# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

# SAULT STE. MARIE, ONTARIO

Sault College

# COURSE OUTLINE

**COURSE TITLE:** INTERPERSONAL DYNAMICS

| **CODE NO. :** | OAD 106 | **MODULE:** | ONE |

**PROGRAM:** OFFICE ADMINISTRATION – EXECUTIVE (ACCELERATED)

**AUTHOR:** LYNN DEE EASON

| **DATE:** | SEPTEMBER 2007 | **PREVIOUS OUTLINE DATED:** | AUGUST 2006 |

**APPROVED:**

_____     _____
                              **DEAN**                                    **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 3 HOURS/14 WEEKS

**I.      COURSE DESCRIPTION:**

Building and maintaining effective relationships with customers, teammates, colleagues, and employers are key to success and contentment on the job.  Students will clarify their own personal values and professional ethics while learning the skills of interpersonal communication, teamwork, customer service, and stress management.

**II.     LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1.     Understand the importance of self-awareness in today's workplace.

       Potential Elements of the Performance:

       - Determine personal strengths and apply this knowledge to finding personal and professional success
       - Determine personal motivators
       - Assess personal limitations and develop an improvement plan
       - Gain understanding and insight into personality, attitudes, and behaviours
       - Identify biases that preclude the understanding and appreciation of others
       - Develop trust relationships with others
       - Develop personal goals and action points
       - Evaluate options concerning ethical dilemmas
       - Manage time efficiently
       - Identify stressors and deal with them effectively
       - Recognize and overcome barriers to self-improvement
       - Identify areas for personal improvement

2.     Apply basic principles of interpersonal communications to professional and personal situations.

       Potential Elements of the Performance:

       - Work effectively with others of diverse backgrounds
       - Identify personal biases and the biases of others
       - Confront and overcome stereotypes
       - Develop the skill of listening

- Differentiate between positive and negative listening behaviors
- Accurately interpret nonverbal messages
- Reduce barriers associated with ineffective communication
- Determine the most appropriate medium for communication
- Send direct, clear messages

3. Understand the importance of good team relations and how to achieve them.

   Potential Elements of the Performance:

   - Influence others to change their behaviors
   - Use elements of persuasion to give an effective presentation
   - Determine personal needs in a negotiation
   - Develop a negotiation plan
   - Understand the other party's wants and needs in a negotiation
   - Utilize framing, scripting, and other negotiation tactics
   - Form a team and help it progress through developmental stages
   - Ensure that all members of a team contribute equally
   - Motivate a team to achieve its objectives
   - Deal with unresolved anger in a constructive way
   - Identify the course of conflict
   - Manage personal and professional conflict
   - Decide whether a meeting is necessary
   - Run an effective meeting
   - Recognize when a team's process is ineffective
   - Deter dysfunctional behaviors of team members
   - Create an environment that allows teams to achieve goals effectively
   - Evaluate potential options in decision-making
   - Decide between competing options and interests

4. Understand the importance of organizational effectiveness and how it can be achieved.

   Potential Elements of the Performance:

   - Acquire and use power to persuade others
   - Champion a cause successfully
   - Read an organization's culture
   - Create a positive impression
   - Consider the negative or unethical implications of actions

- Networking with others
- Mentor others
- Utilize techniques and strategies to coach others
- Give and receive constructive feedback
- Develop the skills and characteristics of effective leaders
- Empower others to take responsibility for their work
- Keep projects on track and meet deadlines
- Handle multiple projects simultaneously
- Balance long-term and short-term objectives

## III.  REQUIRED RESOURCES/TEXTS/MATERIALS:

Interpersonal Skills in Organizations – Second Edition by De Janasz, Dowd, and Schneider.  Published by McGraw-Hill Higher Education, 2006. ISBN 0-07-288139-9

## IV.  EVALUATION PROCESS/GRADING SYSTEM:

*Tests:* Material covered will be based on projects assigned in class.  Class attendance will be critical for the class projects mark.

**Test 1 –** Units 1 and 2 plus material covered in class                **30%**

**Test 2 –** Units 3 and 4 plus material covered in class                **30%**

**Projects** – As assigned in class.                                        **40%**

The following semester grades will be assigned to students in post-secondary courses:

| Grade | Definition | Grade Point Equivalent |
|-------|------------|------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 4.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50-59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field/clinical placement or non-graded subject areas. | |

| | |
|---|---|
| U | Unsatisfactory achievement in field/ clinical placement or non-graded subject area. |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |
| NR | Grade not reported to Registrar's office. |
| W | Student has withdrawn from the course without academic penalty. |

## V.    SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office.  Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course.  Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information.  Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct.*  Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean.  In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

<u>Course outline amendments</u>:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Students are expected to demonstrate respect for others in the class. Classroom disturbances will be dealt with through an escalating procedure as follows:
- Verbal warning
- E-mail notification
- Meeting with the Dean

It is expected that 100 percent of classroom work be completed as preparation for the tests.  All work must be labeled with the student's name and the project information on each page.  Students are responsible for maintaining back-ups of all completed files.

Students are expected to be present to write all tests during regularly scheduled classes.

In the event of a failed course grade, a supplementary test will be administered at the end of the semester to those students who have attended 75 percent of classes and have completed the course work.  The mark achieved on the supplemental will replace the lowest failed test for the final grade calculation.

Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests.  However, the student will be required to return all test papers to the professor who will keep them on file for three weeks after the semester finish date.  Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

Tests will not be "open book."  Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.).

A disk labeled with the student's, professor's, and the course name MUST be available with the test if requested by the professor.

Proofreading is fundamental to this course.  Marks will be deducted for inaccuracies.

Keyboarding proficiency is encouraged. Students who are unable to keyboard with a touch type technique are encouraged to use (or purchase) the *All the Right Type* typing tutor software located on the E-wing network and in The Learning Centre.

Regular attendance and participation is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.

It is the student's responsibility to be familiar with the course outline and department manual. Students are expected to check college email twice daily as a minimum.

## VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

## VII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.