

COURSE TITLE: CHALLENGING COLLEAGUES: Bringing Out The Best In People At Their Worst
WA CLOCK HRS: 50
OREGON PDUs: 50
PENNSYLVANIA ACT 48: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

INSTRUCTOR: Jacquie Bernbaum
jacquie.bernbaum@gmail.com

COURSE DESCRIPTION:

In this course you will acquire skills that will help you work successfully with colleagues who behave in challenging ways and make communication difficult. You will discover the 10 specific behaviors that represent people at their worst as well as underlying causes that can trigger these behaviors.

We will discuss and learn strategies that will equip you with the skills to communicate with all personality types and understand how to bring out the best in people when they are at their worst. In addition, you will gain deeper insight about yourself and your work, helping you to become more centered and more satisfied with yourself and your career.

This course is appropriate for teachers, administrators and support staff, grades K-12.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Learned about the 10 behaviors that represent people at their worst.
2. Gained an understanding of what can provoke challenging behavior.
3. An understanding of how to survive challenging colleagues through skillful communication.
4. Learned how to 'listen to understand' for more successful communication.
5. Learned how to 'speak to be understood' and maximize your time with proper communication.
6. An understanding of how to bring out the best in people when they are at their worst.
7. An understanding of successful communication when phone or technology is involved.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Text, *Dealing with People You Can't Stand: How to Bring Out the Best in People at Their Worst*, is available new or used from Amazon for about \$2 plus shipping.

- ***Dealing with People You Can't Stand, Revised and Expanded Third Edition: How to Bring Out the Best in People at Their Worst***
ISBN# 0071785728
by Rick Kirschner, Rick Brinkman
McGraw-Hill Education

[Buy from Amazon](#)

MATERIALS FEE

The course text, *Dealing with People You Can't Stand: How to Bring Out the Best in People at Their Worst*, is available new or used from Amazon for about \$2 plus shipping.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

In a 1-page introduction describe your current professional situation and say why you chose this course.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #1'.**

Assignment #2:

Read Chapter One in the text.

Write a 2-3 page response highlighting:

- What was most noteworthy for you about the 10 Most Unwanted list?
- Which of the types of unwanted behaviors are the most difficult for you to work with and why.
- Where do you feel you need the most growth?

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #2'.**

Assignment #3:

- Read Chapter 2 and write a 2 –3 page paper explaining the author's description of what determines focus and assertiveness.
- Describe what you found most beneficial in this reading.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #3'.**

Assignment #4:

- Think about and focus on a person that you have trouble getting along with.
- Look at the 10 Most Unwanted List.
- Write a 1-2 page paper addressing a specific unwanted characteristic that the person you are focused on demonstrates.
- Outline specifics of the person's behavior that create that persona.
- What do you think the underlying issues are that generate the behavior?

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #4'.**

Assignment #5:

- Read Chapter 4.
- Write a 3-4 page paper describing what the authors mean when talking about the two essential skills: blending and redirecting.
- Talk about why mastering the art of these two skills is essential to successful communication.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #5'.**

Assignment #6:

- Read Chapter 5.
- In a 1-2 page paper, describe the benefits of the four techniques the authors discuss of blending, backtracking, clarifying and confirming and how they improve the ability to "listen to be understood"?

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #6'.**

Assignment #7:

- Read Chapters 6 & 7.
- In a 1-2 page paper, describe why it is important to acknowledge positive intent.
- Discuss what blending strategies are most appropriate for the *get it done*, *get it right*, *get along* and *get appreciated* persons are, and what their "high valued criteria's" are.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #7'.**

Assignment #8:

- Read Chapters 20 -22 and in a 2-3 page paper discuss the challenges of both phone and digital communication.
- Summarize some strategies the authors offer to reduce conflict and improve the communication by phone and email and how you see this benefiting you in communication skills.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read 'Colleagues #8'.**

Assignment #9:

- Read Chapters 9 thru 19.
- In a 2-3 page paper, briefly describe and define each of the 10 most unwanted characteristics that typify people at their worst!

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #9'**

Assignment #10:

Assignment #10-A

- Watch the <http://kellymcgonigal.com/2013/12/31/watch-my-ted-talk-how-to-make-stress-your-friend/>. Kelly McGonigal suggests that "how we think about stress" affects our work environment and ways that we respond to difficult colleagues.
- In a 2-3 page paper, outline the positive stress responses McGonigal encourages to help overcome stressful situations.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #10-A'.**

OR

Assignment #10-B

- Another assignment of your own design with the instructor's prior approval.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #10-B'.**

Clock Hours, PDUs, CEUs, and Act 48 participants must complete Section C - The Integration Paper to be awarded hours for this course.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #11:
Option A)**

- Write a brief case history of a challenging colleague who has been difficult to work with.
- Based on your learning from this course, create and implement a plan of action to bring out the best side of your colleague's worst behavioral traits.
- Describe your plan of action and the results of its implementation in a 2-3 page paper.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #11-A'**

OR

Option B)

- Use the techniques you have learned from this course to elicit the best from of one of your challenging colleagues.
- Keep a log of the techniques you used and your colleagues' responses.
- Write a 3-4 page paper evaluating the techniques you used and how successful they were.
- Include any changes you made to the techniques discussed and the text and discuss the possible suggestions for future modifications.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #11-B'**

OR

Option C)

Another assignment of your own design, which is pre-approved by the instructors.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #11-C'**

**Assignment #12:
Assignment #-A:**

- Create a lesson reflecting what you've learned in this course.
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- We encourage you to share what you've learned with other teachers taking our courses by also contributing your Lesson Plan to

- The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Send your lesson plan and your commentary via email to your instructor.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #12-A'**

OR

Assignment #12-B:

- Create a lesson reflecting what you've learned in this course. (Do not implement it.)
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- We encourage you to share what you've learned with other teachers taking our courses by contributing your Lesson Plan to The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](https://www.hol.edu/blog) prior to writing your article. (<https://www.hol.edu/blog>)
- When you submit your article to your instructor, please also email a copy to [Yvonne Hall](mailto:Yvonne.Hall@hol.edu) THI blog curator and media specialist. (yvonne@hol.edu)
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your lesson along with your article via email to your instructor.

Send to instructor: jacquiejohansson@gmail.com **Subject line to read: 'Colleagues #12-B'**

Assignment #13: (500 Level ONLY)

Option A)

- Prepare a presentation, addressing all 10 difficult traits, for colleagues or another group, highlighting techniques that you have learned from this course.
- The presentation can be in the form of a Power Point or another design with instructor's approval.
- Include a copy of any handout(s) you will use.

Send to instructor: jacquiejohansson@comcast.net **Subject line to read: 'Colleagues #13-A'**

OR

Option B)

- Conduct a minimum of two (2) additional readings of the literature from the Bibliography, or other resources with the instructors' prior approval.
- The purpose of this reading is to focus on one particular topic that you would like to investigate in-depth (ex: when emotional states become personality traits, the impact of family violence on receptive language etc.).
- In a 1-2 page paper please discuss in detail the information you have acquired.

Send to instructor: jacquiejohansson@comcast.net **Subject line to read: 'Colleagues #13-B'**

OR

Option C)

Another project of your own design, which is pre-approved by the instructor.

Send to instructor: jacquiejohansson@comcast.net **Subject line to read: 'Colleagues #13-C'**

C. INTEGRATION PAPER

Assignment #14: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?

4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Jacquie Johansson graduated with a master's degree in counseling psychology from Gonzaga University in 1990, and for the past 24 years, she has worked for Spokane Public Schools as an elementary school counselor. During her tenure, she has dealt extensively with students of trauma and poverty, as well as gifted students and those from high income backgrounds.

Jacquie is the co-founder and vice-president of Continuing-Credits, Inc., which develops and facilitates dynamic workshops across the Pacific Northwest. Since the start of the company 14 years ago, she, along with her teaching partner Lori Gibson, has created and taught a vast variety of courses; the emphasis is counseling skills aimed at working with both students and staff.

Jacquie's overarching mission, both as a counselor and an educator, is to produce classes that support knowledge and develop strategies necessary to work successfully with the entire spectrum of students and parent community with an end goal of constructing a safe, welcoming, and optimal learning environment for everyone. As test scores become increasingly important in the school setting, educators need skills to build relationships quickly and effectively with students and staff.

Drawing upon her experience as an elementary and secondary school counselor as well as an instructor at the university level, Jacquie is able to connect to students, parents, and staff. Her fresh, fun approach to practical problem-solving provides useful techniques that can be implemented immediately. Jacquie keeps current on new research, which she synthesizes with time-proven information to help educators structure a high-achieving classroom, and in turn, produce high-achieving students.

BIBLIOGRAPHY

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