Course Syllabus

Course Description

Examines interpersonal relations within organizations, and provides methods for improvement of interpersonal skills. Methods to enhance teamwork are explored along with experimental activities and case studies.

Course Textbook(s)


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the model of interpersonal skills improvement.
2. Determine methods for developing interpersonal skills on the job.
3. Evaluate personality differences among people.
4. Formulate ways to overcome potential barriers to communication, including nonverbal communication.
5. Assess the advantages and disadvantages of diverse teams.
7. Explain the importance of ethical behavior.
8. Explore career-enhancing strategies and tactics.

Credits

Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure

1. Study Guide: Course units contain a Study Guide that provide students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Learning Activities (Non-Graded): Non-Graded Learning Activities are provided to aid students in their course of study.
7. Journals: Students are required to submit Journals in Units I-VIII. Journals provide students the opportunity to reflect critically on course concepts and ideas. Specific information about accessing the Journal rubric is provided below.
8. Unit Assessments: This course contains Unit Assessments, which test student knowledge on important aspects of the course. These tests may come in many different forms, ranging from multiple choice to written response questions.
9. Unit Assignments: Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
10. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. Student Break Room: This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

LibGuides

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click here for the LibGuide for this course.

Unit Assignments

Unit II PowerPoint Presentation

Self-esteem in the work environment is crucial to the overall success of everyday business operations and functions for the employee and employer; therefore, it is important to identify healthy self-esteem development and how to overcome communication barriers.

Create a PowerPoint presentation (minimum of 10 slides) on how to overcome communication barriers—verbal and nonverbal (identify and explain with supported data and illustrations). You must use at least two sources with one being the textbook. Be sure to cite any sources used in a reference slide with proper APA formatting. The cover and reference slides do not count toward the total slide requirement. Also, use the speaker notes function to explain the content in detail for each of the slides.

Note: Keep in mind the 6x6 PowerPoint rule: slides should only include six to seven lines of content with no more than six to seven words per line. Also, illustrations should relate to the content being discussed—be creative.

Refer to the following tutorial from the Success Center on developing good PowerPoint presentations:
https://columbiasouthern.adobeconnect.com/_a1174888831/powerpointbestpractices/

Information about accessing the grading rubric for this assignment is provided below.

Unit III Article Review

For this assignment, read the article indicated below that discusses the differences between the generations within the workplace and how to develop interpersonal skills for better employee involvement and interaction with fellow employees. Also, this article identifies how the values are placed upon each generation (Generation Z, Millennials, Generation X, and Baby Boomers) and leads into how to better manage and involve the multiple generations within the workforce.

In order to access the resource below, you must first log into the myCSU Student Portal and access the ABI/INFORM COLLECTION database within the CSU Online Library.


Note: The birth year range for Baby Boomers in the article differs from the range found in the textbook (p. 41) and the generally accepted range of 1946-1964.

Complete the article review by showing your understanding of the article’s contents by addressing the questions and directives below. Your paper should be a minimum of two pages, not including the title and reference pages. The following are questions and directives to be used in completing the review:

1. What is the author’s main point?
2. Who is the author’s intended audience?
3. Identify and address the differences in the interpersonal skills from the generational differences and how they might be overcome.

Be sure to apply the proper APA format for the content and reference provided.
Unit IV Case Study

Locate the following case study in the course textbook:

Interpersonal Relations Case 15.1 – The One Cent Ethical Dilemma, p. 375.

Complete the case study by showing your understanding of the content in addressing the questions and directives in two to three pages, including a title page and reference page. The title and reference pages do not count toward the total page requirement.

Answer the Case Questions at the end of the case on p. 375. In addition, answer the following directives to complete your case study:

1. What actions do you recommend Rajah take about his concerns with respect to the new one-cent-in-change policy?
2. Explain whether you think Rajah should blow the whistle on his employer.
3. What is your opinion of the ethics of the new policy about withholding one-cent-in-change?
4. Is there a need for ethics training? If so, why?
5. How often should ethics training take place? Why?
6. By having ethics training, what can the employer and employees learn?

Be sure to apply the proper APA format for the content and reference provided.

Unit V Essay

The use of teams can bring about great change within an organization; however, effective outcomes often depend on how teams are assembled and incorporated. A key component to the assembly of a team is the level of diversity that will be included. As discussed throughout this unit, the presence of diversity can provide an advantage for a team but can also create some difficulties that must be overcome. The essay topic is the advantages and disadvantages of diverse teams within an organization. The following questions should be addressed:

1. What are some advantages to utilizing diverse teams within an organization?
2. What are some potential difficulties that might need to be overcome in order for a diverse team to be successful?
3. What are some methods and tactics that can be utilized to overcome the potential difficulties?
4. As a conclusion, is it worth the effort to attempt to overcome the difficulties in light of the potential advantages of a diverse team?

Your essay should be at least three pages in length, including an introduction, a body of supported material, and a conclusion. The reference and title pages do not count toward the total page requirement. A minimum of three scholarly references are required. Please use the CSU Online Library to locate the supporting references to write this essay.

Be sure to apply the proper APA format for the content and references provided. Consider reviewing the link below for the Success Center’s tutorial on essay writing:
https://columbiasouthern.adobeconnect.com/_a1174888831/essay_writing/

Unit VI Reflection Paper

As discussed in the unit lesson, resolving conflict in the workplace requires using interpersonal skills, management skills, and techniques. Interpersonal skills can consist of understanding individual differences, self-esteem, self-confidence, communication, teamwork skills, problem-solving skills, cultural relations skills, motivation skills, customer service skills, ethical behavior skills, and stress management skills. Management skills focus on the type of management skill applied such as collaborating, accommodating, forcing, avoiding, and compromising. As a member of the workforce, you must be able to effectively resolve conflict, either with the use of interpersonal skills, management skills, or by applying the recommended ways of responding to tension in the workplace (e.g., overcoming defensiveness, accepting of the tension, and resolving the tension).

For your Unit VI Assignment, please reflect on your knowledge of resolving conflict that you have experienced or observed in the workplace. Please analyze what you have learned. Describe how your learned knowledge can be used. Also, identify how this information can be used to resolve conflict in the workplace in your current job or from a past incident you have experienced. What steps/methods were used in resolving the conflict?

Your reflection paper should be at least three pages in length, including an introduction, a body that supports your reflection, and a conclusion. Be sure to include a title page. The title page does not count toward the total page requirement.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI Article Critique

As a leader, it is expected for you to be able to identify with the workers within the organization. This process can take place during basic observation, performance evaluations, attendance, interaction with others, and basic characteristics or behaviors. The leader must identify different personality types or behaviors and apply the suggested tactics for properly handling each type.
Research the CSU Online Library or another external source for an article(s) that addresses different personality types or behaviors in the workplace and how to apply tactics for properly handling of each type.

Provide your opinion on the article as it applies to the following questions:

- What is the author's main point?
- Who is the author's intended audience?
- Do the author's arguments support his or her main point? Explain different personality types or behaviors and how to apply the suggested tactics for properly handling of each type.
- What evidence supports the main point? (Do not simply summarize the article.)
- What is your opinion of the article? What evidence, either from the textbook or additional sources, supports your opinion?

Your article critique should be at least two pages in content length, including an introduction, a body of supportive material (paragraphs), and a conclusion. Be sure to include a title page and a reference page and follow all other APA formatting requirements. The title page and reference page do not count toward the total page requirement.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VIII Essay**

According to DuBrin (2015), the following strategies or tactics are identified for enhancing your career:

1. develop career goals,
2. capitalize on your strengths and build your personal brand,
3. be passionate about and proud of your work,
4. develop a code of professional ethics and prosocial motivation,
5. develop a proactive personality,
6. keep growing through continuous learning and self-development,
7. document your accomplishments,
8. project a professional image, and
9. perceive yourself as a provider of services. (p. 430)

Identify and explain three career-enhancing techniques or tactics in advancing your career.

Your essay should be at least two pages and should include an introduction, a body of supported material (paragraphs), and a conclusion. Be sure to include two references (on a reference page), and follow all other APA formatting requirements. The reference page does not count toward the total page requirement. Please use the CSU Online Library for providing the supporting sources to complete the paper.

Be sure to apply the proper APA format for the content and references provided.

Consider reviewing the link below for the Success Center’s tutorial on essay writing:
https://columbiasouthern.adobeconnect.com/_a1174888831/essay_writing/

Information about accessing the grading rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Journal, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Journal rubric can be found within Unit I’s Journal submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the
Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Journals, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to e-mail your professor. Responses to your post will be addressed or e-mailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Interpersonal Skills and Individual Differences</th>
<th>[Weight: 10%]</th>
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</table>
| Read/View: | - Unit I Study Guide  
- Chapter 1: A Framework for Interpersonal Skill Development  
- Chapter 2: Understanding Individual Differences | |
| Submit: | - Unit I Journal  
- Unit I Assessment | 2%  
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<th>Unit II</th>
<th>Self-Esteem, Communication, and Skills</th>
<th>[Weight: 12%]</th>
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| Read/View: | - Unit II Study Guide  
- Chapter 3: Building Self-Esteem and Self-Confidence  
- Chapter 4: Interpersonal Communication  
- Chapter 5: Interpersonal Skills for the Digital World | |
| Submit: | - Unit II Journal  
- Unit II PowerPoint Presentation | 2%  
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<th>Unit III</th>
<th>Decision-Making</th>
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| Read/View: | * Unit III Study Guide  
* Chapter 6: Developing Teamwork Skills  
* Chapter 7: Group Problem Solving and Decision Making | |
| Submit: | * Unit III Journal  
* Unit III Article Review | 2%  
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<th>Unit IV</th>
<th>Leadership and Ethical Behavior</th>
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| Read/View: | * Unit IV Study Guide  
* Chapter 10: Becoming an Effective Leader  
* Chapter 11: Motivating Others  
* Chapter 15: Enhancing Ethical Behavior | |
| Submit: | * Unit IV Journal  
* Unit IV Case Study | 2%  
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<th>Unit V</th>
<th>Cross-Cultural Relations and Diversity</th>
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| Read/View: | * Unit V Study Guide  
* Chapter 8: Cross-Cultural Relations and Diversity | |
| Submit: | * Unit V Journal  
* Unit V Essay | 2%  
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<th>Conflict and Customer Satisfaction</th>
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| Read/View: | * Unit VI Study Guide  
* Chapter 9: Resolving Conflicts with Others  
* Chapter 14: Customer Satisfaction Skills | |
| Submit: | * Unit VI Journal  
* Unit VI Reflection Paper | 2%  
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| Read/View: | * Unit VII Study Guide  
* Unit VII Video: See Study Guide  
* Chapter 12: Helping Others Develop and Grow  
* Chapter 13: Positive Political Skills | |
| Submit: | * Unit VII Journal  
* Unit VII Article Critique | 2%  
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<th>Personal Productivity</th>
<th>[Weight: 12%]</th>
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| Read/View: | * Unit VIII Study Guide  
* Chapter 16: Stress Management and Personal Productivity  
* Chapter 17: Job Search and Career Management Skills | |
| Submit: | * Unit VIII Journal  
* Unit VIII Essay | 2%  
10% |