline a way to deal with stress.
- 4.3. you determine stress support group.
- 4.4. you identify possible unhealthy behaviors or risks.
- 4.5. you classify the aspects of physical fitness.

#### **Learning Objectives**

- 4.a. Assess self for unhealthy behaviors or risks.
- 4.b. Rate student's own level of physical activity.
- 4.c. Develop a plan to live a balanced life at work, school, and home.

### **5. Explore various methods of thinking and problem solving.**

#### **Assessment Strategies**

- 5.1. Journal entry

#### **Criteria**

*You will know you are successful when*

- 5.1. you apply creative thinking strategies.
- 5.2. you use critical thinking strategies in class activity.
- 5.3. you participate in classroom team building activities.
- 5.4. you collaborate in a team to solve a problem.
- 5.5. you reflect on how various thinking methods can be used in school and in the workplace.

#### **Learning Objectives**

- 5.a. Examine steps necessary to become a critical thinker.
- 5.b. Describe types of creative thinking and how it applies to school and career.
- 5.c. Acquire skills to assist in problem solving for school and career.
- 5.d. Compare teamwork with traditional methods of performing job tasks.
- 5.e. Investigate the role of teamwork in productivity.
- 5.f. Recognize the value of working with others to arrive at solutions.
- 5.g. Justify teamwork as a method of problem solving.

### **6. Analyze role of communication in personal and professional circumstances**

### **Assessment Strategies**

- 6.1. Reflection
- 6.2. Written Product

### **Criteria**

*You will know you are successful when*

- 6.1. you demonstrate good listening skills during all class activities.
- 6.2. you interpret nonverbal communication during a conversation.
- 6.3. you generate your own communication style.
- 6.4. you identify barriers to communication and create a plan to correct.
- 6.5. you select a plan to improve the quality of your conversations.
- 6.6. you demonstrate oral communication skills during in-class presentation on mentor experience.

### **Learning Objectives**

- 6.a. Understand your personal communication style.
- 6.b. Apply techniques to improve listening skills.
- 6.c. Apply effective nonverbal communication skills.
- 6.d. Use voice as an effective tool for communication.
- 6.e. Analyze communication and learning styles in a cooperative group setting.
- 6.f. Identify barriers to communication with others.

## **7. Formulate a plan to accomplish personal and professional goals**

### **Assessment Strategies**

- 7.1. Written Product

### **Criteria**

*You will know you are successful when*

- 7.1. you complete a personal inventory project to assess qualifications and areas needing improvement.
- 7.2. you interpret the importance of lifelong learning.
- 7.3. you develop a personal mission statement.
- 7.4. you write short and long term SMART goals.

### **Learning Objectives**

- 7.a. Develop a plan for personal, educational, and professional growth.
- 7.b. Access the importance of lifelong learning in your professional life.
- 7.c. Establish personal, educational, and work priorities.
- 7.d. Devise time engineering techniques to work smarter, not harder.
- 7.e. Plan a daily time schedule.
- 7.f. Construct well-defined short- and long-term goals
- 7.g. Develop an action plan to achieve long-term goals.
- 7.h. Construct a personal mission statement.
- 7.i. Relate current experiences to future goals

## **8. Utilize technology to enhance the learning experience.**

### **Assessment Strategies**

- 8.1. Performance
- 8.2. Presentation

### **Criteria**

*You will know you are successful when*

- 8.1. you use Western student e-mail account daily by checking for messages from instructors, students, and services at Western.
- 8.2. you use Blackboard and participate in weekly assignments posted there for all classes.
- 8.3. learner uses Blackboard to check personal grades for each course.
- 8.4. you use MyWestern to check enrollment time, enroll in courses and drop courses.
- 8.5. you use presentation software to overview mentor experience.

### **Learning Objectives**

- 8.a. Utilize Western student e-mail account.

- 8.b. Use Blackboard accessing course information and reviewing grades.
- 8.c. Use MyWestern to review college records.
- 8.d. Use Internet for researching topics related to business.
- 8.e. Plan an effective presentation.
- 8.f. Add slide headers and footers.
- 8.g. Choose a look for a presentation.
- 8.h. Check spelling in a presentation.
- 8.i. Evaluate a presentation.
- 8.j. Insert clip art in presentation.
- 8.k. Print presentation handout.

**9. Explore study strategies to learn, remember longer, and improve performance in college.**

**Assessment Strategies**

- 9.1. Reflection

**Criteria**

*You will know you are successful when*

- 9.1. you identify active reading and listening techniques.
- 9.2. you apply active listening techniques in current classes.
- 9.3. you determine effective note taking techniques in current classes.
- 9.4. you use memory techniques in current classes.
- 9.5. you apply effective reading strategies in current classes.

**Learning Objectives**

- 9.a. Recognize and implement sufficient strategies needed for reading success.
- 9.b. Demonstrate useful note-taking techniques in classroom lectures and textbook chapters.
- 9.c. Identify effective active listening techniques.
- 9.d. Differentiate and apply techniques for skimming and scanning reading techniques.
- 9.e. Explore a variety of memory techniques.

**10. Develop a time and money management plan.**

**Assessment Strategies**

- 10.1. Written Product - Time Analysis
- 10.2. Written Product - Budget

**Criteria**

*You will know you are successful when*

- 10.1. you explore scholarship opportunities from Western Foundation.
- 10.2. you use Western Student Planner or other tracking tool to maintain work, family and school schedule.
- 10.3. you develop financial self-awareness.
- 10.4. you create a budget in Excel to balance financial needs.

**Learning Objectives**

- 10.a. Identify where one is currently spending their time.
- 10.b. Identify time wasters.
- 10.c. Develop effective and realistic schedule.
- 10.d. Utilize tools available to manage procrastination.
- 10.e. Develop skills to manage money and budget for future.

**11. Explore learning styles and multiple intelligence.**

**Assessment Strategies**

- 11.1. Written Product

**Criteria**

*You will know you are successful when*

- 11.1. you complete a learning style inventory to identify learning style preference.
- 11.2. you complete a multiple intelligence inventory to identify multiple intelligence strengths.
- 11.3. you employ best learning strategies to accommodate personal learning style in current courses.
- 11.4. you apply best learning strategies to accommodate multiple intelligence in current courses.

### **Learning Objectives**

- 11.a. Examine different learning styles and multiple intelligence.
- 11.b. Identify personal learning style and multiple intelligence strengths.
- 11.c. Analyze learning techniques and study strategies that best apply to learner's personal learning style.
- 11.d. Apply learning techniques to current coursework.

## **12. Explore methods for reducing test anxiety and improving test performance.**

### **Assessment Strategies**

- 12.1. Reflection

### **Criteria**

*You will know you are successful when*

- 12.1. you apply strategies for reducing test anxiety on two tests during the semester.
- 12.2. you use strategies for test preparation on two tests during the semester.
- 12.3. you develop and engage in a study group for one class during the semester.
- 12.4. you define causes for test anxiety.

### **Learning Objectives**

- 12.a. Define test anxiety and its causes.
- 12.b. Describe various types of tests.
- 12.c. Explore strategies to improve performance on various types of tests.
- 12.d. Develop a plan to improve test preparation strategies.
- 12.e. Explore techniques for conducting a successful study group.