

## MPSD104 The Intrapersonal and Interpersonal Skills Development of the PSCD Educator

ECTS Value: 3 ECTS

### Module Description

Throughout the history and evolution of human thinking, man's power of reflecting upon his own nature has always lead him to see himself as a social being/animal, defined by the complex and intricate connection between human sociality and cognition. This means that communication is, as it has always been, the foundation of all human relationships. Relationships are formed in interaction and communication, and they helps people to simultaneously express their ideas and feelings while understanding the emotions and thoughts of others. As a result, people develop affection or hatred toward each other, and positive or negative relationships will be created. Thus, this module will seek to help current or prospective PSCD educators understand, appreciate and develop the skills, competences and attitudes required for effective communication. Such an endeavour calls for a thorough understanding and analysis of, as well as practice in the skills and competences that comprise the two main dimensions of communication that are intimately related, namely **INTRAPERSONAL** and **INTERPERSONAL** communication.

Intrapersonal communication is a non-ending form of communication that takes place either consciously or not. It takes place within one's biological self and it thus pre-determines one's actions, inactions and reactions to environmental stimuli. It is extremely relevant to interpersonal communication as it helps one to strategically predetermine, evaluate, and construct intentional actions and reactions to certain interpersonal interactions, in order to lead to the realization of mutually beneficial outcomes and also attain favourable communication goals. Thus, intrapersonal skills contribute immensely to one's own development, to ways of dealing with oneself. Such skills are crucially important to help educators, especially PSCD educators, become better leaders in their own classrooms, and as a result help students become better leaders through their various good qualities and strengths. PSCD educators need to understand that only by caring for themselves and nurturing continuously their well-being can they effectively help others acquire skills to do the same. Among the most important intrapersonal skills that will be covered in this module are **SELF-CONFIDENCE, AWARENESS, STRESS MANAGEMENT AND TIME MANAGEMENT**. Before these are addressed both from a theoretical and a practical perspective, the dynamics of **EFFECTIVE COMMUNICATION** will be analyzed and reflected upon, for both the personal and the professional enrichment and empowerment of the PSCD educator.

The next section of this module will then deal with the **INTERPERSONAL SKILLS** that are fundamentally crucial for huma communication to take place. Namely, these are **SELF-EXPRESSION, NON-VERBAL COMMUNICATION, EMPATHY, INTERPERSONAL RELATIONS, ASSERTIVENESS, SELF-DISCLOSURE, FEEDBACK and CHALLENGING**. Through such skills, the PSCD educator can mature in his/her own personal effectiveness in communication and practical knowledge of how to nurture effective and positive relationships with students, and in turn, help students foster these kind of relationships through the same pedagogy that will be used for this course/module.

To achieve such aims, this module will also expose participants to the benefits of the JOHARI WINDOW, as well as to its greatly beneficial and valuable implications for the pedagogy of PSCD. This transpires from the fact that the Johari Window can provide a look into how we view ourselves and how others view us. It is also a model for opening up the lines of communication with others. It serves to show how we become increasingly more open to others as we get to know them and share

information about ourselves. It can potentially help participants facilitate their PSCD lessons through a student-centred, practical and active pedagogy that opens to students windows into their own inner world and that of other people. This would in turn help them mature holistically, in and through good and positive relationships with themselves and with others simultaneously, to the extent that these two dimensions of relationships would constantly influence and reflect each other in one's behaviours and decisions.

## Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) Advise SMT and persons responsible for students' well-being on how basic intrapersonal and interpersonal skills can be strengthened in the school climate and integrated in the school curriculum and activities.
- b) Collaborate with SMT and persons responsible for students' well-being on how to successfully implement educational and formative professional development opportunities for all educators in intrapersonal and interpersonal skills, and assess their effectiveness.
- c) Guide students in understanding and appreciating the importance of intrapersonal and interpersonal skills in their everyday lives.
- d) Ensure that students would have had opportunities to learn and practice intrapersonal and interpersonal skills, both in the classroom and outside.
- e) Create the appropriate learning climate that helps and motivates students to reflect upon the importance and benefits of learnt communication skills as they use them in different social contexts.

### Knowledge

- a) Define what is meant by "effective communication."
- b) Identify the different facets and aspects of effective communication as expressed in various types and levels of relationships.
- c) Identify different intrapersonal and interpersonal skills that are crucially important for the nurturing of relationships.
- d) Outline the different characteristics of effective teamwork.
- e) Describe the role of non-verbal behaviour in the dynamics of human communication.
- f) Describe the dynamics of group development.
- g) Define a "community of learning and list its characteristics.
- h) Describe how synergy and alignment between Learning, Pedagogy and Leadership could occur in PSCD.

## Skills

- a) Show their understanding of why and how healthy relationships can be nurtured through the practice and application of intrapersonal and interpersonal skills.
- b) Demonstrate how intrapersonal and interpersonal skills are always and inevitably interrelated.
- c) Demonstrate through examples from everyday life the important implications of methods such as the Johari Window, and apply them to the development of their own self-awareness, and to the understanding of their students and their worlds, especially in the PSCD class.
- d) Apply the intrapersonal and interpersonal skills learnt through practical activities to various contexts of everyday life.
- e) Apply their understanding of non-verbal behaviour and of its importance to the PSCD classroom, so as to understanding more students' needs and empathize with their concerns and anxieties.
- f) Create different educational activities and initiatives in PSCD through which students could actively and creatively learn the intrapersonal and interpersonal skills that they need for life.
- g) Demonstrate through practical examples how effective group work and teamwork could be facilitated, nurtured and maintained.
- h) Apply their knowledge of the structure and dynamics of groups to enhance the group dynamics in the PSCD classroom.
- i) Demonstrate their understanding of the nature and benefits of communities of learning.
- j) Apply what their knowledge about the structure and dynamics of communities of learning to help students communicate and engage in dialogue more effectively, grow in self-awareness, and become effective leaders in different life contexts.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Assignment, Practical Task and Online Contributions

## Suggested Readings

### Core Reading List

1. Cunningham, Stanley B. (1992). "Intrapersonal Communication: A Review and Critique," *Communication Yearbook #15*, (Newbury Park, CA: Sage Publications), pp. 597-620.
2. Gergen, Kenneth J. (1982). "From Self to Science: What Is There to Know?" In *Psychological Perspectives on the Self*, Vol. 1, ed. Jerry Suls. Hillsdale, NJ: Lawrence Erlbaum.
3. Goffman, Erving. (1959). *Presentation of Self in Everyday Life*. New York: Doubleday.
4. Kelley, Harold H.; Berscheid, Ellen; Christensen, Andrew; Harvey, John H.; and Huston, Ted L., eds. (1983). *Close Relationships*. New York: W. H. Freeman.

5. Dolcos, S. & Albarracín, D. (2014). The inner speech of behavioral regulation: Intentions and task performance strengthen when you talk to yourself as a You. *European Journal of Social Psychology*.
6. Dzubak, C. M. (2013). A purposeful pause: The role of active reflection in learning. *Synergy, the Online Journal of the Association for the Tutoring Profession*, 6, 1–10.
7. Facione, P. (n.d. - 2011 update). Critical thinking: What it is and why it counts. Insight Assessment Accessed through <<http://www.insightassessment.com/CT-Resources/Teaching-For-and-About-Critical-Thinking/Critical-Thinking-What-It-Is-and-Why-It-Counts/Critical-Thinking-What-It-Is-and-Why-It-Counts-PDF>> on March 15th, 2015.
8. Myers, D. G. (2009). *Social psychology*. New York, NY: McGraw-Hill Higher Education.
9. Oliver, E. J., Markland, D., Hardy, J., & Petherick, C. M. (2008). The effects of autonomy-supportive versus controlling environments on self-talk. *Motivation & Emotion*, 32, 200–212.
10. Zell, E., Warriner, A. B., & Albarracín, D. (2012). Splitting of the mind: When the You I talk to is Me and needs commands. *Social Psychological and Personality Science*, 3, 549–555.

### Supplementary Reading List

1. Augsburger, David W. *Conflict Mediation across Cultures: Pathways and Patterns*. Louisville, KY: Westminster/John Knox, 1992. Print.
2. Baxter, L.A. "Dialectical Contradictions in Relational Development." *Journal of Social and Personal Relationships* 7 (1990): 69-88. Web.
3. Bell, Sandra, and Simon Coleman. "The Anthropology of Friendship: Enduring Themes and Future Possibilities." *The Anthropology of Friendship*. Oxford, UK: Berg, 1999. 1-20. Print.
4. Booth, Melanie. "Boundaries And Student Self-Disclosure In Authentic, Integrated Learning Activities And Assignments." *New Directions For Teaching & Learning* 2012.131 (2012): 5-14. Academic Search Premier. Web. 8 Oct. 2014.
5. Burleson, Brant R., Amanda J. Holmstrom, and Susanne M. Jones. "Some Consequences for Helpers Who Deliver "Cold Comfort": Why It's Worse for Women than Men to Be Inept When Providing Emotional Support." *Sex Roles* 53.3-4 (2005): 153-72. Web.
6. Carrier, J. G. "People Who Can Be Friends: Selves and Social Relationships." *The Anthropology of Friendship*. Ed. Sandra Bell and Simon Coleman. Oxford, UK: Berg, 1999. 21-28. Print.
7. Coates, Jennifer. *Women, Men, and Language: A Sociolinguistic Account of Sex Differences in Language*. London: Longman, 1986. Print.
8. Cole, Mark. *Interpersonal Conflict Communication in Japanese Cultural Contexts*. N.p.: n.p., 1996. Print.
9. Echols, Leslie, and Sandra Graham. "Birds of a Different Feather: How Do Cross-Ethnic Friends Flock Together?." *Merrill-Palmer Quarterly*, 59.4 (2013): 461-488.
10. Harriman, Ann. *Women/men/management*. New York: Praeger, 1985. Print.
11. Kim, Kyungil, and Arthur Markman. "Individual Differences, Cultural Differences, and Dialectic Conflict Description and Resolution." *International Journal of Psychology*, 48.5 (2013): 797-808.
12. Luft, Joseph. *Of Human Interaction*. Palo Alto, CA: National, 1969. Print.
13. Mathews, Alicia, Valerian J. Derlega, and Jennifer Morrow. "What Is Highly Personal Information and How Is It Related to Self-Disclosure Decision-Making? The Perspective of College Students." *Communication Research Reports* 23.2 (2006): 85-92. Web.

14. Monsour, Mike, and William K. Rawlins. "Transitional Identities And Postmodern Cross-Gender Friendships: An Exploratory Investigation." *Women & Language* 37.1 (2014): 11-39. Communication & Mass Media Complete. Web. 19 Nov. 2014.
15. Olson, David, and H. McCubbin. *Families: What Makes Them Work*. Thousand Oaks, CA: Sage Publications, 1983. Print.
16. Özad, Bahire Efe, and Gülen Uygarer. "Attachment Needs and Social Networking Sites." *Social Behavior and Personality: An International Journal* 42.1 (2014): 43-52. Web.
17. Pearson, Judy C. *Communication in the Family: Seeking Satisfaction in Changing times*. Vol. 2. New York: Harper & Row, 1992. Print.
18. Rahim, M. Afzalur. *Managing conflict in organizations*. Transaction Publishers, 2015.
19. Rawlins, W. K. (1981). *Friendship as a communicative achievement*. Temple University.
20. Wood, Julia T. *Interpersonal Communication in Everyday Encounters*. 2nd ed. Belmont, CA: Wadsworth, 1999. Print.