

Professional Communication: How to Communicate with Tact, Professionalism and Diplomacy

COURSE OVERVIEW AND SYLLABUS

INSTRUCTOR: Dr. Cheryl White, EdD / Ms. Bathshua Thomas, MBA / Mr. Alan Holt, M.Div.

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Course Length: 1 Day (8-Hours)

Education Course: Non-Credited Certification Course

TEACHING PHILOSOPHY

Our philosophy is to act as a guide, a facilitator, one who listens to understand your philosophy, not just talking to you. At times it will be necessary for me to share my experiences to help you understand or further understand a concept, but for the most part we want our class to be engaging in discussion where the class members are responsible for an active exchange of the assigned information. I will not give you the answers, but I will supply you with the tools and skills that will facilitate learning, so that you may know how to find the answers after you leave the classroom. Our aim is to ensure you are completely competent to go forth and PROSPER!

COURSE DESCRIPTION

Corporate employers demand strong communication and presentation skills. As a future professional, you will not only be expected to be a confident speaker, but also to organize and prepare clear, concise, and interesting presentations. For successful participation in professional and social life, students must develop effective communication skills. This course focuses on the ethics of communication in interpersonal, professional, and civic contexts. We will explore diverse ethical frameworks, principles, and guidelines for helping to discern what rights and responsibilities, if any, communicators have to themselves, to their families and communities, and to the broader global community.

COURSE OBJECTIVES

The specific learning objectives of this course include:

1. Discuss the role of verbal and nonverbal communication in professional contexts.
2. Explain the communication skills necessary for developing and maintaining professional relationships, including listening, networking, and conflict management.
3. Identify cultural differences within the workplace.
4. Explain the role communication plays in intercultural competence and the benefits to embracing multiculturalism in professional settings.

5. Demonstrate knowledge of small group communication, leadership, and the components of effective meetings.
6. Understand the interview process, both as an interviewee and as an interviewer.
7. Develop and deliver professional presentations as an individual and a group.
8. Conduct self-assessments of one's professional communication skills and suggest ways to improve.

STUDENT INPUT LEARNING GOALS, by the end of the training you will be able to:

What would you like to learn?

Tell us by completing information here now and as the day's progresses, we will discuss and cover in class.

CALENDAR OF EXCITING EVENTS!

TRAINING AGENDA

How to Communicate with Tact, Professionalism and Diplomacy

Session 1: Introduction to Professional Communication
Effective Listening
Persuasive Speaking
Informative Speaking

10 MINUTE BREAK

Session 2: Verbal & Nonverbal Messages - Managing and Repairing Trust
Interpersonal Communication at Work
Ethical Reflection and Practice in Everyday Life

LUNCH

Session 3: Introducing and applying diverse ethical frameworks, including (but not limited to) Consequentialist perspectives (such as Utilitarianism), Virtue Ethics, Interdependent Ethics
Communication & Diversity - Ethnic Ethics & Cultural and Individual Relativism,

10 MINUTE BREAK

Session 4: What's in It for Me? Leading & Working in Groups
Cultural Relativity and Cross-Cultural Values
Finding Common Ground

CLOSING

Session 5: Review of core classwork with videos, discussions, and take-aways

RECOMMENDED STUFF: As listed, plus TBD by initial class discussions and as class evolves.

Books:

How to Win Friends and Influence People, Carnegie [http://www.amazon.com/How-Win-Friends-Influence- People/dp/0671027034/ref=sr_1_1?ie=UTF8&qid=1389540255&sr=8-1&keywords=win+friends](http://www.amazon.com/How-Win-Friends-Influence-People/dp/0671027034/ref=sr_1_1?ie=UTF8&qid=1389540255&sr=8-1&keywords=win+friends)

Clapp, C., & Stillion-Southard, B. F. (2014). Presenting at work: A guide to speaking in professional contexts. Washington, DC: Spoken with Authority.

Duarte, N. (2010). Resonate: Present visual stories that transform audiences. Hoboken, NJ: John Wiley & Sons.

COURSE POLICIES

This course conflict management and mediation course is created to teach those willing to create a safe and sustainable future, by managing and resolving conflicts with one another. Our most pressing global challenges we face today require that we show skillfulness in engaging with each other, recognizing how we can creatively approach our interdependent goals to create new opportunities for a better future.

There are both substantive and procedural ways that this course is infused with the theme of sustainability. Reading materials and assignments will be handled entirely through electronic means.

ATTENDANCE AND PARTICIPATION

You are expected to attend all classes for this course, be prepared, and be on time. The class is built around your being in attendance and engaged in class activities, exercises and discussions. It is each student's responsibility to attend all sessions in order to receive your non-credited certification.

If you are absent for two or more consecutive class sessions due to a legitimate excuse, you are required to submit a letter signed by a person in a position to make an authoritative determination as to the validity of the absence, including the phone number of the individual who signed, and presented to GSFL prior or upon returning to training sessions. GSFL reserve the right to contact the person who signed your letter to check on the validity of the content and authority of the letter. These are the only situations in which you will be allowed to reschedule your course. If you fail to comply, no refunds are given for missed sessions or making up of missed sessions.

Students who miss class are responsible for obtaining all material and information that they missed. This includes any changes to the schedule that are announced in class.

ACADEMIC INTEGRITY

GSFL expects all students to uphold intellectual honesty in their academic work. In this class, it is essential that you demonstrate honor in maintaining the confidentiality of the role specific information for course role play exercises.