Course Code:	LEAD-1382
Short Title:	More than Words
Long Title:	More than Words: Understanding Body Language
Prerequisites:	None
Co-requisites:	N/A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	MGMT182 – More than Words: Understanding Body Language
Course First Offered:	September 2009

Credits:	1.0

Course Description

This activity-driven course aims to increase levels of self-awareness and maximize communication effectiveness, impact ad finesse with the North American workplace context in mind. The goal of this course is to elevate your awareness of non-verbal communication skills to the same level as spoken communication and listening skills. This course is not about learning a replacement set of communication skills, but rather to embrace a complementary range of skills.

Course Goals

This course will help you improve your professional relationships and effectiveness by increasing your ability to understand and apply the skills of non-verbal communication.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Understand non-verbal communication skills for negotiation and presentation scenarios
2. Understand non-verbal communication skills that influence others
3. Identify non-verbal communication skills that influence others
4. Demonstrate subtle interview skills
5. Demonstrate active listening
6. Analyze the impact that verbal non-communication has on making a first impression
7. Apply non-verbal communication skills in workplace and personal setting

Course Topics/Content

- Facial expression
- Eye contact
- Physical distance and touch
- Dominant vs. submissive behaviour
- Paralanguage (non-verbal aspects of speech)

- Forensics (communicating to larger audiences)
- Interviewing and meeting skills

Text & Resource Materials

N/A

Equivalent JIBC Courses

N/A

Instructional Method(s) *(select all that apply)*	Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
☒ Supervised Practice (includes simulations & labs)	7
☐ Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	100%
Practice Education/Internships	
Total	**100%**

Comments on Evaluation

Course Grading Scheme*

☐ **JIBC1 (A to F)**　　☐ **JIBC2 (MAS/NMA)**　　☐ **JIBC3(CM/IN)**　　☒ **JIBC4 (P/F)**

(* http://www.jibc.ca/policy/3304 Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

*http://www.jibc.ca/programs-courses/jibc-calendar/**academic-regulations***

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

http://www.jibc.ca/about-jibc/governance/policies

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

☐ **Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

☐ **Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

☐ **Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

☐ **Independent learning**: Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

☐ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

☐ **Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

☐ **Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

☐ **Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

☐ **Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.