



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE**

**HS 1203 A3: Interpersonal Communication in the Workplace**

**Winter 2012**

**INSTRUCTOR:** Tanya Ray

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**OFFICE:** H203

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**OFFICE** Tuesday 10:00 - 12:00

**HOURS:** or by appointment

**PREREQUISITE(S)/COREQUISITE:** HS1000

**REQUIRED TEXT/RESOURCE MATERIALS:** Adler, R.B., Proctor, R.F., Towne, N., and Rolls, J. A. (2008) Looking Out Looking In. (3rd Canadian ed.). Scarborough, On: Nelson Thomson Learning.

**CALENDAR DESCRIPTION:** This course builds on the interpersonal communication skills from HS1000 and applies them to the development of skills for more complex situations including conflict management and communication in the work environment.

**CREDIT/CONTACT HOURS:** 1 credit (15 hrs)

**DELIVERY MODE(S):** Classes will involve a variety of activities. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

Student participation in learning activities is vital to this course. According to Edgar Dale's (University of Texas) research, we tend to remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and 90% of what we both say and do.

### **OBJECTIVES:**

Upon completion of this course, the student will:

1. Identify and discuss factors that contribute to a positive or negative communication climate in work settings.
2. Apply communication skills to promote a positive communication climate.
3. Discuss the significance of conflict in interpersonal and workplace relationships, communication factors that affect it, and methods of dealing with conflicts.
4. Demonstrate the use of communication skills to resolve a conflict situation while maintaining a positive communication climate.
5. Discuss the role of communication in the workplace.
6. Develop knowledge and skills to become productive team members in the workplace.

### **TRANSFERABILITY:**

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

## **GRADING CRITERIA:**

### **Assignments and course evaluation**

Specific instructions and requirements for the following assignments will be handed out in class.

<b>Gibb's Categories</b>	<b>20%</b>	<b>Due: March 27, 2012</b>
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Using Gibb's categories of supportive and defensive behaviours, analyze your comments in each of the three scenarios that are provided, both defensive and support. Justify your answers.

<b>Clear Message Format</b>	<b>20%</b>	<b>Due: April 3, 2012</b>
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This assignment is designed to provide students with an opportunity to use assertive communication by using a clear message. Specific instructions and requirements will be given out in class.

<b>Working in Groups</b>	<b>35%</b>	<b>Due: April 10, 2012</b>
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This assignment is worth 35% of your course grade. 25% or  $\frac{1}{4}$  will come from the group submission and 75% or  $\frac{3}{4}$  will come from your individual evaluation of the group processes.

The purpose of this assignment is to allow you to work in teams to experience the theory about which you will be exposed to in class. The most important aspect of the assignment is to experience the process of team development and to practice your roles as an effective team member. Knowing and applying the theory of the evolution of groups should help the cohesion and effectiveness of your team.

<b>Quiz</b>	<b>20%</b>	<b>Date: April 12, 2012</b>
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An exam covering all course content will be given on the last day of class.

<b>Participation</b>	<b>5%</b>
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Participation will be based on attendance, punctuality, participation in group and class activities, participation in class discussions, and even interaction during lectures (e.g. asking clarifying questions, offering illustrative examples, etc.).

Assignments and final grades will be based on the following 4-point grading system: A letter grade of “D” is required to pass this course.

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**EXAMINATIONS:** There will be one in class quiz.

**STUDENT RESPONSIBILITIES:**

The following responsibilities are highlighted as they apply directly to classroom climate.

**It is your responsibility to arrive on time.** Late arrivals are disruptive to classes. If you do arrive late, minimize your disruption of the class by sitting in the first available seat next to the door, taking out your materials quietly and getting to work. Do not disrupt the class by making your way to your usual seat or by asking classmates what you have missed. It disrupts the

class's learning as attention is shifted from class content to addressing your needs. Questions asked of the instructor that would have been unnecessary had you arrived on time will not be answered during classes. Learners will be responsible for using course materials to find the information they need. Course materials will be available on Moodle after each class.

**It is your responsibility to attend all classes.** The importance of **ATTENDANCE** cannot be overemphasized. Learners cannot benefit from active learning strategies if they are not present and the class is denied the participation and input of one of their valued peers. If you must be absent from a class, it is your responsibility to obtain missed material from classmates. If you need further explanation after having reviewed this material, the instructor will be available to you.

**It is your responsibility to participate and request clarification.** Active participation will facilitate student learning. Student responsibility for requesting clarification reflects the instructor's recognition that students are responsible for their own learning. Only you know when you need help.

**Cell Phones:** Cell phones are disruptive and should only be used in emergency situations.

**Texting is NOT allowed during class.**

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC	READING	ASSIGNMENT/TEST
March 20	Review course outline and assignments Unit One – Workplace culture, climate and communication.	Pg. 404-427 Moodle Notes	
March 22	Unit One – Responding non-defensively to criticism.	Pg. 434-449 Moodle Notes	
March 27	Unit Two – Dealing with conflict.	Pg. 454-497 Moodle Notes	<b>Gibb's Categories</b>
March 29	Unit Two – Dealing with conflict.	Moodle Notes	
April 3	Unit Three – Communication and working in groups	Moodle Notes	<b>Clear Message Format</b>
April 5	Unit Three – Communication and working in groups	Moodle Notes	
April 10	Unit Three – Communication and working in groups		<b>Working in Groups</b>
April 12	Exam		<b>Exam</b>

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.