



5.00 credits

15.0 h + 30.0 h

Q1

Teacher(s)	Lievens Laurent ;
Language :	French
Place of the course	Mons
Main themes	<p>A. Theoretical foundations: Interpersonal skills in the theories of human personality; obstacles to human interactions related to filtering and interpretation; human interactions in communication (School of Palo Alto axioms); the evaluation of interpersonal skills in a professional context; from 'life skills' to 'leadership skills' (personal development plan and HRM); integrative thinking on core interpersonal skills expected of a manager (public or private sector).</p> <p>B. Practical component: Individualised experiential approach using the video training: to think creating a positive first impression (connection, visual contact); proper use of contextual elements (time, place, proxemics, time management, '); to develop interaction skills (reasoning, congruence, assertiveness, active listening); regulate difficult exchanges (effective questioning, conflict management; stress management); to hone their powers of observation and analysis of interpersonal communication (meta-communication). This practical course component will focus on preparing students for their future placements and their entry into professional life, in particular through the filmed simulation of selection interviews (CV, covering letter).</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>1 This course aims to foster students' interpersonal skills in a professional context, as well as their ability to self-assess their own skills. To this end, the proposed teaching will combine the acquisition of 'knowledge' (theoretical framework of reference), the development of 'skills' (assessment of skills, effective communication, group interaction, etc.) and a reflection on the student's 'life skills' (interpersonal skills, attitudes, positive stress management, assertiveness, etc.).</p>
Bibliography	<p>Fondamentaux</p> <p>*Bateson, G (1977), <i>Vers une écologie de l'esprit</i>. Tomes 1 et 2, ed. du Seuil</p> <p>*Watzlawick, P. (1978), <i>La réalité de la réalité. Confusion, désinformation, communication</i>. Seuil</p> <p>*Winkin, Y. (2000), <i>La nouvelle communication</i>, Seuil</p> <p>*Wittezaele, J.J., Garcia-Rivera, T. (2006), <i>A la recherche de l'école de Palo Alto</i>, Seuil</p> <p>*Wittezaele, J.J. (2003), <i>L'Homme relationnel</i>, Seuil</p> <p>*Morin, E. (2005), <i>Introduction à la pensée complexe</i>, Seuil</p> <p>Compléments</p> <p>*Anzieu, D., Martin, J.Y. (2013), <i>La dynamique des groupes restreints</i>, PUF</p> <p>*Halevy, M. (2011), <i>Un univers complexe. L'autre regard sur le monde</i>, Oxus</p> <p>*Maltcheff, I., (2011), <i>Les nouveaux collectifs citoyens. Pratiques et perspectives</i>, Yves Michel</p> <p>*Mucchielli, R. (2013), <i>La dynamique des groupes</i>, ESF</p> <p>*Escobar, A. (2018), <i>Sentir-Penser avec la terre. Une écologie au-delà de l'occident</i>. Seuil</p> <p>*Vercauteren, D. (2011), <i>Micropolitique des groupes. Pour une écologie des pratiques collectives</i>, Les prairies Ordinaires</p> <p>*Starhawk (2011), <i>Comment s'organiser? Manuel pour l'action collective</i>. Cambourakis ed.</p> <p>Controverses</p> <p>*Jobard, T., (2021), <i>Contre le développement personnel</i>. Cambourakis ed. Rue de l'échiquier</p> <p>*Martens, E. (2020), <i>La méditation de pleine conscience. L'envers du décor</i>. ed. Investig'action</p> <p>*Cabans, E., Illouz, E. (2018), <i>Happycratie. Comment l'industrie du bonheur a pris le contrôle de nos vies</i>. ed. Premier Parallèle</p>
Faculty or entity in charge	COMU

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Public Administration	ADPM2M	5		
Master [60] in Information and Communication	COMM2M1	5		
Master [120] in Communication	COMM2M	5		