Modesto Junior College
Course Outline of Record
SPCOM 109

I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**SPCOM-109 Women in Management**

Formerly listed as: SPCOM - 109: Communication and Leadership Skills for Communication and leadership skills for effective business management. Emphasis on the women's movement into management positions, effective communication strategies in organizations, building teams, supervising employees, interpersonal skills, assertiveness training and decision-making skills. Field trips are not required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

A. Communication and organizational dynamics
   1. The Organizational hierarchy
   2. Organizational power
B. Communication self-assessment
   1. Identifying communication skills and deficiencies
   2. Identifying barriers and payoffs
   3. Setting priorities
C. Sex roles and communication
   1. Communication within the “Support Network.”
   2. Organizational politics and sex roles in communication
   3. Avoiding stereotypical roles in communication
   4. Identify and manage special problems (e.g. Sexual Harassment)
D. The communication implications of stress
   1. Identifying stress
   2. Communication strategies for managing stress
   3. Keeping your cool
E. Assertive communication
   1. Evaluating your own assertiveness
   2. Non-verbal messages
   3. Assertive skills on the job
F. Communicating effectively
   1. The communication process
   2. Ways of listening and speaking
   3. When and how to write
G. Managerial communication
   1. Assessing your leadership skills
   2. Communication traits of effective managers
   3. Creating a supportive communication climate
   4. Establishing your authority
H. Providing a motivational climate
   1. Motivating through personal power
   2. Identify motivators
   3. Applying motivational theories
I. Problem solving and decision making in public and interpersonal communication
   1. Comparing women as problem-solvers and decision-makers
   2. Preventing problems
3. The problem-solving process
4. Facilitating group problem-solving
J. Team building communication
   1. Delegating effectively
   2. Selecting staff*
   3. Orientation of staff
K. Self presentation
   1. Strategies for promotions, raises, etc.
   2. Communication skills which exhibit confidence and authority

B. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Materials will be presented through lecture, discussion, reading, and writing
2. Class activities will be completed and analyzed to augment classroom lectures
3. Films and videotapes will be shown which supplement the lectures and readings

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   1. Students will read one to two chapters in their textbook every week.
   2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
   3. Students will prepare for two exams per term.
   4. Students will prepare and practice one solo presentation per term.
   5. Students will prepare and practice one group presentation per term.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   typical exam question:
   Describe Cheryl Richardson's approach to coaching.

   typical assignments:
   Prepare a professional portfolio that includes a cover letter, resume, and other items that illustrate your professional skills.
   Prepare and present a 5-7 minute informative presentation.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

Book:
III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Enhance individual confidence, communication skills, and leadership aptitude in organizational, small group, and public speaking contexts.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Explain and take advantage of opportunities to gain visibility, demonstrate competence, and advance in the workplace, selecting the best career path.

b. Formulate, balance, and evaluate specific goals for career, family life, and personal development in order to create the desired lifestyle.

c. Identify communication skills that will contribute effectively in their current workplace, job search, or new position.

f. Project the image of a competent, businesslike, approachable manager.

e. Identify and avoid typical traps awaiting women as managers, such as stereotyped roles, resistance to women in authority, and sexual overtures.*

f. Estimate objectively one’s personal value to the organization and base promotion requests on dollar contributions, achievement of objectives, and other measurable accomplishments.

h. Effectively negotiate suitable promotions and raises.

i. Manage stress through taking responsibility for one’s own health, including nutrition, exercise, and personal environment deemed best for women.

j. Manage stress through selective use of relaxation techniques, using emotions as a power source, and handling others’ criticism constructively.

k. Identify and explain assertive, nonassertive, and aggressive behavior patterns and their consequences.

l. Gain self-esteem, credibility, and respect from others by selectively applying a variety of techniques in asserting oneself with bosses, workers, and peers.
1. Group discussions
2. Problem-solving exercises
3. Speaking and writing assignments

B. **SUMMATIVE ASSESSMENT**

1. Problem-solving exercises
2. Public speaking presentations
3. Speaking and writing assignments
4. Written unit examinations to include essays