

I. COURSE DESCRIPTION:

Building and maintaining effective relationships with customers, teammates, colleagues, and employers are key to success and contentment on the job. CICE 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 CICE student, along with the assistance of a Learning Specialist, will demonstrate the basic 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 and manage effective 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
 - Think creatively to generate alternative solutions
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
- Network effectively 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 – Third Edition by De Janasz, Dowd, and Schneider. Published by McGraw-Hill Higher Education, 2009. ISBN 0-07-340501-8

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%**

Total 100%

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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:

Disability Services:

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 Disability Services 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.

Course outline amendments:

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 Chair

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.).

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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.