

SECTION ONE

1.0.0 COMMUNICATION

Objective

Describe the communication, listening, and speaking processes and their relationship to job performance.

- Describe the communication process and the importance of listening and speaking skills.
- Describe the listening process and identify good listening skills.
- Describe the speaking process and identify good speaking skills.

Performance Task

- Perform a given task after listening to oral instructions.

Trade Terms

Active listening: A process that involves respecting others, listening to what is being said, and understanding what is being said.

Body language: A person's facial expression, physical posture, gestures, and use of space, all of which communicate feelings and ideas.

Jargon: Specialized terms used in a specific industry.

Nonverbal communication: All communication that does not use words. This includes appearance, personal environment, use of time, and body language.

Paraphrase: Express something heard or read using different words.

Every construction professional learns how to use tools. Depending on your trade, the tools you use could include welding machines and cutting torches, press brakes and plasma cutters, or surveyor's levels and pipe threaders. However, some of the most important tools you will use on the job are not tools you can hold in your hand or put in a toolbox. These tools are your abilities to read, write, listen, and speak.

At first, you might think that these are not really construction tools. They are things you already learned how to do in school, so why do you have to learn them all over again? The

types of communication that take place in the construction workplace are very specialized and technical, just like the communications between pilots and air traffic control. Good communications result in a job done safely—a pilot hears and understands the message to change course to avoid a storm, and a construction worker hears and understands the message to install a water heater according to the local code requirements. In a way, you are learning another language, a special language that only trained professionals know how to use. Even though you will use a professional language that other people may not understand, the same communication skills apply to all professions, whether doctors, builders, managers, or mechanics.

The following are some specific examples of why these skills are so important in the construction industry:

- Listening** – Your supervisor tells you where to set up safety barriers, but because you did not listen carefully, you missed a spot. As a result, your co-worker falls and is injured.
- Speaking** – You must train two co-workers to do a new task, but you mumble, use words they don't understand, and don't answer their questions clearly. Your co-workers do the task incorrectly, and all of you must work overtime to fix the mistakes.
- Reading** – Your supervisor tells you to read the manufacturer's basic operating and safety instructions for the new drill press before you use it. You don't really understand the instructions, but you don't want to ask him. You go ahead with what you think is correct and damage the drill press.
- Writing** – Your supervisor asks you to write up a material takeoff (supply list) for a project. You rush through the list and don't check what you've written. The supplier delivers 250 feet of PVC piping cut to your specified sizes instead of 25 feet.

As you can see, good communication on the work site has a direct effect on safety, schedules, and budgets. A good communications toolbox is a badge of honor; it lets everyone know that you have important skills and knowledge. And like a physical toolbox, the ability to communicate well verbally and in writing is something that you can take with you to any job. You will find that good communications skills can help you advance your career. This module introduces you to the techniques you will need to read, write, listen, and speak effectively on the job.



Objectives

When you have completed this module, you will be able to do the following:

1. Describe the communication, listening, and speaking processes and their relationship to job performance.
 - a. Describe the communication process and the importance of listening and speaking skills.
 - b. Describe the listening process and identify good listening skills.
 - c. Describe the speaking process and identify good speaking skills.
2. Describe good reading and writing skills and their relationship to job performance.
 - a. Describe the importance of good reading and writing skills.
 - b. Describe job-related reading requirements and identify good reading skills.
 - c. Describe job-related writing requirements and identify good writing skills.

Performance Tasks

Under the supervision of your instructor, you should be able to do the following:

1. Perform a given task after listening to oral instructions.
2. Fill out a work-related form provided by your instructor.
3. Read and interpret a set of instructions for properly donning a safety harness and then orally instruct another person on how to don the harness.

Trade Terms

Active listening
Appendix
Body language
Bullets
Change order
Electronic signature
Font
Glossary
Graph
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Italics
Jargon
Memo
Nonverbal communication
Paraphrase
Permit
Punch list
Table
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Industry Recognized Credentials

If you are training through an NCCER-accredited sponsor, you may be eligible for credentials from NCCER's Registry. The ID number for this module is 00107-15. Note that this module may have been used in other NCCER curricula and may apply to other level completions. Contact NCCER's Registry at 888.622.3720 or go to www.nccer.org for more information.

SECTION ONE

1.0.0 OPPORTUNITIES IN THE CONSTRUCTION INDUSTRY

Objective

Describe the opportunities in the construction business and how to enter the construction workforce.

- Describe the construction business and the opportunities offered by the trades.
- Explain how workers can enter the construction workforce.

Trade Terms

Mission statement: A statement of how a company does business.

Reference: A person who can confirm to a potential employer that you have the skills, experience, and work habits that are listed in your resume.

Whether a laborer (blue collar) or professional (white collar), the construction business offers an abundance of opportunities. It is up to each individual to take the necessary steps to advance their own career.

To establish a career in your trade of choice, it is important to know where to look for the opportunities and be prepared to act when opportunities arise.

1.1.0 The Construction Business

The construction industry is made up of a wide variety of specialized skills (*Figure 1*). This diverse industry is made up of both laborers and professionals working together. Industry opportunities have a global presence; skilled tradespeople are needed in areas such as war zones and major construction sites around the world. The trades are not limited solely to building construction. There are also global opportunities for many craftworkers such as wind turbine technicians, welders, powerline workers, crane operators, and instrumentation technicians that are not directly related to new construction.

Did You Know?

Collar Color

The difference between blue collar and white collar jobs began in the 1920s when office workers started wearing white shirts, almost exclusively with a tie. The term *blue collar* was coined because manual laborers typically wore dark colors that did not show soiled areas.

The construction industry consists of independent companies of all sizes that specialize in one or more types of work. For example, a smaller company might install HVAC systems in residences, whereas a larger mechanical contractor might be responsible for the HVAC and piping systems associated with a hospital.

The following are some examples of the workforce needed to build a large-scale project:

- Architects to create and design the shape, color, and spaces of the structure.
- Civil engineers to analyze the architects' drawings to determine how to make the construction design possible and suggest modifications if it is not. They are also responsible for determining suitable building materials.
- Project managers to plan, coordinate, and control a project's progress or a portion thereof.
- Heavy equipment operators to excavate the site.
- Concrete pourers to pour the foundation.
- Crane operators to lift the steel beams.
- Ironworkers to cut and fit the steel beams.
- Welders to secure the framework of buildings and other metal structures.
- Electricians to install an array of electrical devices and wiring.
- Plumbers to properly install fixtures and other plumbing equipment.
- Heating, ventilation, and air conditioning (HVAC) technicians to install building comfort systems.
- Pipefitters to install chilled and hot water systems, as well as process piping.
- Carpenters to frame the walls.
- Instrumentation technicians to install measuring and control instruments.
- Landscape designers to decide on the aesthetics of the project.



Objectives

When you have completed this module, you will be able to do the following:

1. Describe the opportunities in the construction businesses and how to enter the construction workforce.
 - a. Describe the construction business and the opportunities offered by the trades.
 - b. Explain how workers can enter the construction workforce.
2. Explain the importance of critical thinking and how to solve problems.
 - a. Describe critical thinking and barriers to solving problems.
 - b. Describe how to solve problems using critical thinking.
 - c. Describe problems related to planning and scheduling.
3. Explain the importance of social skills and identify ways good social skills are applied in the construction trade.
 - a. Identify good personal and social skills.
 - b. Explain how to resolve conflicts with co-workers and supervisors.
 - c. Explain how to give and receive constructive criticism.
 - d. Identify and describe various social issues of concern in the workplace.
 - e. Describe how to work in a team environment and how to be an effective leader.

Performance Tasks

This is a knowledge-based module; there are no Performance Tasks.

Trade Terms

Absenteeism
Amphetamine
Barbiturate
Bullying
Cannabinoids
Compromise
Confidentiality
Constructive criticism

Hallucinogen
Harassment
Initiative
Leadership
Methamphetamine
Mission statement
Opiates
Professionalism

Reference
Self-presentation
Sexual harassment
Synthetic drugs
Tactful
Tardiness
Work ethic
Zero tolerance

Industry Recognized Credentials

If you are training through an NCCER-accredited sponsor, you may be eligible for credentials from NCCER's Registry. The ID number for this module is 00108-15. Note that this module may have been used in other NCCER curricula and may apply to other level completions. Contact NCCER's Registry at 888.622.3720 or go to www.nccer.org for more information.

SECTION TWO

2.0.0 CRITICAL THINKING AND PROBLEM SOLVING

Objective

Explain the importance of critical thinking and how to solve problems.

- Describe critical thinking and barriers to solving problems.
- Describe how to solve problems using critical thinking.
- Describe problems related to planning and scheduling.

Trade Terms

Absenteeism: A consistent failure to show up for work.

Tardiness: Arriving late for work.

Having the ability to solve problems using critical thinking skills is a valuable skill in the workplace. There will be situations in which timely job completion is at risk because a problem suddenly arises. Using the tools of critical thinking skills can get the project moving forward and will also demonstrate your problem-solving capabilities.

2.1.0 Critical Thinking and Barriers

Throughout your construction career, you will encounter a variety of problems that must be solved. Critical thinking skills allow you to solve such problems effectively. Critical thinking means evaluating information and then using it to reach a conclusion or to make a decision. Critical thinking allows you to draw sound conclusions and make good decisions when you use the following approach:

- Do not let personal feelings get in the way of fairly evaluating information; put them aside and remain objective.
- Determine the cause (why it happened) and effect (what happened as a result).

- Think about the expertise or experience of people who are sources of information. Ask experts and people you trust for their advice. There is no reason to think through a problem in isolation.
- Compare new information with what you already know. If it does not fit, question it and try to separate fact from fiction.
- Weigh the merits of each option and alternative, and consider if one or more can be justified.

2.1.1 Barriers to Problem Solving

When searching for the solution to a problem, it is easy to fall into a trap that prevents you from making the best possible decision. The following are the most common barriers to effective problem solving:

- Closed-mindedness
- Personality conflicts
- General fear of change

To be closed-minded is to distrust any new ideas. Closed-minded people may also resist any suggested changes. Effective problem solving, however, requires you to be open to new ideas. Sometimes the best solution is one that you would have never considered on your own. Remember that other people have good ideas, too. You must be willing to listen and evaluate their input fairly.

Sometimes you may fail to appreciate the value of information or advice simply because you do not get along with the person offering it. One of the most important skills one can master is the ability to separate the message from the messenger. Weigh the value of the information separately from your feelings about the individual. This ability will show people that you are a true professional.

People often fear change when they believe it threatens them somehow, while it is often the lack of change that is the problem. In addition, it is often difficult to clearly see the path to implementing change or to envision the final result. When the path toward, or results of, a proposed change is difficult to see, the fear of change is combined with a fear of the unknown. If you embrace the concept of change, you will never stop finding new ways to solve problems. An ancient Greek philosopher named Heraclitus is credited for first speaking the words "change is the only constant in life."



SECTION THREE

3.0.0 RELATIONSHIP AND SOCIAL SKILLS

Objective

Explain the importance of social skills and, identify ways good social skills are applied in the construction trade.

- Identify good personal and social skills.
- Explain how to resolve conflicts with co-workers and supervisors.
- Explain how to give and receive constructive criticism.
- Identify and describe various social issues of concern in the workplace.
- Describe how to work in a team environment and how to be an effective leader.

Trade Terms

Amphetamine: A class of drugs that causes mental stimulation and feelings of euphoria.

Barbiturate: A class of drugs that induces relaxation, slowing the body's ability to react.

Bullying: Unwanted, aggressive behavior that involves a real or perceived power imbalance. This form of harassment may include offensive, persistent, insulting, or physically threatening behavior directed at an individual.

Cannabinoids: A diverse category of chemical substances that repress neurotransmitter releases in the brain. Cannabinoids have a variety of sources; some are created naturally by the human body, while others come from cannabis (marijuana). Still others are synthetic.

Compromise: When people involved in a disagreement make concessions to reach a solution that everyone agrees on.

Confidentiality: Privacy of information.

Constructive criticism: A positive offer of advice intended to help someone correct mistakes or improve actions.

Hallucinogen: A class of drugs that distort the perception of reality and cause hallucinations.

Harassment: A type of discrimination that can be based on race, age, disabilities, sex, religion, cultural issues, health, or language barriers.

Initiative: The ability to work without constant supervision and solve problems independently.

Leadership: The ability to set an example for others to follow by exercising authority and responsibility.

Methamphetamine: A highly addictive crystalline drug, derived from amphetamines, that affects the central nervous system.

Opiates: A narcotic painkiller derived from the opium poppy plant or synthetically manufactured. Heroin is the most commonly used opiate.

Professionalism: Integrity and work-appropriate manners.

Self-presentation: The way a person dresses, speaks, acts, and interacts with others.

Sexual harassment: A type of discrimination that results from unwelcome sexual advances, requests for sexual favors, or other verbal or physical behavior with sexual overtones.

Synthetic drugs: A drug with properties and effects similar to known substances but having a slightly altered chemical structure. Such drugs are often not illegal since they are somewhat different than well-defined restricted or illegal substances. The two typical categories are cannabinoids (lab-produced THC or marijuana substitutes) and cathinones, which are designed to mimic the effects of cocaine or methamphetamines.

Tactful: Being aware of the effects of your statements and actions on others.

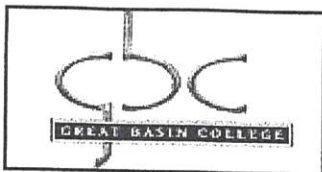
Work ethic: Work habits that are the foundation of a person's ability to do his or her job.

Zero tolerance: The policy of applying laws or penalties to even minor infringements of a code in order to reinforce its overall importance, typically related to drug and alcohol abuse when applied to the workplace.

A relationship results from the process of interacting with another person, or a group of people. Relationships are affected both by real actions and the perceptions of individuals. Every day, you interact with co-workers, supervisors, and members of the public who see you working. No one wants to work with, hire, or spend time with an unprofessional person.

Craftworkers need to be aware of the appropriate professional conduct for work situations, and follow that conduct at all times. Your actions reflect on your own professional status, that of your colleagues, the company you work for, and the image of your profession as seen by the public.





Great Basin College
Course Syllabus
Fall 2017

Course Title: BUS 110 – Human Relations for Employment
Section: 1001-LEC
Credits: Three (3)
Instructor: Robert Cowan, Ed.D.
Contact: Phone: (702) 573-3545 Email: WebCampus System
Office Hours: M/W/F 9:00 AM - Noon
Course Schedule: Asynchronous WebCampus (Online)
Course Week: Monday 12:01 AM - Sunday 11:59 PM
Course Duration: August 28 – December 15

Textbook: Effective Human Relations: Interpersonal and Organizational Applications; 13th Edition, 2017
Authors: Reece & Reece
ISBN 13: 978-1-305-57616-2
Publisher: Cengage Learning

Catalog Description

Introduces students to the principles and skills of effective communication in business and professional settings. It provides information on how to communicate with superiors, co-workers, subordinates, clients, and customers. Three-credit course includes a computation component.

Prerequisite(s)/Corequisite(s)

None

Instructor's Course Description

During this course we will explore how complex human interaction is integral in today's workplace through interpersonal and organizational relationships. We will study communication methods and the significant role that these methods play in the workplace and in our personal lives. We will look at how our personal experiences and opinions impact our thoughts and communication in the workplace, and how we can work to become more adept at building effectual bonds. We will address challenges that we may experience in today's workplace, positive ways to work through such challenges, and developing methods that will preserve our interactions during stressful situations.

Instructor's Note

This course will make use of discussion board posts, individual writing assignments, quizzes, and other modalities. It is important to give each task an equal portion of effort and attention because concepts within this course build upon one another. You may find that the course content is a combination of psychology, sociology, social science, and motivational techniques. Enter the course with an open mind and we will all learn a lot and have fun along the way.