SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE:	INTERPERSONAL DYNAMICS		
CODE NO. :	OAD106	**MODULE:**	ONE
PROGRAM:	OFFICE ADMINISTRATION – EXECUTIVE (ACCELERATED)		
AUTHOR:	LYNN DEE EASON		
DATE:	JULY 2016	**PREVIOUS OUTLINE DATED:**	JUNE 2015
APPROVED:		"Colin Kirkwood"	
		_____ **DEAN**	June/16 **DATE**
TOTAL CREDITS:	3		
PREREQUISITE(S):	NONE		
HOURS/WEEK:	2 HOURS/14 WEEKS		

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I. COURSE DESCRIPTION:

Building and maintaining successful relationships with customers, colleagues, and employers are critical to success and contentment on the job at every level. Students will clarify their own personal values and professional ethics while developing the skills of effective interpersonal communication in the diverse, ethical workplace.

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 good interpersonal relations in the workplace and the required role of the individual within the group/team structure to conduct business effectively.

    Potential Elements of the Performance:

    - Understand the connection between group goals and member roles
    - Determine helpful and harmful roles within a group
    - Recognize areas of leader responsibility and styles of leadership
    - Recognize the characteristics of an effective leader
    - Understand the importance of developing common norms based on ethics and empathy
    - Understand the principles of both individual and group goal setting
    - Identify four dangerous forms of conflict
    - Recognize conflict styles
    - Understand rules of constructive dispute within groups
    - Understand the role of a mediator
    - Identify and describe five stages of group development
    - Identify three characteristics of a cohesive team
    - Identify actions that are characteristic of trust
    - State six rules for building a group into a cohesive team
    - Describe three benefits of team membership
    - Explain the six steps of the problem-solving process
    - Identify the factors/methods to apply/use in order to improve the quality of group decisions
    - Recognize the difference between describing behaviours and judging people
    - State and explain five rules for conducting formal group evaluations

- Describe ten aspects of group work that should be evaluated regularly

2. Apply basic principles of interpersonal communications to professional and personal situations in a culturally diverse world.

    Potential Elements of the Performance:

    - Understand communication as a transaction
    - Develop an understanding of differing cultural responses to communications
    - Communicate effectively with others of diverse backgrounds Determine the most appropriate medium for communication
    - Reduce barriers associated with ineffective communication
    - Recognize influencing factors on communication such as context, interpersonal competence, and relationships
    - Understand the principles of interpersonal communications
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3. Understand the importance of self-awareness and perception when communicating in the workplace.

    Potential Elements of the Performance:

    - Clarify self-concept and increase self-awareness and self-esteem
    - Regulate personal disclosures and the disclosures of others
    - Manage fear of communicating and communicate with confidence
    - Recognize influences on perception
    - Avoid common perceptual barriers while perceiving others
    - Perceive others more accurately using a variety of strategies
    - Recognize the need for and develop the skill of listening
    - Differentiate the stages of listening
    - Increase listening effectiveness through use of positive listening behaviours
    - Recognize the effect of context on verbal messages
    - Identify conceptual distortions in messages and avoid them
    - Accurately send and interpret nonverbal messages
    - Communicate emotions effectively
    - Combat common obstacles in communicating emotions
    - Follow the basic structure for conversations
    - Initiate, maintain, and close conversations more effectively
    - Recognize the impact of technology on conversations
    - Identify five contributing factors to groupthink
    - Describe critical discussion and its benefits

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Interpersonal and Group Dynamics, Second Edition by Bjorkquist.
Published by Emond Montgomery Publications, 2011. Reprinted 2014.
ISBN 978-1-55239-397-0

Three manila file folders (letter size)

IV. EVALUATION PROCESS/GRADING SYSTEM:

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

Test 1 – Part 1 plus material covered in class		**25%**
Test 2 – Part 2 plus material covered in class		**25%**
Projects – As assigned in class – both group and individual.		**50%**
Journals – 10%		
Classroom Attendance/Participation – 5%		
Group/Individual Projects - 35%		
	Total	**100%**

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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## VI.	SPECIAL NOTES:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practise the day-to-day skills required to be successful in the work world.

These skills include:
- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the chair which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

All the Right Type typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit http://www.ingenuityworks.com/ for more information on purchasing All the Right Type for home use.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment will be accepted if submitted within 72 hours of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two 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 date test papers are returned in class.

For those students who have
- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.