



**I. COURSE DESCRIPTION:**

Building and maintaining effective relationships with diverse customers, colleagues, and employers are key to success and contentment on the job at every level. C.I.C.E. 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 C.I.C.E. student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Have a basic understanding of 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, behaviours, and learning styles
- 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
- Explore various thinking skills and strategies used in problem solving and decision making
- Choose, apply, and evaluate the results of using various thinking skills and strategies

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

Potential Elements of the Performance:

- Develop understanding of differing cultural responses
  - Work effectively with others of diverse backgrounds
  - Identify personal biases and the biases of others
  - Confront and overcome stereotypes
  - Recognize the need for and develop the skill of listening
  - Differentiate between positive and negative listening behaviors
  - Begin to accurately interpret nonverbal messages
  - Be aware of how to reduce barriers associated with ineffective communication
  - Determine the most appropriate medium for communication
  - Send direct, clear messages
  - Network effectively with others
  - Recognize barriers to networking
  - Appreciate the benefits of mentoring for self and others
  - Identify the qualities of an effective mentor and the types of mentoring relationships
3. Be familiar with the importance of good team relations and how to achieve them.

Potential Elements of the Performance:

- Participate with a team and help it progress through developmental stages
- Recognize the characteristics of high-performance teams
- Demonstrate an understanding of what motivates a team to achieve its objectives
- Recognize and provide suggestions to solve negative team behaviours
- Recognize sources of interpersonal conflict
- Manage personal and professional conflict in a constructive manner by understanding personal conflict style and choosing an appropriate strategy
- Be familiar with conflict prevention techniques
- Recognize appropriate strategies for running effective meetings
- Be aware of how to develop a plan and process for the meeting
- Follow appropriate measures after the meeting to ensure action
- Recognize the characteristics of effective feedback
- Provide and receive constructive feedback
- Acquire and use power to persuade others

- Recognize methods to support a cause successfully
- Read an organization's profile and identify "go to" people
- Create a positive impression
- Consider the negative or unethical implications of actions
- Evaluate potential options in decision-making
- Decide between competing options and interests
- Think creatively to generate alternative solutions

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

Interpersonal Skills in Organizations – Canadian Edition by De Janasz, Dowd, Schneider, and Rice. Published by McGraw-Hill Higher Education, 2009. ISBN 0-07-097990-1

### 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.

<b>Test 1</b> – Unit 1 plus material covered in class	<b>20%</b>
<b>Test 2</b> – Unit 2 plus material covered in class	<b>20%</b>
<b>Test 3</b> – Unit 3 plus material covered in class	<b>20%</b>
<b>Projects</b> – As assigned in class – both group and individual.	<b><u>40%</u></b>
Journals – 5%	
Classroom Work – 10%	
Group/Individual Projects - 25%	
<b>Total</b>	<b>100%</b>

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.

## 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 provide classroom policies that must be followed.

Students are expected to check college e-mail twice daily as a minimum.

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

Students are expected to demonstrate respect for others in the class.

Classroom disturbances will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One E-mail notification from professor
- Meeting with the dean which may result in suspension or expulsion

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

Keyboarding proficiency is an integral component of the Office Administration–Executive program. Students who are unable to keyboard with touch type techniques should be practicing 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.

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. If required, work must be submitted in a labeled folder complete with a plastic CD pocket. 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.

Students are expected to be present to write all tests during regularly scheduled classes. During tests, students are expected to keep their eyes on their own work. Academic dishonesty will result in a grade of zero (0) on the test for all involved parties. A missed test will receive a zero (0) grade.

Tests will not be “open book.” Students must ensure that they have the appropriate tools to do the test.

Test papers may be returned to the student after grading in order to permit verification of the results and to review 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.

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. An appropriately labeled USB/CD containing completed daily work **MUST** be available with the test if requested by the professor.

## **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.