

SWT201CS: Effective Communication Skills

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|---|------|
| Module size | Half |
| Assessment / CATS Credits | 10 |
| ECTS Credits | 5 |
| Total student study hours | 100 |
| Pre-requisites and co-requisites | None |
| Excluded Combinations | None |

Aims and Summary

The aim of this module is to build on the student's experience of communication, allowing them to understand the basis for inter-personal communication, and requiring them to develop and apply appropriate communication strategies. Topics include barriers to effective communication, assertiveness skills and techniques, an introduction to neuro-linguistic programming, emotions and emotional intelligence, verbal and non-verbal communication, personality and culture. Students will be given the opportunity to practice these skills in a safe environment and reflect on current performance and future development needs.

Students who undertake this module may be in a stronger position to secure employment. Cross-sector, employers have identified effective communication as an essential skill they look for when recruiting graduates.

Intended Module Learning Outcomes

On completion of this module the student should be able to:

1. Appraise different inter-personal communication theories and techniques, relating these to individual experiences.
2. Apply tools and techniques for effectively managing communication in different situations.
3. Write a self-reflective journal, recognizing personal strengths and areas for development, showing how and when these improvements could take place.

Indicative Content

Self Awareness, skills audit, SWOT, learning styles

Effective listening and questioning skills

Assertive communication

Emotions and Emotional Intelligence

Personality models and types and culture

Introduction to Neuro-Linguistic Programming (NLP) and rapport building.

Effective Feedback: giving and receiving feedback

Interview Skills

Reflect upon how the module content supports and enhances employability/career development.

Special Features

None

Teaching and Learning

Learning will be facilitated through a variety of methods which may include lectures, online activities and group work.

Students are expected to engage in both class and online activities and discussions. This module also requires students to participate in additional guided reading and self-directed study to reinforce the learning gained from timetabled sessions. Formative assessment will be used to prepare students for summative assessment and give students an early indication of their progress towards the course intended learning outcomes

Method of Delivery

| Activity Type | Hours |
|---------------------|-------|
| Laboratory | |
| Lecture | 22 |
| Practice | |
| Self guided | 78 |
| Seminar | |
| Studio | |
| Tutorial | 0 |
| Workshop | |
| Project | |
| Supervision | |
| Demonstration | |
| Fieldwork | |
| External Visits | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Guided | |
| Other | |
| Total | 100 |

Method of Assessment (normally assessed as follows)

| Assessment | Weight | Learning Outcomes | | |
|--|--------|-------------------|---|---|
| | | 1 | 2 | 3 |
| Coursework | | | | |
| Report 1, 750 word essay that asks students to discuss different inter-personal communication strategies and to demonstrate their ability to implement their learning. | | X | X | |
| Report 2: 750 word self-reflective journal. Students will reflect upon their skills | | | | X |

development recognising personal strengths and areas for development. Students will discuss the application of their skills within the context of their future career.

Re-assessment is by new coursework

Assessment

Composition of module mark: 100% Coursework

Pass requirements: Module Mark must be at least 40%

Essential Reading

Blundel, R., Ippolito, K., and Donnarumma, D. (2013) *Effective Organisational Communication: Perspectives, Principles and Practices*. 4th ed. Pearson Education

Recommended Reading

Back, Ken and Back, Kate (1999) *Assertiveness at Work: A Practical Guide to Handling Awkward Situations*. 3rd ed McGraw-Hill

Bandler, R. and Grinder, J. (1982) *Reframing: Neurolinguistic Programming*. Real People Press

Berne, E. (1968) *Games People Play: The Psychology of Human Relationships*.: Penguin

Brackett, M.A., Mayer, J.D., and Salovey, P. (2004) *Emotional Intelligence: Key Readings on the Mayer and Salovey Model*. Dude

Goleman, D. (2006) *Working with Emotional Intelligence* Bantam Books

Goleman, D., Boyatzis, R.E., and McKee, A. (2004) *Primal Leadership: Learning to Lead with Emotional Intelligence*. Harvard Business School

Required Equipment

None