

**IBH 3BD3:
Interpersonal Communication
Winter 2023 Course Outline**

**DeGroot School of Business
McMaster University**

COURSE OBJECTIVE

Successful communication begins with interpersonal skills. What you communicate is only part of the message. Equally important is how you communicate your message. Dynamic communicators must learn how to forge genuine connections with colleagues and stakeholders. This course is intended to help students develop a strong awareness of the diverse contexts and audiences with whom they share data, strategies, and action plans.

INSTRUCTOR AND CONTACT INFORMATION

Instructor

Dr. Sheena Jary

Email: jarysm@mcmaster.ca

Office: LRW 2014¹

Office Hours: Thursdays, 1-2

Class Location: KTH B124

Teaching Assistant

Fiza Ahmad

sheikf12@mcmaster.ca

Office:

Office Hours:

Class Times

Tues. 11:30-1:20

Thurs. 11:30-12:20

No tutorials

COURSE ELEMENTS

| | | | | | | | |
|-----------------|-----|---------------|-----|-------------|-----|-------------------|-----|
| Credit Value: | 3 | Leadership: | Yes | IT skills: | No | Global view: | Yes |
| A2L: | Yes | Ethics: | Yes | Numeracy: | No | Written skills: | Yes |
| Participation: | Yes | Innovation: | Yes | Group work: | Yes | Oral skills: | Yes |
| Evidence-based: | Yes | Experiential: | Yes | Final Exam: | No | Guest speaker(s): | No |

¹ Please email when you arrive at my office. I am in a locked suite and I have to come out and meet you.

COURSE DESCRIPTION

When sharing information in professional settings, your task is not simply to convey the data, but to understand how to engage a diverse audience through relationship building, rhetorical excellence, storytelling and, on occasions, improvisation. Strong communicators are emotionally agile and have the capacity to pivot when their plan isn't working out. This course is designed to facilitate the growth of confidence, self-awareness, public speaking, written communication, and emotional agility.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

1. Understand and apply the basic premises of emotional agility to effective communication practices;
 2. Recognize the role that self-awareness plays in building relationships and engaging an audience;
 3. Determine the needs, interests, and priorities of diverse audiences;
 4. Utilize rhetorical tactics to persuade others in both oral and written communication;
 5. Utilize storytelling, professional “improv,” and negotiation to inspire the confidence of others in their vision and aspirations.
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COURSE MATERIALS AND READINGS

Web-based platforms used in this course:

- Avenue to Learn (A2L) for course readings, discussions, and announcements
- LinkedIn Learning (several certificates are available upon completion of the assigned materials)

Required:

All readings/videos are provided through A2L or LinkedIn Learning:

- Abrams, Stacey. “3 Questions to Ask Yourself with Everything You Do.” *TED Talk*.
- Bailey, Simon T. “Building Business Relationships.” *LinkedIn Learning*, 2019.
- Bergells, Laura. “Public Speaking Foundations.” *LinkedIn Learning*, 2018.
- Cialdini, Robert. “Introduction.” *Pre-suasion: A Revolutionary Way to Influence and Persuade*, Simon and Schuster, 2016.
- Craddock, Maggie. “What’s Your Power Style?” *Harvard Business Review*, 2011.
- David, Susan. “Walking Your Why.” *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life*, Penguin, 2016.
- Dewett, Todd. “Using Authenticity to Build Productive Relationships.” *LinkedIn Learning*, 2022.

- Eurich, Tasha. “What Self-Awareness Really Is (and How to Cultivate It”). *Harvard Business Review*, 2018.
- Franklin, Lynne. “Reading Minds through Body Language.” *TED Talk*, 2018.
- genConnectU. “Telling Stories that Stick.” *Linkedin Learning*, 2022.
- Heinrichs, Jay. *How to Argue with a Cat: A Human’s Guide to the Art of Persuasion*, Penguin, 2018 (selections).
- Montgomery, Bruce T. *The Improv Mindset: Change Your Brain. Change Your Business*, Experience Yes, 2020.
- Moss Kanter, Elizabeth. “Overcome the Eight Barriers to Confidence.” *Harvard Business Review*, 2014.
- Nussbaumer Knaflic, Cole. *Storytelling with You: Plan, Create, and Deliver a Stellar Presentation*, Wiley, 2023.
- Shapiro, Daniel. *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts*, Viking, 2016 (selections).
- Zahrai, Shadé. “Nano Tips for Developing Magnetic Charisma.” *Linkedin Learning*, 2022.

COURSE OVERVIEW AND ASSESSMENT

| GRADE COMPONENT | WEIGHT | DESCRIPTION |
|---------------------------------------|--------|---|
| Emotional Agility Reflection Journals | 20% | 4 entries (500 words each) on emotional agility and interpersonal skills. A list of topics will be posted on A2L: Entries 1&2 due: January 20 Entries 3&4 due: March 3 |
| Pre-recorded TEDx Talk | 30% | Part 1: TEDx Talk: February 17 Part 2: Respondent: February 28 |
| Mock Dragon’s Den | 25% | 15%: Group project: March 31 (materials, presentation script) 10%: Pitch |
| Spot Attendance | 5% | Unannounced attendance check (between 2 and 5 depending on attendance numbers through the term) |
| Know Your Audience | 5% | You will be asked to write 250 words on who your audience is and what tactics you will use to connect with them. See the assignment below for context. Due date: TBD (approximately 2 weeks before your presentation). |
| Presentation of Operation Plan | 15% | This projects is a crossover with Dr. Manaf Zargoush’s class, IBH 3BE3. You will present your Operations Plan from Dr. Zargoush’s class and be graded on the efficacy of your delivery; you will, at the very same time, be graded on your Operations Plan. I will examine your rhetorical effectiveness, your understanding of audience, and your ability to build rapport and make meaningful connections with your <u>audience</u> . |

Due date: TBD – will be at the very end of the course.

| ACTIVITY | DELIVERY | DESCRIPTION | TOOL(S) |
|----------------------|--------------|---|---|
| Lecture Core Content | In-person | Live in-person lectures | |
| Readings | Asynchronous | Readings will be the guiding frameworks for class discussion | Avenue to Learn, LinkedIn Learning, TED Talks |
| Teamwork | Both | Students will work in groups both in class and outside of class to prepare for the group assignment | |

COURSE DELIVERABLES

Emotional Agility Reflection Journals

The emotional agility reflection journals will be completed in two installments. A list of topics from which students can choose their topics will be posted on A2L. Each entry will address elements of emotional agility, as discussed in week 1, in relation to other course topics. These entries are reflective in nature and are meant for students to examine their interpersonal communication skills and how these skills factor into their current professional and academic goals.

Pre-recorded TEDx & Respondent

Students will prepare a pre-recorded TEDx Talk on any one of the course topics. Each Ted Talk will be assigned a respondent who will provide commentary, analysis, and reflection on the efficacy of the TED Talk and how rhetorically effective and engaging the talk is. The respondents will share their feedback with the speaker in one-on-one meetings in class. The respondents will be graded on the quality of their commentary, analysis and reflection; the respondent’s assessment of the TED Talk will not affect the grade of the speaker’s talk. The respondent will be graded on the quality of their holistic assessment and attention to detail. A rubric will be posted on A2L at the beginning of the semester.

Mock Dragon’s Den

Working in groups, students will create content to present as a “pitch” to the judges (Sheena and Fiza). There are no limitations on what the teams choose to pitch. Emphasis is placed on the effectiveness of their presentation, both oral and visual. Groups will present together and will be expected to employ rhetoric principles, as well as the other communication skills learned in class, to pitch their idea in the most compelling way possible. Groups will submit their prototype and ideation process for the product they are pitching. Groups will also submit their script, as well as a list of the interpersonal communication skills they plan on utilizing in the presentation to the class and judges. A detailed rubric will be available on A2L before reading week.

Spot Attendance

There will be no less than 2 and no more than 5 spot attendance checks. The number of attendance checks will be determined based on attendance numbers from week to week.

Know Your Audience

This assignment is worth 5% of your grade and it is in preparation for the preparation for your Operation Plan. You will be asked to write a 250 synopsis of who your audience (i.e., their interests, needs, and receptiveness to new ideas) is and your strategy for connecting them through rhetoric, or persuasive speech. More details are forthcoming.

Presentation of Operation Plan

This project is a crossover project with IBH 3BE3 (Dr. Manaf Zargoush). For 3BD3, you will be graded on the rhetorical efficacy of your Operations Plan. This means I will be grading you on how well you can explain complex data using a storytelling approach that utilizes the elements of rhetoric you will learn in class. This presentation will also be judged on the tone of your voice, your non-verbal language, your public speaking skills, the cohesiveness, and self-presentation & self-awareness. More information is forthcoming.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster’s Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 3BD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**IBH 3BD3:
Interpersonal Communication
Winter 2023 Course Schedule**

| WEEK | DATE | ASSIGNMENT |
|------|-------------------|---|
| 1 | Tues. January 10 | Introduction & Emotional Agility Discuss: Class outline, schedule, assignments, courseware Lecture: Great communication begins with a strong foundation: Exploring Susan David’s concept of “Emotional Agility” |
| 1 | Thurs. January 12 | Emotional Agility Read: Susan David, Ch.5, “Walking Your Why” Read: HBR Emotional Agility |

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|---|--------------------|--|
| 2 | Tues. January 17 | Self-Awareness Watch: Stacey Abrams, “3 Questions to Ask Yourself with Everything You Do” Read: HBR “What Self-Awareness Really Is (and How to Cultivate It)” |
| 2 | Thurs. January 19 | Confidence & Competence Read: HBR “Overcome the Eight Barriers to Confidence” |
| 3 | Tues. January 24 | Building Relationships Complete LinkedIn Learning course: “Building Business Relationships” (57 mins; certificate attached). |
| 3 | Thurs. January 27 | Building Relationships Complete LinkedIn Learning course: “Using Authenticity to Build Productive Relationships” (34 mins; certificate attached) |
| 4 | Tues. January 31 | Pre-Suasion: The Psychological Frame of Rhetoric Watch: “How to Use Pre-suasive Tactics on Others” Read: Robert Cialdini, <i>Pre-Suasion</i> , “Introduction.” |
| 4 | Thurs. February 2 | Rhetoric: Know and Connect with Your Audience Watch: TED Talk: “Reading Minds through Body Language” (Lynne Franklin) |
| 5 | Tues. February 7 | Rhetoric: Ethos, Pathos, Logo Read: Chapters 7-10, <i>How to Argue with a Cat</i> Rhetorical Writing: Workshop (in-class, partners) Practice: Ethos, pathos, logos = credibility |
| 5 | Thurs. February 9 | Selling a Vision: Speaking LinkedIn Learning: “Public Speaking Foundations” by Laura Bergells (1:03 hrs; certificate attached). |
| 6 | Tues. February 14 | Selling a Vision: Writing Writing workshop. |
| 6 | Thurs. February 16 | Reflect and synthesize – Group discussions |
| | February 20-24 | Reading Week |
| 7 | Tues. February 28 | TED Talk Respondents Seminar |
| 7 | Thurs. March 2 | Power Style and Body Language Read: HBR “What’s Your Power Style?” |
| 8 | Tues. March 7 | Negotiation Read: <i>Negotiating the Nonnegotiable.</i> |
| 8 | Thurs. March 9 | Negotiation, Pt. 2 |

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|----|-----------------|--|
| 9 | Tues. March 14 | Storytelling Complete: LinkedIn Learning: “Telling Stories that Stick” (57 mins; certificate attached) |
| 9 | Thurs. March 16 | Group Preparation for Dragons’ Den Read: Cole Nussbaumer Knaflic, “Build Your Confidence,” pp.243-268. |
| 10 | Tues. March 21 | Dragons’ Den, Day 1 |
| 10 | Thurs. March 23 | Dragons’ Den, Day 2 |
| 11 | Tues. March 28 | Dragons’ Den, Day 3 |
| 11 | Thurs. March 30 | Using Charisma for Genuine Connections LinkedIn Learning: “Nano Tips for Developing Magnetic Charisma” (8 mins). |
| 12 | Tues. April 4 | The Art of Business Improv Read: <i>The Improv Mindset: Change Your Brain. Change Your Business</i> (selections) |
| 12 | Thurs. April 6 | Improv Day |
| 13 | Tues. April 11 | Wrapping Up |

GRADING SCHEME

| Grade | Points | Equivalent Percentage |
|--------------|---------------|------------------------------|
| A+ | 12 | 90-100% |
| A | 11 | 85-89% |
| A- | 10 | 80-84% |
| B+ | 9 | 77-79% |
| B | 8 | 73-76% |
| B- | 7 | 70-72% |
| C+ | 6 | 67-69% |
| C | 5 | 63-66% |
| C- | 4 | 60-62% |
| D+ | 3 | 57-59% |
| D | 2 | 53-56% |
| D- | 1 | 50-52% |
| F | 0 | 0-49% |

