SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Interpersonal Dynamics

CODE NO. : OAD106   **SEMESTER:** Fall
MODIFIED CODE: OAD0106

PROGRAM: Office Administration – Executive (Accelerated)

AUTHOR: Lynn Dee Eason
MODIFIED BY: Kim Jefferies, Learning Specialist CICE Program

DATE: Sept 2013   **PREVIOUS OUTLINE DATED:** Sept 2012

APPROVED: "Angelique Lemay"   Sept 2013

                   Dean, School of Community Services   **DATE**
                     and Interdisciplinary Studies

TOTAL CREDITS: 3

PREREQUISITE(S): NONE

HOURS/WEEK: 2 HOURS/14 WEEKS

Interpersonal Dynamics   OAD0106

I.   COURSE DESCRIPTION:

In this course, CICE students will learn techniques to build and maintain effective relationships with customers, team mates, colleagues, and employers. Emphasis will be placed on self-knowledge and discovery. The skills needed to work in teams, make decisions, problem solve, and manage conflict will also be introduced. The students in this course will be supported by a Learning Specialist.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate the basic ability to:

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

     Potential Elements of the Performance:

     - Demonstrate a basic understanding of communication as a transaction
     - Determine, with support, the most appropriate medium for communication
     - Begin to reduce barriers associated with ineffective communication
     - Recognize influencing factors on communication such as context, interpersonal competence, and relationships
     - Develop a basic understanding of the principles of interpersonal communications
     - Develop a basic understanding of differing cultural responses to communications
     - Demonstrate the basic ability to communicate effectively with others of diverse backgrounds

2.   Develop a basic understanding of the importance of self-awareness and perception when communicating in the workplace.

     Potential Elements of the Performance:

     - Begin to clarify self-concept and increase self-awareness and self-esteem
     - Regulate personal disclosures and the disclosures of others
     - Begin to manage fear of communicating and communicate with confidence
     - Recognize influences on perception

- Begin to 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
- List the stages of listening
- Increase listening effectiveness through use of positive listening behaviours
- Begin to recognize the effect of context on verbal messages
- Identify conceptual distortions in messages and avoid them
- Begin to 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

3. Develop a basic understanding of the importance of good interpersonal relations in the workplace and how to achieve them.

Potential Elements of the Performance:

- Develop a positive approach to improving relationships through communication
- Recognize the differences between content and relationship conflicts and respond appropriately to each
- Begin to deal with interpersonal conflicts in a systematic manner
- Utilize productive(and avoid negative) conflict strategies
- Begin to communicate effectively with others in the workplace
- Recognize the influences of diverse workplace cultures
- Begin to work effectively in varying workplace relationships: mentors, networks, and teams
- Recognize the role of power in workplace communication

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Messages: Building Interpersonal Communications Skills, Fourth Canadian Edition by Devito, Shimoni, and Clark. Published by Pearson Canada, 2012. ISBN 978-0-205-68875-3

Three manila file folders (letter size)

Interpersonal Dynamics   OAD0106

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 – Part 1 plus material covered in class	**20%**
Test 2 – Part 2 plus material covered in class	**20%**
Test 3 – Part 3 plus material covered in class	**20%**
Projects – As assigned in class – both group and individual.	**40%**

Journals – 5%
Classroom Work – 10%
Group/Individual Projects - 25%

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.	

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.

Interpersonal Dynamics   OAD0106

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 on the portal form part of this course outline.

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.