



**I. COURSE DESCRIPTION:**

In this course, CICE students will learn techniques to build and maintain effective relationships with customers, teammates, colleagues, and employers which are the 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. The students in this course will be supported by an Educational Assistant

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

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Understand the importance of human relations in today's workplace.

Potential Elements of the Performance:

- Define human relations
- Describe four aspects of human relations in relation to customers, co-workers, supervisors, and yourself
- Describe how good human relations enables a person to succeed in a career

2. Apply basic principles to provide good customer service.

Potential Elements of the Performance:

- Define the term *customer*
- Understand why customers return/don't return to a business
- Describe customer expectations of employees
- Apply seven steps for dealing with dissatisfied customers

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

Potential Elements of the Performance:

- Explain the concept of being accepted by co-workers
- Describe common impositions of employees on co-workers
- List guidelines for getting ahead while getting along
- Recognize the importance of tolerance for others
- Ask appropriate questions in appropriate ways on the job
- Value written and unwritten rules of the workplace

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

Potential Elements of the Performance:

- Define organizational effectiveness
- List and describe four ways in which employers may experience success
- Define the concepts of competence, loyalty, trustworthiness, honesty, responsibility, and industriousness
- Describe the employer's role in coaching and mentoring
- Compare and contrast the three basic management styles: authoritarian, democratic, and laissez faire.
- Explain why employers must delegate duties and responsibilities

5. Communicate by listening and speaking effectively.

Potential Elements of the Performance:

- Define communication and draw a model of the communication process
- Describe and give examples of the problem of semantics
- Apply principles of listening to situations in the business world
- Describe the relationship of the rumour formula to accuracy of the grapevine
- Apply principles of business etiquette to electronic communications

6. Apply strategies to develop a positive self-image and continued self-development.

Potential Elements of the Performance:

- Define the term self-image
- Compare and contrast inner- and other-directed people
- Analyze strategies that enable people to gain self-knowledge
- Illustrate the valuing process and apply the process to values at work
- Define justice and discriminate between the three levels of practicing justice

## 7. Prepare a plan to become a high-achiever

Potential Elements of the Performance:

- Describe the relationship between high achievement and self-confidence
- Identify characteristics of high achievers
- Write short- and long-term goals
- Define the term *priorities*
- Describe the process of making trade-offs

**III. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Human Relations for Career Success – Sixth Edition by Egglund and Williams. Published by Thomson/South-Western, 2005.

**IV. EVALUATION PROCESS/GRADING SYSTEM:**

**Tests:** Material covered will be based on projects assigned in class.

**Test 1** – Chapters 1-3 plus material covered in class **30%**

**Test 2** – Chapters 4-6 plus material covered in class **40%**

**Projects** – As assigned in class. **30%**

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:

### 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 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 postsecondary 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.

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 to replace the lowest failed test.

All work must be labeled with the student's name and the project information on each page. All work must be submitted in a labeled folder.

Students are advised to maintain at LEAST one backup of all files.

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.).

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.

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 A-wing network.

Regular attendance 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.

#### **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.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant 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 an Integrative Educational Assistant.*****The Integrative Educational Assistant 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 Integrative Educational Assistant 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.