

- I. **COURSE DESCRIPTION:** This course is designed to improve the student's functional and generic skills in written, verbal, and nonverbal communication. An introduction to the essential concepts to build successful relationships on an individual, group, and organizational basis is included. Skill-building suggestions, exercises, and cases are presented as a means for personal growth in these areas. Emphasized are, group dynamics, multi-cultural awareness, teamwork, team-building, customer relations, and business ethics.

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

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

1. Build a framework for interpersonal skills, and understand individual differences.
Potential Elements of the Performance:
 - Identify developmental needs
 - Employ a model for improving Interpersonal skills
 - Distinguish various personality traits
 - Identify values as a source for individual differences
2. Manage interpersonal communication & develop teamwork skills.
Potential Elements of the Performance:
 - Use scenarios to help understand communication process
 - Use non-verbal cues to augment communication
 - Overcome communication problems and barriers
 - Use bias-free language and attitudes
 - Improve listening skills
 - Identify various team strengths and weaknesses
 - Employ positive roles within a team environment.
3. Develop group problem-solving skills, and recognize cultural diversity in the workplace.
Potential Elements of the Performance:
 - Use the generic approach to group problem solving
 - Make effective use of brainstorming
 - Exercise efficiency of group problem-solving
 - Overcome cross-cultural barriers
 - Improve cross-cultural relations
4. Effectively resolve conflicts with others and become an effective leader.
Potential Elements of the Performance:
 - Identify why conflict exists in organizations
 - Develop effective methods for resolving conflict and negotiating
 - Combat sexual harassment in the workplace
 - Identify key leadership traits for personal development
 - Expand potential in a leadership role
5. Motivate others by nurturing constructive growth and development.
Potential Elements of the Performance:
 - Identify key leadership traits
 - Develop several attitudes and behaviours that will develop leadership potential

- Apply various strategies to motivate people in many situations
 - Assess situations in order to analyze the strength of the motivation present
6. Use positive political skills to build relationships with others, and practice positive customer-relations skills.

Potential Elements of the Performance:

- Identify political techniques for building relationships with managers and co-workers
- Develop an awareness of the rules of business etiquette
- Create bonds with present and future customers
- Plan for dealing effectively with customer satisfaction

III. TOPICS:

1. Interpersonal Skills, Understanding Individual Differences
2. Interpersonal Communication, Teamwork Skills
3. Problem Solving, Cross-Cultural Relations
4. Conflict Resolution, Becoming an Effective Leader
5. Motivating Others, Encouraging Growth in Others
6. Positive Political Skills, Customer satisfaction

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Human Relations, Canadian Edition: DuBrin & Geerinck
An account on the Sault College computer Intranet

V. EVALUATION PROCESS/GRADING SYSTEM:

Participation: 20%

Projects/Assignments: 25%

Mid-Term Test: 20%

Group Assignment: 15%

Final Exam: 20%

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%	
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 area.	
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary institutions.

Plagiarism: Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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.

<include any other special notes appropriate to your course>

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. 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.