

Course form to fill in (2023-2024)

Course title:

SOFT SKILLS: THE KEY TO SUCCESS IN LIFE & BUSINESS

Staff responsible for the course:

Lecturers:

Benoit Chalifoux, EMBA

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format "the student should be able to..." using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

- * How to Improve your Emotional Intelligence
- * Understanding your emotions to make better decisions
- * Re-imagining Decision Making
- * The foundation of Trust
- * Challenging traditional models of supervisory skills
- * Using the power of self-motivation
- * How to develop a communication that inspires
- * Using empathy for conflict management
- * Understanding the future worth of soft skills versus hard skills
- * How to create a work environment where your team blossoms and your results increase

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

The student must be enrolled in a business program.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

It is important for organizations to encourage their employees to cultivate a balanced life and to equip themselves to become more efficient, while increasing their well-being, even when working from home. More than ever, interpersonal relationships are a crucial factor in the success or failure of an organization, but also in the development of the individuals who make up the organization.

Far from being a simple skill to develop, interpersonal skills could be the determining element that will make the difference in your career path. This conference will give you the tools to increase your motivation and performance in order to reach your professional and personal goals.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	16	
- <i>Tutorials</i>		
- <i>Coaching</i>		
- <i>PBL Course</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>		
- <i>E-learning</i>		
- <i>Research</i>		
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>		
- <i>Individual Projects</i>	10	
- <i>Personal work</i>	10	
Total working time for the student	36	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- ☒ Coaching
- ☒ Case Study
- ☐ E-Learning and/or Self-learning
- ☒ Interactive courses
- ☒ Presentations
- ☒ Projects
- ☐ Research
- ☐ Seminars
- ☐ Tutorials
- ☐ Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

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List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment			
	Mid-term exam			
	Participation			
	Oral presentation			
	MCQ			
<u>Final exam</u>	Oral final exam	3	1	30%
	Written final exam	3	1	50%
<u>Others</u>	Case study			
	Group Project			
	Individual Project	2	1	20%
	Written assignment			
	Exercises			
Total				100%

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):
Susan David et Christina Congleton, « Emotional Agility », Harvard Business Review, vol. 91.
Angela L. Duckworth et Martin E. P. Seligman, Psychological Science, vol. 16, no 12.
Charles Duhigg, The Power of Habit – Why We Do What We Do in Life and Business, Random House, 2012.
Csíkszentmihályi, Mihály, Flow : The Psychology of Optimal Experience, Harper Perennial Modern Classics, 2007.
Walter Mischel, The Marshmallow Test : Why Self-Control is the Engine of Success, Back Bay Books, 2015.
Daniel Goleman, L'intelligence émotionnelle. Tome 2 : Accepter ses émotions pour s'épanouir dans son travail, 1999.

Sarah H. Konrath, Edward H. O'Brien et Courtney Hsing, « Change in Dispositional Empathy in American College Students over Time : A Meta-Analysis », Personality and Social Psychology Review, 15, no 2, 2011.

Daniel Goleman, « What Makes a Leader ? », Harvard Business Review, janvier 2004.

Tasha Eurich, « What Self-Awareness Really Is (and How to Cultivate It) », Harvard Business Review, janvier 2018.

Elizabeth W. Dunn, Lara B. Aknin et Michael I. Norton, « Spending Money on Others Promotes Happiness », Science 319, no 5870, mars 2008.

Murthy, V. (2017). Work and the Loneliness Epidemic. Harvard Business Review.

Ryan T. Howell et Graham Hill, « The mediators of experiential purchases : Determining the impact of psychological needs satisfaction and social comparison », The Journal of Positive Psychology, vol. 4, no 6, novembre 2009.

Class books :

Reviews :

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL