

Murray State University
COURSE SYLLABUS

Revised Summer 2011

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE NUMBER: HDL 655

CREDIT HOURS: 3

I. TITLE: Social Intelligence: Interpersonal Processes

II. COURSE DESCRIPTION:

This course is an option in of the core for Human Development and leadership. It helps students examine and explore the critical area of Social Intelligence, particularly interpersonal processes and effective social competencies.

III. PURPOSE:

Interpersonal skills and social competencies are essential for success in life and work. This class will help students understand and identify all the specific skills that are part of social intelligence. In particular it will enhance social competencies and help facilitate effective human relationships. Numerous self-assessments will be utilized to help students affirm their own unique strengths and identify areas they may choose to work on or improve. Self management strategies will also be included to help cope with stress and disagreements in dealing with difficult people. A social learning theory approach will underlie the foundation of social intelligence skills acquisition.

IV. COURSE OBJECTIVES:

Upon successful completion of this class, students will be able to:

- A. identify critical components of social intelligence that facilitate relationship development in all areas of life/work
- B. Identify and graphically depict models utilized to help understand the dynamics of interpersonal interaction and interpersonal difficulties.
- C. Understand the dynamic nature of social Intelligence and how it contributes to the personal-social development of individuals and impacts social climate.

Students will develop skills to:

- D. Communicate more effectively, both in person, and electronic communication.
- E. Assess their own social intelligence on a wide variety of social behaviors and interpersonal skills.
- F. Increase social perceptiveness particularly multi-cultural perspectives
- G. Increase effectiveness in active listening skills critical for relationship development and enhancement.

V. CONTENT OUTLINE:

- A. Social Intelligence and functional social competencies that enhance human relationships.
- B. Self awareness- the person and the process of growth
- C. Critical models of social intelligence and expanding social competencies
- D. Anatomy of interpersonal communication and relationship enhancement and the rules of active listening

- E. Sending the right message interpersonal communication for relationships enhancement
- F. Cultural Sensitivity- heightened perceptiveness
- G. Motivating others- from good to great communication of goals and shared vision
- H. Leading by example: interpersonal communication for managing change
- I. Managing resistance by recycling the communication process- Blending and Redirecting
- J. Facilitating difficulties- understanding the dynamics of others intentions
- K. Identifying and enhancing your process skills in tough times
- L. Problem solving- Enhancing communication through flexibility and paradigm shifts
- M. Leading and teaming- interpersonal skills of enhancement and caring
- N. Getting past No- What to do when communication fails
- O. Knowledge and skills of social intelligence revisited; processing personal skills enhancement, blocks and resistance to change.

VI. INSTRUCTIONAL ACTIVITIES:

This is a web class, so textbook, articles, small group discussion as well as self assessment will be utilized.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES: Blackboard

IX. GRADING PROCEDURES:

The following are what you will be accomplishing for grading purposes

- A. Tests- one midterm and on final- 25 pts. Each over textbook and supplement and material (50 pts.)
- B. Small group discussions on specific threads related to course content areas (weeks 2-14) (2 pts. per week (26 pts.)
- C. Weekly web work to enhance course content areas. Two sources a week for weeks 2-14, (2 pts. per week) use the following: 1. article source, 2. very brief summary, 3. your reaction, 4. how you can use information. (25 pts.)
- D. Self assessment composite. Complete a review of each self assessment, what it is, what it measures and what you can do with it. See form. (20 pts.)
- E. Personal enhancement project. Select an area of interpersonal/social competence that you would like to enhance. Develop that project utilizing the self- enhancement project form. You must select this area by the 3rd class; develop your plan, identify how you will assess your progress- in measurable terms, actually work your plan at least 10 weeks minimum and summarize your results and how this will enhance your relationships in the future. (30 pts.)
- F. Dealing with difficult people action plan. Identify the type of individual you have the hardest time dealing with. Develop an action plan of interpersonal strategies to deal with this type person. Include what you think their intentions are. (26 pts.)
- G. Weekly Reflections- reflect on the week's area of content material. Use the following: What strikes you as most relevant, why? How you can use this information in your work/life, weeks 2-14 (2 pts.) each. (26 pts.)

A= 92% 198-183
B=82% 182-162
C=72% 161-142

X. ATTENDANCE POLICY:

This course adheres to the attendance policy published in the current *MSU Graduate Bulletin*.

This is a web class while this offers great flexibility you are expected to be engaged weekly with the discussion board and weekly web work.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current *MSU Graduate Bulletin*.

XII. TEXT AND REFERENCES:

Robbins, S. P , & Hunsaker, P. L. (2005). *Training in interpersonal skills, 4th Ed.*. New York: Pearson.

Brinkman, R., & Kirschner, R. (2002). *Dealing with people you can't stand: How to bring out the best in people at their worst.* New York: McGraw-Hill.

XIII. PREREQUISITES:

None

XIV. NON-DISCRIMINATION POLICY STATEMENT:

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