**SYLLABUS**

***Course***

Professional Development Seminar 258 – Effective Communication

**Main Instructor**

Instructor: Anne Liljenstrand, Ph.D.

aliljenstrand@ucsd.edu or 858-717-0601

***Semester and Class Time***

Class meets in person a total of 6 times on Thursdays 1.00 – 3.50 PM on Sept. 29, Oct. 6, Oct. 13, Oct. 20, Oct. 27, and Nov. 3, 2022

 ***Class Location***

In person at UCC – 6256 Greenwich Dr., San Diego, CA 92122 Room #112

* 9/29/22 (1st class)
* 10/6/22 (2nd class)
* 10/20/22 (4th class)
* 11/3/22 (6th class)

Remote via ZOOM:

* 10/13/22 (3rd class)
* 10/27/22 (5th class)

https://ucsd.zoom.us/j/92237382179?pwd=bUxHWldXRjN0OWhjUkdobjRUeitMUT09

 Meeting ID: 922 3738 2179

Password: 258

**Course Purpose**

The clinical research scientist’s communication and professional skills impact his or her ability to lead, influence, make decisions, collaborate, provide feedback and manage conflict.  The objective is to strengthen one’s workplace ‘soft skills’ through self-awareness, new knowledge, and skill practice.  The Myers-Briggs Type Indicator will serve as a baseline for understanding communication styles and what may limit our effectiveness.  Each session builds in complexity and requires professional goal setting.

 Through the readings, activities, practice, observations, feedback, and goal setting, this course offers a safe workshop environment for students to:

 Strengthen and build one’s professional communication skills, aka ‘Soft Skills’

* Understand ones’ own and others’ communication style and preferences
* Provide and receive useful and constructive feedback
* Understand conflict
* Improve teamwork and meetings
* Consider your brand, improve self-advocacy and work-life balance
* Understand and build influence skills
* Resolve a workplace communication challenge
* Build facilitation skills, inquiry and questioning skills to deepen and encourage critical thinking in a group or a team.
* Practice peer coaching

**Course Structure**

**Class meetings**

**Each class meeting has a different focus, all related to building communication and professional skills.  Outlined below you will find: each meeting date, topic, required readings, in class activities and homework.**

**Prior to Class 1: Online pre-work**

Complete the Myers-Briggs Type Indicator (MBTI) by September 22, 2022

You will be contacted by Franklin and White via email no-reply@themyersbriggs.net take the MBTI assessment in preparation for the course.

**Class 1 – September 29 - MBTI and Understanding Communication Style**

In-Class Activities: MBTI assessment.  Self-awareness, communication preferences, activities and building your facilitation skills.

**Class 2 – October 6 - Feedback and Goal Setting**

Assigned Readings:

* To get promoted, Get feedback from your critics. Sabina Nawaz.  Harvard Business Review, Nov. 10, 2016.  <https://hbr.org/2016/11/to-get-promoted-get-feedback-from-your-critics>
* Delivering effective performance feedback. Busser, D.  Training and Development, April, 2012, pp. 32-34.
* Try feedforward instead of feedback. Goldsmith, M.  Leader to Leader, Summer 2002; 11-14.
* Meetings 101. Bader, G. and Liljenstrand, A.

In-Class Activities: Private professional goal setting (written report on goal progress due last day of class) based on MBTI, work related insights, and feedback.  Feedforward activity.  Building facilitation skills.

Homework Assignment: Written assignment #1 due.  See below for details.

 **Class 3 – October 13 - Working as a Team**

Assigned Readings:

* The Five Dysfunctions of a Team. A leadership fable by Patrick Lencioni.  Soundview: Executive Book Summaries.  <https://www.cu.edu/sites/default/files/ExecSummaries-Five_Dysfunctions_of_a_Team1%20%282%29.pdf>
* The five keys to a successful Google team. Julia Rozovsky, re:Work, Nov, 2015.  <https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/>
* Learning by doing: Developing Physician leaders through action. Physician Leadership Journal, Sept-Oct. 2015.
* Gloria Bader & Anne Liljenstrand

In-Class Activities: Activities on working as a team, roles, responsibilities and/ or Group Coaching to explore this topic.  Building facilitation skills.

Homework Assignment: Prepare the ‘Communication Challenge worksheet’ on the topic of Collaboration or Working with others.  Be ready to share.

**Class 4 – October 20 - Managing and Capitalizing on Conflict**

Assigned Readings:

* Make Conflict Drive Results.Lauren Keller Johnson.  Harvard Management Update, Feb. 28, 2008.  <https://hbr.org/2008/02/make-conflict-drive-results-1>
* Conflict competent leadership. Runde, C.E. and Flanagan, T.A.  Leader to Leader, Winter 2008, Issue 47, pg. 46-51.
* How people with different conflict styles can work together. Amy Gallo. Harvard Business Review, July, 2017.  <https://hbr.org/2017/07/how-people-with-different-conflict-styles-can-work-together?autocomplete=true>

Class Activities: Activities on managing conflict.  MBTI and Managing Conflict.  Building facilitation skills.

 **Class 5 – October 27- Branding, Self-Advocacy and Work Life Balance**

Assigned Readings:

* Does taking time for compassion make doctors better at their jobs? Carol Ritchie.  NPR, April 2019.  <https://www.npr.org/sections/health-shots/2019/04/26/717272708/does-taking-time-for-compassion-make-doctors-better-at-their-jobs>
* Time in the bank: A Stanford plan to save doctors from burnout.Brigid Schulte.  The Washington Post, Aug. 2015.  <https://www.washingtonpost.com/news/inspired-life/wp/2015/08/20/the-innovative-stanford-program-thats-saving-emergency-room-doctors-from-burnout/?noredirect=on&utm_term=.b191ac6d5086>
* What Health Care can teach other industries about preventing burnout. Daniel Marchalik.  Harvard Business Review, Oct. 2020.  <https://hbr.org/2020/10/what-health-care-can-teach-other-industries-about-preventing-burnout?autocomplete=true>
* Can Doctors Have Work-Life Balance? Medical Students Discuss.  By: Dr. Zachary F. Meisel and Gina Siddiqui.  Medical Insider.
* Managing Your Boss. By Gloria Bader

Class Activities: Activities on professional branding, advocacy and work life balance.  Group Coaching to explore the topic of Work Life Balance and/ or Self-Advocacy.

Homework Assignment: Prepare the ‘Communication Challenge worksheet’ on the topic of Branding, Self-Advocacy and Work Life balance.  Be ready to share.

**Class 6 – November 3 - Influence and Persuasion**

Required reading:

* 6 principles of persuasion you can use to influence others. Thomas Davidson.  The Physician Executive.  September, October, 2008.
* How To Influence When You Don’t Have Authority. Harold Scharlatt.  Forbes, 1/3/2011.  <http://www.forbes.com/2011/01/03/influence-persuasion-cooperation-leadership-managing-ccl.html>
* Effectively influencing decision-makers. Goldsmith, M.  BusinessWeek Online; 6/22/2009, p15-15, 1p.

In-Class Activities: Influence skills activity.  Building facilitation skills.

Homework Assignment: Written assignment #2 due.  See below for details.

**Course Resources**

**Various articles as outlined above.  Pls. visit Canvas for access.**

**Course Evaluation & Virtual Classroom Expectations**

Active class participation and engagement serves as 50% of your grade.

Active participation means that you

* Take the lead in offering insights and adding to class discussions
* Discuss and critique the opinions of the authors based on the readings; Making comments that integrate the various readings
* Agree/disagree with alternative approaches
* Take turns facilitating the small groups
* Ask classmates questions
* Collect and offer feedback to your peers
* Complete the readings
* Complete the pre-work online MBTI assessment

 Written Assignments serve as 50% of your grade and there are 2 assignments, each worth 25%

**Each assignment should be 2-pages double spaced:**

* Written Assignment #1: Meeting improvements. Due 2nd class meeting; 10/6/22.
	+ Recommendations for how to improve a meeting based on learnings from completing the Meeting Effectiveness Survey. Provide 3 recommendations for how to improve the meeting.  Please elaborate on suggestions for how to improve the meeting and do NOT focus on reporting numerical ratings from the survey.

 Written Assignment #2: Progress report on professional goal.  Elaborate on the progress you have made on the goal you set.  Due last day of class 11/3/22.  Include:

* 1. actions you’ve taken to move towards the goal,
	2. where you have been successful,
	3. what has been challenging, and
	4. how you have tried to maneuver around various challenges

 ***Attendance Policy***

Program policy requires a minimal attendance of 70%.  As this class meets 6 times only you may ***only miss 1 class meeting.***  Attendance is counted for those who arrive promptly or NO LATER than 20 minutes from class start.