



**Academic Year 2023-2024**

**Syllabus**

**Effective Skills and Behaviors at Work**

**CFU 6**

**Prof Dr K-K Meyer-Ross and Prof Douglas Brown**

### **Course Description**

The course is divided into two modules (and two classes, in order to ensure appropriate class dynamics):

- **First Module**, Effective skills and behaviors at work – Interpersonal Skills within an International Context in Theory and Practice, Prof. Dr Kathy Meyer-Ross, 3 CFU
  - **Second Module**, Effective skills and behaviors at work – Introducing key competencies through project management, Prof. Douglas Brown, 3 CFU
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### **First Module: Prof. Dr K-K Meyer-Ross**

#### **Effective skills and behaviors at work – interpersonal skills within an international context in theory and practice**

This module aims to strengthen each student's inter-cultural communication skills and so will focus on their interpersonal skills and, if appropriate, strategic thinking. Students will learn about adaptability and flexibility at work and strengthen their own emotional intelligence, as well as learn how to interact professionally, lead a team, communicate within an international team context and apply work ethics.

### **Teaching Method**

The lecture is based on the OPAL course designed by Dr Kathy Meyer-Ross. Students need to bring their laptops to class and work in teams. Ppt-lectures will introduce the topics and students are expected to strive to deepen and strengthen their knowledge through group-work. Videos and handouts give a wider understanding and role-play simulations are a key part of this module.

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

Day	Subject	Assignment
Day 1 2. Oct	Enrollment into OPAL Group formation	Forming Groups and class preparation Explain Portfolio tasks:
Day 2 3. Oct	seven active listening techniques without giving advice four-sides model Johari Window Humble Inquiry communicate nonviolently six types of stories and give and tell example stories the danger of telling only one story	Imagine and describe a situation in which two (or more) people argue using killer phrases. Use the seven Active Listening Skills and include at least two different types of stories and the nonviolent approach by Rosenberg to overcome the argument(s). Explain also how you apply Humble Inquiry. Group task: 4 people
Day 3 4. Oct	theories of perception and transfer to everyday life reframe and adopt other perspectives	Imagine and describe a situation in which two (or more) people have a misunderstanding. Show how perception influences conception and can be reframed. Apply the awareness

	Awareness Wheel Cultural Lens theory and Cultural Intelligence elaborate on trust and respect	wheel and show that you understand the cultural lens and intelligence theory. Elaborate also on trust and respect in intercultural misunderstandings. Show how to overcome the misunderstandings. Group task: 4 people
Day 4 5. Oct	4 Layers of Diversity E. Hall's theories	OPAL tasks / screenshots for portfolio Individual work
Day 5 6. Oct	E. Hall's theories (cont) Bolten/Dülfer pyramid	OPAL tasks / screenshots for portfolio Individual work
Day 6/7 9. and 10. Oct	Summary of all class in-puts	Ecotonos

### Textbooks and Materials

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

- Edward de Bono: Six Thinking Hats, 1999
- Thomas Gordon: Leader Effectiveness Training: L.E.T., 2001
- Edgar H. Schein: Humble Inquiry: The Gentle Art of Asking Instead of Telling, 2013
- Annette Simmons: The Story Factor: Inspiration, Influence and Persuasion Through the Art of Storytelling, 2006
- <https://www.youtube.com/watch?v=1RwJbkhCA58>

### Requirements

Participation in online contact hours, critical reflection, active participation in discussion, read required readings, and successful submission of the group script and simulation on the last day.

### First module

Students will be graded by their handed in portfolio.

**Students who do not submit by the agreed due date, or fail the portfolio, 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 without contact hours available and submit a portfolio alone according to the instructions:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/25304072196/CourseNode/102060405463598>

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## Second Module: Prof. Douglas Brown

**Effective skills and behaviors at work – Introducing key competencies through project management**

### Module Aims

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 in order to support their professional growth. A wide variety of

professional and workplace topics will be covered, tailored to the needs and interests of the student group.

### Teaching Method

The subject will be covered using a mix of lectures, class discussions and class presentations, 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. For a final assignment, students will be expected to prepare and carry out individual research through interviews, and then submit a written report detailing the research goals, procedures, outcomes and conclusions.

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

<b>Topic 1</b>	Management Skills in the Workplace <ul style="list-style-type: none"><li>• Leadership and Team Working</li><li>• Change Management</li><li>• Human Resource Theories</li><li>• Problem Solving and Analysis</li></ul>
<b>Topic 2</b>	Project Management <ul style="list-style-type: none"><li>• The theory of Project Management</li><li>• Lectures with practical exercises</li><li>• A practical group project to plan, coordinate and deliver a class presentation that draws upon their knowledge and interests</li></ul>
<b>Topic 3</b>	Communication Skills <ul style="list-style-type: none"><li>• Working in teams</li><li>• Group roles and dynamics</li><li>• Interpersonal skills</li><li>• Body Language</li></ul>
<b>Topic 4</b>	Formal Written Communication <ul style="list-style-type: none"><li>• Writing Styles of Essays and Academic Papers</li><li>• Research, Citation and Plagiarism</li><li>• Report Writing</li><li>• Report Presentation</li></ul>

### 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.

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.

## Second module assignments and marking

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 plan his/her own research aims and approach, to conduct interviews, and write a formal Report of about 2,500 words, 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 Report. The final mark for the second module will include 40% for participation in class, and 60% for the final Report.

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, to deliver two presentations on agreed topics, and submit supporting written material. They will also be expected to plan their own research aims and approach, to conduct interviews and write a formal Report of about 3,500 words, which presents and discusses their research findings.

**Final grade:** The final grade for the Exam of Effective Skills and Behavior at Work is the average of the grades obtained in the two Modules. You will not be able to keep the results of one of the modules for another exam session and same round ("appello"), **the exam must be completed in the same exam session and same round ("appello")**, otherwise you will have to retake both modules' exams in another round ("appello") or session.

## Office hours

Prof. Meyer-Ross will offer online consultation hours on request and 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**. Notice that attendance is required from the very first lesson and 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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