Title of the Course	**COMMUNICATION SKILLS TRAINING**		
Amount in credit points/ ECTS)	2/3	Volume (in hours)	80
Prior knowledge	Basics of psychology, communication psychology		
Science Sector	Psychology		
Science Subsector	Social psychology		

Summary of academic hours	**Amount (academic hours)**
Distance learning	40
Contact hours / video lessons	8
Exercises, self – assessment questions and tests	25
Individual work/ discussions in distance	4
Exams/tests	3

1ˢᵗ level professional study programme	Business Logistics
Author(s) of the course	Mg.psych. Dace Bērziņa
Lecturer(s) of the course	Mg.psych. Dace Bērziņa
Goal of the course:	To understand the interdependence of socio-psychological phenomenon in the processes of inter-communication, be able to use this understanding in order to improve the quality of professional communication and interdependence.
Requirements for obtaining credit points (structure of course evaluation):	The final evaluation of the course is final test for an active participation in all practical tasks and discussions, group work during the socio-psychological training – onsite classes;

Study Results

1. *Knowledge*:
    1.1. A student defines the expressions of the socio-psychology phenomenon in communication,
    1.2. A student names and describes the notions of *verbal and non-verbal communication, mistakes and barriers in communication, self-presentation and self-effectiveness in communication, positions in communication, feedback in communication and its role in effectiveness of communication; rational and irrational components of communication self-image as an influencing factor on communication.*
2. *Skills:*
    2.1. A student connects the theoretical aspects of interaction and communication with the practical examples in real life.
    2.2. A student analysis the mistakes and barriers of communication in real communication conditions,
    2.3. A student modifies the communication effectiveness in every-day life and professional activity.
    2.4. A student uses emotionally favourable communication.
3. *Competences*:
    3.1. A student improves the individual communication style, flexibly adjusts it to the interaction and communication style;
    3.2. A student chooses the interaction style focused on the gaol in the professional activity, using the individual and interaction partners' resources; forms communication, which is cooperation-oriented, not competition-oriented.

Content of the Course

No.	Subjects	Contact hours, video, audio lessons	Distance learning	Exercises, self-assessment questions and tests	Individual task – remote discussion. Description of the individual task is available in the E-studies	Test
1.	Introduction: what socio-psychological training is, its significance and goal Group rules. Introduction round.	8	3	2	1	3
2.	A skill to present oneself.		3	1		
3.	Communication barriers and positions.		3	2		
4.	Non-verbal communication and mutual understanding; co-action in a team.		3	2		
5.	A skill to ask questions to get the needed information.		3	1	1	
6.	A skill to express own idea verbally in order for the partner to understand.		3	2		
7.	Recognize one's potential.		3	3		
8.	Assessment of real opportunities and resources.		3	2	1	
9.	Providing and receiving positive feedback		3	2		
10.	Greetings and conversation etiquette		3	2		
11.	Clothing etiquette.		3	2	1	
12.	Strengthening the group emotional climate		3	2		
13.	Closing round.		4	2		
	TOTAL:	8	40	25	4	3
		80				

Mastering the course and successfully passing examination, student is capable of *(knowledge, skills and competencies)*

Study Results:	Evaluation Criteria
Knowledge	Ability to understand the main goal of socio-psychological training, its meaning and essence. Understand the main group rules and encounter them in the group interaction, recognize in other and react accordingly. Understand how to use the regularity of group interdependence in every-day professional interaction. Recognize verbal and non-verbal communication signs, know how to control the accuracy of verbal and non-verbal; communication. Understand the role of positive, constructive feedback in group interaction and productive co-action.
Skills	Ability to present oneself. Gained experience how to formulate precise questions in order to gain information. Act according to etiquette norms, ability to recognize it in other and react accordingly.
Competences	Developed skill of decision-making, to realize one's potential more effectively and be able to self-assess the boarders of available resources. Improved one's experience in team work and team management, as well as widened own communication skills.

Acknowledgement of the obtained study results

Evaluation Method	Study Results
Onsite classes	An alternative to independent work and discussion
Independent work	To be completed if there is no possibility to be present in onsite classes
Distance discussion	To be completed, if there is no possibility to be present in onsite classes
Final test	Final examination – test with no mark/points: for an active participation in onsite classes or completion of online tasks for distance-learning students

Core Literature	
1.	Omārova S. (1996) Cilvēks runā ar cilvēku. Saskarsmes psiholoģija. – R., Kamene, 126 lpp.
2.	Kupčs J. (1997) Saskarsmes būtība. – R., Zvaigzne ABC, 71 lpp., ISBN10: 9984041239; ISBN13: 9789984041230
3.	Reņģe V. (2002) Sociālā psiholoģija. – R., Zvaigzne ABC, ISBN10: 9984225364, ISBN13: 9789984225364
4.	Vorobjovs A. (2002) Sociālā psiholoģija. – R., Izglītības soļi, ISBN10: 9984712338, ISBN13: 9789984712338
5.	Fosters D. Lietišķā etiķete Eiropā. – R., Zvaigzne ABC, 400 lpp., ISBN: 978-9984-36-908-2
6.	Fekseuss, Henriks (2019). Smalki! Izcilas sociālās prasmes – Rīga, Zvaigzne ABC, 2019 ISBN: 978-9934-0-8130-9; 318 lpp.
Additional Literature	

1.	Hadnagy C. Social Engineering: The Art of Human Hacking (1st Edition). - ISBN-13: 978-0470639535; ISBN-10: 0470639539
2.	Brown N. W. (2004) Psychoeducational Groups: Process and Practice. – N.Y., Brunner - Routledge, 275 p.
3.	Benson J.F. (2001) Working More Creatively With Groups. – London, Routledge, 334 p.
4.	Ķestere I. (2007) Lietišķā etiķete. – R., LUMA, 166 lpp., ISBN10: 9984708667, ISBN13: 9789984708669
5.	Leigh David (2006). The Group Trainer's Handbook: Designing and Delivering Training for Groups. 3rd Edition. – GB, USA, Kogan Page Ltd, ISBN 0-7494-4744-3; 196 p.

Recommended Periodicals

1.	http://mentor.lv/media/filer_public/1d/d7/1dd7318c-96af-4afe-884c-673f87c8ee4b/etiketes_pamatprincipi.pdf
2.	http://betolli.com/blog/ielugumu-etikete-lietiskais-stils/
3.	https://www.officeday.lv/Lietis-a-eti-ete-Sasveicinasanas-un-iepazisanas.html