



Module Descriptor
Personal and Interpersonal Skills

Award Type: Minor
Award Level: 3
Award Code: 3N0564
FÁS Assessment Code: 3N0564-032
Validation date: 22nd November 2011
Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to interact constructively with people, from a position of self awareness and social sensitivity, in a limited range of social contexts.

Module Duration: The learning effort required from a typical learner to achieve the stated learning outcomes for the module is **100 (one hundred)** hours.

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

1. Describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours
2. Compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity e.g. personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.
3. Recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working, that could be used in real or fictional situations
4. Recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships
5. Describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles e.g. compliance, autocratic, play it safe, impulse, avoidance etc
6. Demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours
7. Describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues
8. Identify solutions to real life or fictional conflict situations, by following the key stages in the negotiation process e.g. listening effectively, identify specific behaviour causing conflict, propose possible win:win outcome, suggest consensus

Key Learning Points

Learning Outcome 1: Describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours

Key Learning Points

- Explaining interpersonal relationships
- Types of interpersonal relationships within families, work and social environments
- Describing verbal and non verbal communication skills used during interactions with others to include effective listening, questioning and clear expression of ideas, opinions and needs to others
- Barriers to effective communication
- Different types of behaviours to include aggressive, passive and assertive behaviours
- Impact of aggressive, passive and assertive behaviours in different types of interpersonal relationships
- Selecting appropriate behaviour to use different situations

Learning Outcome 2: Compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity e.g. personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.

Key Learning Points

- Discussing identity to include own uniqueness and individuality
- Discussing of self awareness
- Exploring awareness of self to include naming and recording some of own likes, dislikes, strengths, talents, hopes, fears
- Importance of self awareness in own life
- Discussing of self management to include organising oneself through preparation and planning
- Internal and external factors that influence self management
- Role of self management in bringing balance to own life
- Differentiating between personal rights and responsibilities
- Social and cultural factors that influence own identity
- Organisation and format of a personal profile template
- Organising and recording a selection of own personal details in personal profile template

Learning Outcome 3: Recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working, that could be used in real or fictional situations

Key Learning Points

- Real and fictional situations in own life when support was needed for oneself or

provided to others

- Sources of support within family, work and social environments
- Role of personal availability as a support in interpersonal relationships
- Actively listening when opinions and feelings are being expressed by another individual
- Networking as a support in interpersonal relationships
- Using social networking as a support in own personal and professional life
- Benefits of working with a team in terms of personal limitations and as a source of help and advice

Learning Outcome 4: Recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships

Key Learning Points

- Recognising a range of emotions through display of body language, tone of voice, and facial expressions
- Possible triggers for a range of emotion
- Types of behaviour associated with a range of emotions
- Positive and negative impact that emotions may have on decision-making process
- Positive and negative responses to expressions of emotion in personal and working life

Learning Outcome 5: Describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles e.g. compliance, autocratic, play it safe, impulse, avoidance etc

Key Learning Points

- Characteristics of different decision making styles, to include compliance, impulse, play it safe, avoidance, autocratic
- Decision making styles used in a number of recent personal decisions
- Appropriate decision making styles for different situations
- Steps to be taken in a responsible decision making process
- Need for reflection before, during and after the decision making process

Learning Outcome 6: Demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours

Key Learning Points

- Characteristics of passive, aggressive and assertive behaviours
- Differentiating between passive, aggressive and assertive behaviours
- Demonstrating passive, aggressive and assertive behaviours through role play
- Impact of passive, aggressive and assertive behaviours on the person displaying them

- Impact of passive, aggressive and assertive behaviours on the person receiving them

Learning Outcome 7: Describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues

Key Learning Points

- Range of relationships between family members to include parent, child, sibling, grandparents, aunts, uncles, cousins, etc
- Differences in interpersonal relationships with some of own family members of the same generation and those of a different generation
- Differences between interpersonal relationships with friends and interpersonal relationships with work colleagues
- Characteristics of healthy relationships with family, friends and colleagues including respect, trust, shared interests, shared experiences, appropriate boundaries
- Identifying and coping with challenges within relationships with family, friends and colleagues including disrespect, over-dependence, dishonesty, unreliability, inappropriate boundaries

Learning Outcome 8: Identify solutions to real life or fictional conflict situations, by following the key stages in the negotiation process e.g. listening effectively, identify specific behaviour causing conflict, propose possible win:win outcome, suggest consensus

Key Learning Points

- Potential sources of conflict in a relationship
- Key stages in the negotiation process including listening effectively, identifying behaviours which can cause conflict, proposing a win:win outcome, suggesting a consensus
- Solving fictional conflict situation through role play following the key stages in the negotiation process

Assessment Specification

Award Title	Personal and Interpersonal Skills
Award Type	Minor
FÁS Assessment Code	3N0564-032
Award Code:	3N0564
Credit Value :	10

Unit Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L01	Knowledge	Portfolio	7%	Exercise E1	Exercise Sheet
			3%	Activity A1	Reflection Sheet
L02	Knowledge Skill	Portfolio	15%	Exercise E2	Exercise Sheet
L03	Skill	Portfolio	8%	Exercise E3	Exercise Sheet
L04	Skill	Portfolio	15%	Exercise E4	Exercise Sheet
L05	Skill	Portfolio	7%	Exercise E5	Exercise Sheet
L06	Skill	Portfolio	15%	Activity A1	Checklist and Reflection Sheet
L07	Skill Competence	Portfolio	10%	Exercise E6	Exercise Sheet
L08	Skill Competence	Portfolio	15%	Activity A1	Checklist and Reflection Sheet
L08	Knowledge Competence	Portfolio	2%	Activity A2	Learner Reflection Sheet
L08	Knowledge Competence	Portfolio	3%	Activity A3	Learner Reflection Sheet

Suggested Learning Methodologies

- Videos or DVDs
- Note taking
- Discussion groups
- Activities and exercises
- Role play
- Simulated work environment

Specific Module Requirements

Not Applicable

Suggested Learning Resources

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Diary** throughout the course in order to record useful and relevant information on any aspect of Personal and Interpersonal Skills.

At the end of every week, the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress in relation to Personal and Interpersonal Skills during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Personal and Interpersonal Skills. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Personal and Interpersonal Skills. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

A range of textbooks including:

Harvey, Nicholas. *Effective Communication*. Gill & McMillan
O'Brien, Edel. *Healthy Lifestyles 1*. Gill & Macmillan.

Learner Activities and Resources

Exercise: Interpersonal Relationships

In this exercise the learner identifies significant relationships in their life, and the qualities of a good relationship.

Exercise: Personal Profile

In this exercise the learner explores awareness of self and some of the factors that influence self-identity.

Activity: Personal Profile

In this activity the learner has an opportunity to develop their sense of self awareness by getting positive reinforcement from others. It also promotes speaking skills.

Exercise and Activity: Active Listener

This exercise and follow-up activity promotes active listening skills.

Exercise: Recognising Emotions

In this exercise the learner recognises a range of emotions from given images.

Exercise: Recognising Emotions

In this exercise the learner identifies a range of emotions.

Exercise: Decision Making

In this exercise the learner develops awareness of decision making styles and improves decision making skills by reflecting on a recent decision.

Activity: Interpersonal Behaviour

In this activity the learner demonstrates passive, assertive and aggressive behaviours by participating in a role play.

Exercise: Interpersonal Relationships

In this exercise the learner identifies interpersonal relationships in their personal and working life.

Exercise: Conflict

In this exercise the learner develops awareness about the causes of and solutions to a conflict situation.

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support