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


Instructor recommended:


Course Learning Outcomes

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

1. Explain the model of interpersonal skills improvement, and describe ways to develop interpersonal skills on the job.
2. Evaluate and explain personality differences among people and develop insight into how your personality, mental ability, emotional intelligence, and values differ from others.
3. Describe the nature, development, and importance of self-esteem, self-confidence and self-efficacy.
4. Analyze and explain your nonverbal communication, identify barriers of communication and formulate ways to overcome these barriers.
5. Identify the types of teams in organizations, and assess the advantages and disadvantages of teams.
6. Explain the general approach to problem-solving groups, and explain how to increase the efficiency of group problem solving.
7. Describe who fits under the diversity umbrella and identify the major values that account for cultural differences.
8. Explain interpersonal conflict in organizations, and assess methods of resolving conflict.
9. Identify key leadership traits for personal development, and assess your team leadership skills and developing your leadership potential.
10. Develop an awareness of the rules of business etiquette, and explain the importance of ethical behavior.
11. Assess the general principles of customer satisfaction, and formulate a plan to deal effectively with customer dissatisfaction.
12. Explain the symptoms and consequences of stress, and formulate ways to reduce stress.
13. Determine new insights into conducting a job search and identify career-enhancing strategies and tactics.

Credits

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

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the unit study guides to aid students in their course of study.

4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

7. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**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.

**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) Discussion Board, (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 Discussion Board rubric can be found within Unit I’s Discussion Board 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 Discussion Boards, 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.

[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 email your professor. Responses to your post will be addressed or emailed 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.

**Grading**

- Discussion Boards (8 @ 2%) = 16%
- Assessments (8 @ 10.5%) = 84%
- **Total** = 100%

**Course Schedule/Checklist (PLEASE PRINT)**

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.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I

**Interpersonal Skill Development and Understanding Individual Differences**

- **Review:**
  - [ ] Unit Study Guide
  - [ ] **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - [ ] Chapter 1: A Framework for Interpersonal Skill Development
  - [ ] Chapter 2: Understanding Individual Differences
  - [ ] **Supplemental Reading:** See Study Guide

- **Discuss:**
  - [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - [ ] **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit II

**Building Self-Esteem and Self-Confidence and Interpersonal Communication**

- **Review:**
  - [ ] Unit Study Guide
  - [ ] **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - [ ] Chapter 3: Building Self-Esteem and Self-Confidence
  - [ ] Chapter 4: Interpersonal Communication
  - [ ] **Supplemental Reading:** See Study Guide

- **Discuss:**
  - [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - [ ] **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit III

**Teamwork Skills, Problem Solving, and Decision Making**

- **Review:**
  - [ ] Unit Study Guide
  - [ ] **Learning Activities (Non-Graded):** See Study Guide

- **Read:**
  - [ ] Chapter 5: Developing Teamwork Skills
  - [ ] Chapter 6: Group Problem Solving and Decision Making
  - [ ] **Supplemental Reading:** See Study Guide

- **Discuss:**
  - [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
  - [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

- **Submit:**
  - [ ] **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
### Unit IV
**Cross-Cultural Relations and Diversity and Resolving Conflict with Others**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 7: Cross-Cultural Relations and Diversity
- Chapter 8: Resolving Conflicts with Others
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:

### Unit V
**Effective Leadership and Motivating Others**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 9: Becoming an Effective Leader
- Chapter 10: Motivating Others
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:

### Unit VI
**Helping Others Develop and Grow and Positive Political Skills**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 11: Helping Others Develop and Grow
- Chapter 12: Positive Political Skills
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
## Course Schedule

### Unit VII: Customer Satisfaction Skills and Ethical Behavior

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 13: Customer Satisfaction Skills
- Chapter 14: Enhancing Ethical Behavior
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII: Stress Management and Personal Productivity and Job Search and Career Management Skills

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 15: Stress Management and Personal Productivity
- Chapter 16: Job Search and Career Management Skills
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals: