



**Academic Year 2024-2025  
Syllabus  
Effective Skills and Behaviors at Work  
CFU 6  
Prof Douglas Brown**

**Course Description**

This module aims to strengthen each student's knowledge and understanding of 1) key issues of working in a professional environment and the dynamics of a workplace; 2) the student's abilities to communicate verbally and in writing, using styles appropriate for a professional setting; 3) to use and strengthen their interpersonal skills in delivering a cooperative project, and, additionally, 4) it aims to strengthen each student's personal confidence and capacities in starting and shaping their career, including, 5) in understanding and producing documents useful to use in the 'professional marketplace'.

Students will learn about key management approaches and competencies in the workplace regarding planning, decision-making, verbal and non-verbal communication, and will have the opportunity to practice these techniques and skills, to support their professional growth. A wide variety of employment and workplace topics will be covered, tailored to the needs and interests of the student group.

It will cover the writing of clear and engaging CVs & Resumes, Cover Letters, and Personal Statements - 'personal marketing material' - which can be used when applying for jobs, apprenticeships, placements and further studies. It will also focus on identifying opportunities, and on strengthening job interview skills through practical exercises.

**Teaching Method**

The topics will be covered using a mix of lectures, class discussions, class presentations and exercises giving the students opportunities to explore and demonstrate their understanding of the concepts. Regular class attendance and active participation are expected, as they are key to achieving the learning outcomes. As well as using diagnostic assessments, and the presentation of formative assignments, for the final summative assignment, students will be expected to prepare and carry out original research through group work, and then submit an individual written report detailing the research goals, procedures, outcomes and conclusions based on the data gathered by the group.

## Schedule of Possible Topics (depending upon the needs of the class and students)

<b>Topic 1</b>	Management Skills in the Workplace Leadership and Team Working Change Management Human Resource Theories Problem Solving and Analysis
<b>Topic 2</b>	Project Management The theory of Project Management Lectures with practical exercises A practical group project to plan, coordinate and deliver a class presentation that draws upon their knowledge and interests
<b>Topic 3</b>	Communication Skills Working in teams Group roles and dynamics Interpersonal skills
<b>Topic 4</b>	Formal Written Communication Writing Styles of Essays and Academic Papers Research, Citation and Plagiarism Report Writing Report Presentation
<b>Topic 5</b>	Tools and Techniques for Career Management Writing CVs and Resumes Writing Cover Letters and Personal Statements Lectures with practical exercises Interview Skills Techniques for career planning and job hunting Networking

## Textbooks and Materials

Throughout classes, the Professor will draw material from the following publications:

**Topic 1:** Covey, S.R. (2004) *7 Habits of Highly Effective People*, Simon and Schuster, London

*The Essential Manager's Handbook* (2016), DK, Penguin Random House, London.

**Topic 2:** Newton, R. (2007) *Project Management Step by Step*, Pearson Business, London.

**Topic 3:** Morris, D. (2002) *People Watching, the Desmond Morris guide to body language*, Vintage, London.

Pease, A. & Pease, B. (2004) *The Definitive Book of Body Language*, McPhearsons, Australia

Kuhnke, E. (2012) *Body Language for Dummies, 2<sup>nd</sup> Edition*, John Wiley & Sons, England.

**Topic 4:** Reid, M. (2012) *Report Writing*, Palgrave Macmillan, London.

Bowden, J. (2011) *Writing a Report, 9<sup>th</sup> Edition*, How to Books, London.

**Topic 5:** Whitmore, T. (2021), *How to Write an Impressive CV and Cover Letter: A Comprehensive Guide for Jobseekers*, Robinson, UK.

Moses, B. (2003) *What Next? The complete guide to taking control of your working life*, DK, London.

Tupper, H. and Ellis, S. (2020) *The Squiggly Career – Ditch the Ladder, Discover Opportunity, Design Your Career*, Portfolio Penguin, UK. Rogers,

J. (2011) *Job Interview Success: Be Your Own Coach*, Open University Press, UK. Kennedy, J.L. (2011) *Job Interview for Dummies, 4<sup>th</sup> Edition*, Wiley, UK.

A number of these publications are in the university library and other readings, sources and books can be supplied by the professor. It is also expected that other relevant sources will also be identified and used by students.

### **Assignments, marking and final grade**

During the classes, students are expected to work in small groups and to be part of the delivery of two group presentations in class. The final assignment will be for the student, individually, to use the research findings of his/her own research group and to produce a two formal Reports which presents and discusses the findings of the research.

Students will be graded on their preparation, attendance and active class participation, and by their final written work, including, primarily, the Research Reports, but also on the presentation of the draft material and of polished CVs, Cover Letters and Statements. The final mark for the course will include 25% for participation in class, and 75% for the written assessments.

Students who do not submit by the agreed due date, or fail the work assignments, will be required to fulfill the exam requirements of non-attending students, and be marked accordingly.

**Non-attending students** will be expected to read the course material set by the professor. They will also be expected to plan research aims and approach, to conduct the research and write two formal Reports which will vary in length, which presents and discusses their research findings. They will deliver two presentations on agreed topics and submit the supporting written material. They will also submit their polished 'personal marketing material'. The final mark will include 25% for the presentations and 75% for the written work.

### **Office hours**

Prof. Brown is happy to meet students before and after classes, and by arrangement.

### **E-mail**

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**NOTE:** If you are an Erasmus or a non Global Governance student who would like to attend one or more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enroll in the course, **you have read and accepted all Global Governance values and rules**. You need to attend at least 80% of the course to be considered an attending student.

### **Description of the methods and criteria for testing learning**

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the programme, consequentiality of reasoning, analytical ability and autonomy of judgement. In addition, language property and clarity of presentation are assessed, in accordance with

the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The final grade will be related 70% to the degree of knowledge and 30% to the expressive capacity (written and oral) and autonomous critical judgement demonstrated by the student.

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalisations and limited critical and judgement skills; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of the topics, with possible generalisations and imperfections; sufficient capacity for analysis, synthesis and autonomy of judgement; the topics are frequently exposed in an inconsistent manner and with inappropriate/technical language;

21-23: surface knowledge and understanding of the topics; ability to analyse and synthesise correctly with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: fair knowledge and understanding of the topics; good analytical and synthetic skills with rigorously expressed arguments but not always appropriate/technical language.

27-29: complete knowledge and understanding of the topics; considerable capacity for analysis and synthesis. Good autonomy of judgement. Arguments presented in a rigorous manner and with appropriate/technical language.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.

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