Douglas College

CURRICULUM GUIDELINES

A:	Division:	**INSTRUCTIONAL**	Date:		**September 27, 2001**	
B:	Department/ Program Area:	**LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS**	New Course	☐	Revision	**X**

If Revision, Section(s) Revised: **01.09 - P, R**

Date Last Revised: **November, 1997**

C:	**CMNS 216**	**D:**	**INTERPERSONAL SKILLS FOR THE WORKPLACE**	**E:**	**3**
	Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description:
Interpersonal communication impacts almost every aspect of working life, yet it is an often overlooked element of job preparation. This highly interactive course provides students with an understanding of the interpersonal skills required to develop effective relationships in the workplace. Core components of the course include verbal and non-verbal communication, conflict resolution, group dynamics and professional/ethical conduct. Course work may also include instruction in oral presentations, interviews and meetings.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar
Number of Contact Hours: (per week / semester for each descriptor)

4

Number of Weeks per Semester: **14**

H: Course Prerequisites:

NONE

I. Course Corequisites:

NONE

J. Course for which this Course is a Prerequisite:

NONE

K. Maximum Class Size:

20

L: PLEASE INDICATE:

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer:　　　Requested ☐　　　Granted **X**

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

Communications 216 has been developed to meet the oral and interpersonal communications requirements of specific programs at Douglas College.

General:

By the end of the course, students will demonstrate increased abilities to use appropriate and effective interpersonal communication skills in a variety of workplace contexts.

Specific:

By the end of the course, students will have gained an appreciation of:
1. the stages of group development
2. functional roles of group members
3. strategies for building an effective group
4. the dynamics of human communication
5. differences between facilitative and non-facilitative communication.

By the end of the course, students will demonstrate increased abilities to:
1. describe common roles and structures in groups
2. identify characteristics of effective groups
3. describe how values, perception and language influence communication
4. demonstrate effective verbal and non verbal behaviors in a variety of group settings, including one to one, small and large groups, telephone exchanges and interviews
5. demonstrate strategies for preventing, managing and resolving conflict
6. apply appropriate communication strategies in specific situations
7. deliver feedback in ethical and facilitative ways
8. identify styles of leadership
9. identify styles of decision making
10. recognize cultural variation in interpersonal communication
11. conduct effective interviews
12. plan and chair meetings.

N: Course Content

I.   Small Group Communication
   a. Stages of Group Development
   b. Functional Roles of Group Members
   c. Characteristics of an Effective Group

II.   Dynamics of Human Communication
   a. Models and Definitions
   b. Principles of Interpersonal Communication
   c. Perception
   d. Values

III.   Non Verbal Communication
   a. Nature of Non Verbal Communication
   b. Value of Non Verbal Communication
   c. Functions of Non Verbal Communication
   d. Inter-relationships Between Verbal and Non Verbal Communication

IV. Verbal Communication
   a. Facilitative Communication Behaviors
      Initiating contact, establishing rapport, listening for information and feelings, reflecting surface messages, recognizing underlying messages, recognizing differences between content and relationship elements in messages, using questions appropriately, developing assertiveness skills
   b. Professional and Ethical Communication Behavior
      Formulating and delivering facilitative positive and negative feedback
   c. Non Facilitative Communication Behavior
      Advising, judging, blaming, minimizing, inappropriate use of questions
   d. Language
      Myths about language, language as a social power, using language effectively

V. Conflict Resolution
   a. Definitions of Conflict
   b. Approaches to Conflict
   c. Verbal and Non Verbal Skills in Conflict Situations
   d. Problem Solving Skills

VI. Cultural Differences in Interpersonal Communication
   a. High and Low Context Cultures
   b. Individualism and Collectivism
   c. The Impact of Ethnocentrism
   d. Intercultural Communication Competence

VII. Meeting Skills
   a. Preparing an Agenda
   b. Organizing a Meeting
   c. Managing a Meeting

VIII. Oral Presentations
   a. Preparation
   b. Speech Delivery
   c. Use of Audio/Visual Aids

IX. Telephone Communication
   a. Preparing for Contact
   b. Appropriate Telephone Conduct
   c. Closure and Followup

X. Interviews
   a. Research Interviews
   b. Employment Interviews
   c. Conducting Effective Interviews
   d. The Role of the Interviewee

O: Methods of Instruction

This course will emphasize learning through doing. Working individually or in small groups, students will be involved in the discussion, analysis and interpretation of interpersonal communication. They will practice the skills they are studying in simulated workplace settings and in role play situations. Role plays may be audio or video taped for the purposes of informed self-evaluation.

P: Textbooks and Materials to be Purchased by Students

Sample Reading List:
Adler, R. and Elmhorst, J. <u>Communicating at work: Principles and practices for business and the professions</u> (6th ed.). New York: McGraw-Hill, 1999.

Adler, R. and Towne, N. <u>Looking out, looking in</u> (7th ed.). New York: Harcourt Brace Jovanovich, 1993.

Dubrin, A.J. <u>Human Relations: Interpersonal, job-oriented skills</u>. Upper Saddle Hill, NJ: Prentice Hall, 2001.

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:

Communications for 216 for Print Futures

Description and Analysis of Group Behaviour	20%
Peer Interview and Analysis	15%
Description and Analysis of One to One Behaviour	25%
Skills Demonstration and Analysis	30%
Meeting Skills	<u>10%</u>
TOTAL	100%

Communications 216 for Dispensing Opticians

Description and Analysis of Group Behaviour	20%
Description and Analysis of One to One Behaviour	20%
Oral Presentation	10%
Audio or Videotaped Skills Demonstrations	30%
Role Plays with Professional Actors	10%
Analytical Journal (analysis of communication strategies applied in the workplace)	<u>10%</u>
TOTAL	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar