



**M:** Course Objectives / Learning Outcomes

Overarching goal: By the end of the course, successful students demonstrate increased abilities to use appropriate and effective interpersonal communications skills in a variety of workplace contexts.

Knowledge: By the end of the course, successful students are able to:

1. describe the influence of values, perception, and communication anxiety on interpersonal communication
2. identify strengths and challenges in their own communication style and behaviour
3. describe the nature and effects of a variety of verbal and non-verbal micro skills
4. explain the nature, elements, and effects of conflict
5. describe common roles and structures in groups
6. identify characteristics of effective groups
7. describe both formal and informal approaches to conducting a meeting
8. explain the effects of leadership style on communication climate.

Skills: By the end of the course, successful students are able to:

1. develop a personal strategy for managing communication anxiety in ambiguous situations
2. demonstrate effective verbal and non-verbal communication skills in a variety of settings, including one-to-one interactions, large and small groups, telephone exchanges, oral presentations, feedback sessions, and interviews
3. employ a constructive approach to preventing and managing conflict in a variety of settings
4. work more effectively as a member of a team
5. prepare for, conduct, and follow-up on an information or research interview
6. plan and participate in an effective meeting.

Attitudes: By the end of the course, successful students gain appreciation for:

1. the dynamic complexity of interpersonal communication
2. their personal impact on interpersonal interactions
3. the importance of communicating in an ethical and professional manner.

**N:** Course Content:

1. What is Interpersonal Communication?
  - definitions of interpersonal communication
  - responsibilities of a communicator
  - confirming and disconfirming communication climates
  - managing interpersonal skills in a technological society
2. What Theory and Background Information Prepare Us To Study Interpersonal Communication?
  - principles
  - models of communication
  - the self and communication
    - perception
    - values
  - communication style
  - anxiety and uncertainty management theory
  - attribution theory
  - interpersonal communication and ethical behaviour
3. What Micro Skills Promote Effective Interpersonal Communication?
  - non-verbal communication
  - attending, observing, and listening skills
  - reflective responding
    - paraphrasing
    - clarifying
    - summarizing
  - responding empathically
  - the art of the question
  - giving and receiving feedback
    - intrapersonal communication in feedback situations
4. What are Some Foundations of Conflict Management?
  - the nature of conflict

- elements of conflict
  - issues, positions, and interests
- approaches to conflict
- intrapersonal communication in conflict
- systematic problem-solving skills

5. How Do We Communicate Effectively in Groups?

- group development theory
- role functions in groups
- group effectiveness
- sources of conflict in groups
- strategies for managing conflict in groups
  - intrapersonal communication in groups
  - interpersonal skills in group settings

6. How Do We Communicate Effectively in Interviews?

- kinds of interviews
- preparing for the interview
- conducting the interview
- following up on the interview

7. What are the Interpersonal Dynamics of Oral Presentations?

- managing speech anxiety
- speech delivery skills

8. What are the Interpersonal Dynamics of Meetings?

- formal and informal meetings
  - Robert's Rules of Order
  - The Interaction Method
- preparing an agenda
- dealing with conflict in meetings
  - intrapersonal skills
  - interpersonal skills
- meeting structures for managing conflict

9. How Do Effective Leaders Communicate?

- definitions of leadership
- approaches to leadership
- leadership and communication climate.

**O:** Methods of Instruction

This highly interactive course emphasizes learning through doing. Working individually or in small groups, students are involved in focused analysis and interpretation of interpersonal communication. A discussion-based teaching model is used with the expectation that students actively prepare for, participate in, and extract meaning from case studies, simulations, and role plays. Role plays may be video taped for the purpose of informed self-evaluation.

**P:** Textbooks and Materials to be Purchased by Students

Sample Reading List:

Adler, R. and Elmhorst, J. Communicating at work: Principles and practices for business and the professions (7<sup>th</sup> ed.). New York: McGraw-Hill College, 2002.

Dubrin, A.J., and Geerinck, T. (2002). Human relations: Interpersonal job-oriented skills (7<sup>th</sup> ed.). Toronto: Pearson Education Canada.

**Q:** Means of Assessment

Given the differences in programs for which Communications 216 may be adapted, evaluation components may vary significantly. The following are two current examples of how components and marks have been designed for the course:

<u>Communications 216 for Print Futures Professional Writing Program</u>		
Analysis and discussion of current interpersonal functioning		10%
Assessment and evaluation of improved interpersonal functioning		10%
Interview skills demonstrations		35%
Interview assignments may include some or all of the following:		
peer interview		
interview with a working professional		
verbatim transcript and analysis of an audiotaped interview		
Interpersonal skills demonstration project		35%
videotaped demonstration and analysis of interpersonal, group, conflict management and oral presentation skills		
Attendance, participation, ethical communication, and professional conduct		<u>10%</u>
	TOTAL	100%
<u>Communications 216 for Dispensing Opticians Program</u>		
Analysis and discussion of current interpersonal functioning		10%
Assessment and evaluation of improved interpersonal functioning		20%
Interview skills demonstrations		25%
Interpersonal skills demonstration project		35%
videotaped demonstration and analysis of interpersonal, group, conflict management and oral presentation skills		
Attendance, participation, ethical communication, and professional conduct		<u>10%</u>
	TOTAL	100%
<b>R:</b>	Prior Learning Assessment and Recognition: specify whether course is open for PLAR	
	Not at this time.	

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar