

**BUS 102E, Interpersonal Skills for Business***Three credits/16 weeks*

This course develops the interpersonal communication skills that managers need in order to function effectively in the contemporary organization. Making extensive use of behavioural simulation techniques such as role-playing and group problem-solving, students will learn active listening, conflict-management, persuasion, delegating, and other general purpose skills. The course will also deal with the specialized skills and techniques needed in performance appraisal, discipline, group meeting, and goal-setting situations. (See below for a full listing of the topics to be covered.)

**Instructor**

Cynthia O'Donnell, EdD

S113A

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[cynthia.odonnell@keyano.ca](mailto:cynthia.odonnell@keyano.ca)**Office Hours**

Monday	5:30 - 6:20
Tuesday	10:00 - 10:50
	5:30 - 6:20
Wednesday	12:00 - 12:50
Friday	12:00 - 12:50

**Required Resources**

De Janasz, Suzanne C., Dowd, Karen O., & Schneider, Beth Z. (2009). *Interpersonal Skills in Organizations* (5th edition). McGraw Hill. ISBN: 978-0-07-811256-0

Course Modules—Units 1 - 9 (available for purchase at Bookstore)

Personality Dimensions Participant Packs (available for purchase at Bookstore)

**Course Outcomes**

At the completion of the course, students will be able to:

1. Develop self-awareness or self-knowledge as the starting point for effectiveness at work. The following concepts, skills, and issues are used to support this Outcome:
  - Take assessments such as the Emotional Intelligence test and Learning Styles assessments to determine strategies for personal success.
  - Determine your strengths and understand how they might guide you in personal and professional choices.
  - Assess your limitations and develop a self-improvement plan for improving in these areas.

2. Gain understanding and insight into your personality, attitudes, and behaviours. The following concepts, skills, and issues are used to support this Outcome:
  - Use the Personality Dimensions instruments to assess your own interpersonal style and the styles of two classmates or coworkers.
  - Write a short report to document your analysis.
3. Present yourself effectively in job search settings and set appropriate life and career goals. The following concepts, skills, and issues are used to support this Outcome:
  - Apply goal setting and time management strategies to maximize use of time and career networking.
  - Identify personal job related skills.
  - Learn how to answer behavioural descriptive interview questions.
  - Participate as both an interviewer and a candidate in mock job interviews.
4. Work on team building skills (e.g., active listening, encouraging candor, maintaining a cooperative and collaborative environment). The following concepts, skills, and issues are used to support this Outcome:
  - Work on developing effective relationships with others.
  - Recognize and manage sensitive interpersonal situations.
  - Develop strategies to manage conflict through role plays and simulations.
  - Understand the value of diversity in our workplaces and communities.
  - Analyze a movie on a diversity theme and make a team presentation on this topic.
5. Plan, organize, and complete a service project in the community or college to promote volunteerism and commitment to community activism. The following concepts, skills, and issues are used to support this Outcome:
  - Manage your team and project effectively.
  - Engage in fund raising activities as required to fulfill your objectives.
  - Increase productivity through use of effective goal setting and time management strategies.
  - Increase your ability to contribute to organizations, your community, and your family.

## Evaluation

Your grade in this course will be derived as follows:

Mid-term Exam	15%
Final Exam	15%
Assignment #1, Report on Interpersonal Styles	10%
Assignment #2, Team Presentation on Diversity	10%
Moodle Participation	10%
Lecture and Tutorial Participation (last hour of class)	10%
Peer Marking of Role Plays	10%
Final Presentations for Service Projects	5%
Service Project Self-Evaluations	10%
Online Quizzes	5%
	100%

*A grade of C- is required for progression.*

*The minimum standard for passing this course is a grade of D (50%).*

**Grading System**

Descriptor	Alpha Grade	4.0 Scale	Percent
Excellent	A+	4.0	> 93.9
	A	4.0	87 - 93.9
	A-	3.7	80 - 86.9
Good	B+	3.3	77 - 79.9
	B	3.0	74 - 76.9
	B-	2.7	70 - 73.9
Satisfactory <b>Progression</b>	C+	2.3	67 - 69.9
	C	2.0	64 - 66.9
	C-	1.7	60 - 63.9
Poor	D+	1.3	57 - 59.9
Min Pass	D	1.0	50 - 56.9
Failure	F	0.0	< 50

**Performance Requirement****1. Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course. Please refer to pages 30-35 of the Credit Calendar.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

**2. Academic Misconduct (page 35 of the Credit Calendar)**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

Penalties for academic offences may range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

**3. Accommodation for Students with Disabilities**

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. If you require accommodation, contact the Disability Support Services: Learner Assistance Program in Room 167 at 780-791-8934 to initiate the process for documenting, assessing and implementing your individual accommodation needs. In addition, tutoring services are available at the SKILL Centre (Room 119)

## Notes on Course Evaluation

1. **Assignments:** There will be two assignments in this course that will require significant time to conduct/write outside of class. The first of these will be handed out on Sept. 16 (due in class on Tues., Oct. 17) and will involve the determination of the “interpersonal styles” of two other people you have on-going contact with, along with the integration of this information into your self-awareness of your own interpersonal style and personality dimensions. The second assignment is a Team PowerPoint presentation on a diversity theme. You will be given a choice of a number of films to analyze. The second assignment will be handed out on Oct. 21 and will be due on Nov. 18. Team service projects to help a community organization are also a required component of the course. Each team will select its own team members and choose the organization the members wish to help. Volunteering time and raising money for an organization are equally worthwhile activities, and some teams may wish to do a combination of both activities.
2. **Hand in Deadlines:** Assignments are due at the beginning of the class indicated above. If your assignment is going to be late, please make arrangements with me **in advance** in class or via e-mail or you will be penalized 10% of the value of that assignment **per day**. **No late assignments will be accepted once the instructor has marked and returned the assignment in question. No exceptions!**
3. **Service Projects, Peer Marking of Role Plays, Mark for Tutorial Participation, and Mark for Lecture Attendance and Participation in Moodle Discussions:** As much of the value the student will receive from this course is “experiential,” in-class participation will comprise a significant part of the mark for this course. A mark of 10% will be allocated to each of the following components of class participation: 1) lecture and tutorial attendance (last hour of class) and participation; 2) the grade on peer evaluations of role plays; 3) participation in Moodle discussions; and 4) the student’s service project participation and self-evaluation grade concerning his/her participation in the project. An outline will be provided at the end of the term for the self-evaluations. A final PowerPoint summary of the service project will be worth 5% of the term mark. Classroom and tutorial activities include videos, role plays, self-evaluations, and group problem-solving exercises. Online quizzes will be worth 5%. **Students who are absent from the lecture and tutorial parts of class without an excused absence will be penalized two points for each absence, to a maximum of 10%.**
4. **Examinations:** The Examinations will consist of a mixture of Definitions, Multiple Choice and True/False Questions, and Short and Long Answer Essay Questions. The Mid-term will be approximately two hours in duration and is tentatively scheduled for Week 6. The Multiple Choice/True False Questions and the Definitions section of the exam will be administered in the second hour of the class on Oct. 14. The Short and Long Answer Essay Questions will be written in the third hour of the class on Oct. 14. The Final is a three-hour examination (exam schedule will be posted later in the semester).

## Teaching and Learning Methodologies

Students use the VARK learning assessment tools in this class to determine if they are Visual, Auditory, Kinesthetic/Tactile, ReadWrite, or Multimodal learners. This class appeals to the various learning styles by including lectures, PowerPoints, text-based modules, Moodle discussions/forums, videos, role plays, self-evaluations, and group problem-solving exercises. Participation on the Moodle discussions/forums is a required component of the course.

## Proposed Schedule

**See the class schedule, topics, and readings as attached.**

WEEK #/DATE	TOPIC	READINGS
Week #1 (Sept. 9)	<b>Orientation Day (Sept. 2) Night classes do not commence until Sept. 3.</b> Journey into Self-Awareness/Introduction to Interpersonal Communication The Interactive and Transactional Models for the Communication Process	Ch. 1, <i>Interpersonal Skills in Organizations</i> Unit #1 (Modules)
Week #2 (Sept. 16)	Self-Concept, Perception, and Self-Disclosure <b>Personality Dimensions</b> Hand-out Assignment #1 <b>Assignment #1 Due (Oct. 7)</b>	Ch. 2, <i>Interpersonal Skills in Organizations</i> Unit #2 (Modules)
Week #3 (Sept. 23)	Nonverbal Communication	Unit #3 (Modules)
Week #4 (Sept. 30)	Verbal Communication/Conveying Verbal Messages	Ch. 7, <i>Interpersonal Skills in Organizations</i> Unit #4 (Modules)
Week #5 (Oct. 7)	Active/Empathetic Listening and Feedback <b>Assignment #1 Due (Oct. 7)</b>	Ch. 6, <i>Interpersonal Skills in Organizations</i> Unit #5 (Modules)
Week #6 (Oct. 14)	Persuasive Influence <b>MIDTERM EXAM (Part 1 and 2 after short lecture.)</b>	Ch. 8, <i>Interpersonal Skills in Organizations</i> Unit #6 (Modules)
Week #7 (Oct. 21)	Conflict Management <b>Hand-out Assignment #2: Team PowerPoint on Diversity Theme (Note that chapter 5, <i>Interpersonal Skills in Organizations</i>, is directly relevant to the Presentation on Diversity Issues)</b> <b>Assignment #2 Due (Nov. 18)</b>	Chs. 5 and 11, <i>Interpersonal Skills in Organizations</i> Unit #7 (Modules)
Week #8 (Oct. 28)	Team Building, Facilitation, and Coaching	Chs. 10, 13 & 17, <i>Interpersonal Skills in Organizations</i>
Week #9 (Nov. 4)	Employment Selection – Interviewing	Unit #8 (Modules)

Week #10 (Nov. 18)	Goal Setting and Time and Stress Management <b>No class on Nov. 11 for Remembrance Day!</b>  Assignment #2: Team PowerPoint Presentations on Diversity theme to be presented on Nov. 18.	Chs. 3 and 4, <i>Interpersonal Skills in Organizations</i>
Week #11 (Nov. 25)	Performance Appraisals/Self-performance reviews	Unit #9 (Modules)
Week #12 (Dec. 2)	Empowerment and Effective Delegation Networking and Politicking Final Service Project Presentations, (Dec. 2) Service Project Evaluations Due (Dec. 2)	Chs. 15, 16, & 18, <i>Interpersonal Skills in Organizations</i>
Dec. 8-17	<b>FINAL EXAM PERIOD</b>	

**Important Dates to Remember**

Sept. 1	Labour Day, College closed.
Sept. 2	Orientation Day.
Sept. 3	Fall semester begins for academic programs.
Sept. 9	Last day to add courses for academic programs. Fall semester fees due.
Sept. 10	Academic Fall late fee charged.
Sept. 16	Last day to drop courses for academic programs. Last day to waive KCSA Health & Dental Plan.
Sept. 26	Deadline to apply for Co-operative Education for first term.
Sept. 30	Fall Awards application deadline.
Oct. 10	Last day to withdraw with a 50% refund.
Oct. 13	Thanksgiving Day, College closed.
Oct. 24	Last day to withdraw from course(s) without academic penalty.
Oct. 29	Last day to withdraw from Co-operative Education for first term.
Nov. 11	Remembrance Day, No classes.
Nov. 25	Fall Awards Celebration.
Dec. 5	Last day of classes for students in Certificate, Diploma, and University programs.
Dec. 8-17	FINAL EXAM PERIOD.
Dec. 19	End of Fall semester for academic programs. Final grades due to Registrar by 4:30 p.m.
Dec. 25 - Dec. 31	College closed (Christmas Break).