

Las Positas College  
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## Course Outline for GNST 21

### INTRO TO TEAM SELF-MANAGEMENT

Effective: Spring 2017

#### I. CATALOG DESCRIPTION:

GNST 21 — INTRO TO TEAM SELF-MANAGEMENT — 2.00 units

Explores the connections between one's purpose and intentions and one's behaviors, and develops the self-management skills to successfully attain one's goals. Prerequisite: General Studies 100 (completed with a grade of "Pass").

1.00 Units Lecture 1.00 Units Lab

#### Prerequisite

GNST 100 - Foundations/Learning Success  
with a minimum grade of Pass

#### Grading Methods:

Letter or P/NP

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	18.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	72.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

A. GNST100

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

1. Identify the behaviors that detract from student success, formulate alternative future scenarios based on the choices made to continue current actions, and make commitments to succeed.
2. Identify and describe personal goals through reading, discussion and study material;
3. Explore purpose and intention through reading, discussion, and study materials;
4. Examine thoughts and activities that are distracting the student from successful self management towards those goals;
5. Explore the consequences of distractions through a methodology used by managers to predict future outcomes;
6. Identify and reinforce those behaviors that support student's goals;
7. Using a scenario planning methodology, formulate where those thoughts and actions will lead if they are not changed;
8. CREATE the self-motivation to change one's behaviors and make commitments;
9. Develop the self-discipline to fulfill one's commitments;
10. Prepare and deliver presentations to the class evaluating progress towards one's goals.

#### V. CONTENT:

- A. Components of personal change: the courage to act;
- B. Personal goals, purpose and intention;
- C. Examples of an emotional bank account;
- D. Scenarios about one's inertia to change;
- E. Goals, dreams, commitment;
- F. Events, decisions, results and consequences;
- G. Action and follow through
- H. Self-management strategies

#### VI. METHODS OF INSTRUCTION:

- A. Small group work
- B. Large group work
- C. Brief lecture

## VII. TYPICAL ASSIGNMENTS:

A. In-class assignments: Small group/whole class discussions and short writing assignments with following content: 1. Describing personal goals; 2. Discovering one's purpose and intentions; 3. Developing habits to align behaviors with purpose and intentions; 4. Moving to action – action planning; 5. Analyzing distracting behaviors; 6. Identifying and reinforcing behaviors that lead to success; 7. Determining consequences of one's actions; 8. Creating future scenarios; 9. Developing strategies for overcoming self-inertia and developing self-leadership. B. Out of class assignments: 1. Graphic display of personal lifeline; 2. Written assignments that: a. Analyze and explore the behaviors that distract from success; b. Propose changes in one's behaviors to succeed in school and life; c. Analyze and improve relationships with important people in one's life. C. Social Justice research

## VIII. EVALUATION:

### A. **Methods**

1. Quizzes
2. Class Participation

### B. **Frequency**

1. Frequency
  - a. Pop quizzes
  - b. Three team evaluations
  - c. Instructor mid-term evaluation

## IX. TYPICAL TEXTS:

1. Covey, Stephen. *The 7 Habits of Highly Effective People.*, Simon & Schuster, 1989.
2. Ellis, Dave *Falling Awake: Creating the Life of Your Dreams.*, Breakthrough Enterprises, 2002.

## X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Student Handbook