



## GNST 1400

**Division:** Office of VP for Academic Affairs

**Department:** General Studies

**Course:** GNST 1400

**Title:** Life and Workplace Skills

**Catalog Description:**

The course provides an analysis of essential human relationships and leadership skills needed to 1) find and keep gainful and satisfying employment and to 2) function as a responsible member of society. In addition to topics of morale, leadership, communication, and diversity, this course adds information on relationships at work, personal and professional etiquette, good work habits, personality development, career decisions, and societal/cultural/professional respect and sensitivity.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 1; Lecture: 1; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

Through the unique environment prevalent at Snow, students have the opportunity to develop essential life skills which will better prepare them to serve their workplaces, communities, families, and society. Opportunities to progress academically are increasing, and yet opportunities to learn fundamental life skills have been neglected. An education is not complete with academic knowledge alone. Knowledge must be applied, behaviors must change, and the whole student must be developed. This aspect of the education process \* the fundamental life/work skills \* is the focus of the course. This course fills a unique need in the working community and society at large. In addition to CLSS 1060 "Improving Work Relations" at UVSC, Dixie State offers a "Business Improvement Skills" course (BUS1350) and USU offers a "Career and Life Planning" course (PSY1220).

**Student Learning Outcomes:**

Upon completion of this course the student will be able to:

- identify major forces influencing human behavior at work
- differentiate impersonal from interpersonal communication
- identify the characteristics of people with low and high self-esteem

- learn how to make the right ethical decisions based on their personal value system
- describe attitudes that employers value
- differentiate between internal and external motivators in the workplace
- explain how constructive self-disclosure contributes to improved interpersonal relationships and teamwork
- understand how to use positive reinforcement to improve relationships and reward behavior
- define image and describe the factors that form the image they project to others
- demonstrate how to complete a job application
- prepare a written resume
- construct an electronic resume
- describe the team-member skills that employees need
- list and describe some of the major causes of conflict between people in the work setting
- identify the major personal and work-related causes of stress
- develop an awareness of the various forms of discrimination in the workplace
- demonstrate proper interviewing techniques.

### **Content:**

Course objectives will be accomplished by providing each student with learning experiences in the following subject areas:

- human relations
- personal and organizational communications
- self esteem
- ethics
- attitudes
- motivation
- building trust
- positive reinforcement
- positive impressions
- resume and job application preparation
- team building
- conflict resolution
- handling stress
- diversity and gender equity
- interviewing techniques.

### **General Education Outcomes:**

3) Speak effectively in a variety of contexts.

Each student will deliver at least one presentation which demonstrates knowledge of a related topic. Each presentation will be graded and returned with suggestions for improving the students' skills. Hands-on experiences will also provide opportunity to implement skills learned.

5) Apply a cultural and historical awareness to a variety of phenomena.

Class discussions, quizzes, and presentations will ask all students to consider appropriate behaviors in society. The norms and trends of the workplace specifically and society in general are changing, yet there are certain attitudes and behaviors which are still expected of individuals. (E.g., use of technology for productivity, but not personal chatting/web-surfing on company time or cell phone interruptions; "Casual Fridays" have been implemented at many firms, but employees still must take responsibility to arrive at work, be on time, and dress according to code on such days; proper introductions and respect for elders or superiors should be demonstrated). In-class case studies will be discussed and students will be given feedback for improvement.

### **Key Performance Indicators:**

Students will be graded on the following:

- attendance, participation in discussions = 30-40%
- homework assignments = 15-20%
- quizzes = 15-25%
- presentation = 10%
- examinations = 15-25%.

### **Representative Text and/or Supplies:**

- Reece/Brandt, *Effective Human Relations in Organizations*, current edition, Houghton Mifflin Company, Boston, MA
- Instructor handouts.

**Optimum Class Size: 25**

**Maximum Class Size: 25**

**Signatures:**

I hereby submit this course syllabus:

---

, ,

I hereby find this course consistent with the goals and resources of the General Studies Department:

---

Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Office of VP for Academic Affairs Division:

---

Gary Smith, Ph.D, , Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

---

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

---

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)