

PPA 600 CONFLICT STYLES AND COMMUNICATION SKILLS

Prof. Neil Katz

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Thurs. 3:30-6:15 070 Eggers Hall Aug. 31-Sept. 28

This one credit hour mini-course will consist of presentations, discussions, self-scoring instruments, exercises and skill practice demonstrations and exercises to explore topics such as emotional intelligence, conflict styles and assessment, birth order assessment and analysis, value and velocity in workplace communication, and critical communication skills for mutual learning. The learning objectives for the course include:

- 1) Understanding of, and appreciation for, the value of Emotional Intelligence in today's workplace
- 2) Enhanced knowledge of our own communication style strengths and vulnerabilities
- 3) Understanding of influence of birth order on communication style and preferences
- 4) Increased ability to relate more effectively with others that prefer different communication styles
- 5) Familiarity with a diagnostic model to assess value and velocity in workplace communication
- 6) Ability to utilize effectively some critical communication skills for mutual learning

Required Materials for the class:

Friendly Style Profile by Susan Gilmore and Patrick Fralieggh—available from instructor or Follette's

Bookstore in Marshall St. Mall

Working with Emotional Intelligence by Daniel Goleman – available from Follette's bookstore

Powerpoint slides and exercises provided by instructor

Class Expectations:

Attendance at *All* sessions for the 5 weeks

Sharing responsibility for course success through active involvement

Submission of worksheets on style profile and birth order
Completion of Class Journal and Final Assessment

Course Requirements (each of these is one third of your grade)

- A. **Regular attendance and active participation.** This class will run as an experiential workshop so that your active participation is essential. There is much material to cover and the knowledge and skills build upon one another. For all of these reasons, it is essential that you attend and actively participate in class.
- B. **A weekly journal.** The journal will have several sections and include the following:
- 1) **Your learning goals.** What do you want to improve on, or what skills and competencies do you want to acquire? Why are these important? At the end of the course you will revisit these learning goals and comment on your progress to date, and your plans to continue moving forward.
 - 2) **Class reactions:** Thoughts and feelings about material and exercises presented and practiced in class. What specifically enhanced your learning? What was a barrier to learning? What might you or the instructor (s) do differently to maximize learning? Make sure to include “**most significant learnings**” for each class.
 - 3) **Reading reactions:** Notes, thoughts, feelings about reading assignments. What excites you, frustrates you, confuses you, or confirms or goes against some class learnings or your personal experience? (Please include page numbers of specific ideas in the reading to which you are referring). Again, “**most significant learnings**” are needed in this section.
 - 4) **Application:** A written record of how you are applying the material outside of class. How is your thinking about your behavior effected by what you are learning? How has your behavior changed? What specific skills are you using and what are the results from your new behavior and skills? Which skills do you need to polish?

Your task in the journal is to be reflective and analytical. It is your opportunity to give the staff feedback on what is working and not working for you. Even more important, it is an opportunity for you to chart your own learning progress and to integrate some of the major concepts that are being presented.

Journal entries should be concise and thoughtful rather than rambling or more generalities (e.g.: I learned a lot today.) Journals will be most helpful to you if they include ideas that are important to you, conclusions you have drawn, lessons to

remember, questions that trouble you, and a synthesis of theory and practices. For us, your journal should help us evaluate the effectiveness of the material and presentation, as well as the depth, intensity, and sincerity of your effort in the educational process. In order to receive an "A" for your journal, you will have to do outstanding work on each of the components of the journal.

Try to make journal entries promptly at the end of every class. Entries are best and easiest when they are fresh in your mind. Journals will be turned in sometime after the second class. At this time staff will review and give prompt feedback. The Final Journal will be handed in a week after the last class.

C. A Final Assessment Paper: This paper will provide a summary of the growth you have made in enhancing your emotional intelligence during the class as well as your own development plan to continue your learning in the future. More details on this paper will be provided in class.