The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus  

Course Title:  
Theoretical Foundations of Human Relations  

Course Number:  
HR 5003-103  

Course Description:  
This course is designed to expose students to fundamental theories upon which the practice of human relations is based, and to facilitate a greater understanding of how these theories can be applied by the human relations professional. A wide range of theories is studied relating to personal, social, and organizational issues. Personality theory and conceptual approaches in psychotherapy are featured, as well as studies relating to multicultural issues and social justice themes. Applications of management theory in the world of work and helping theory in human services are featured.  

Class Dates, Location and Hours:  

Dates: September 14-20, 2015  
Location: Hurlburt Field, Florida. Class will be held in Bldg. 90220, 221 Lukasik Ave.  
Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.  
Last day to enroll or drop without penalty: August 16, 2015  

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.  

Site Director:  
Javier Ruiz. Phone: 850-581-3000; Fax: 850-581-3004; E-mail: aphurlburt@ou.edu  

Professor Contact Information:  

Course Professor: Kirby Gilliland, Ph.D.  
Mailing Address: University of Oklahoma  
Department of Psychology  
455 W. Lindsey St., Room 705  
Norman, OK 73019  
Or  
Center for Study of Human Operator Performance (C-SHOP)  
3200 Marshall Ave., Suite 260  
Norman, OK 73072  
Telephone Number: (405) 325-4511 or (405) 325-7467 (Preferred)  
Fax Number: (405) 325-4737  
E-mail Address: kirby@ou.edu  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bksir.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. See reading list for Post Seminar Assignment portion of the course.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

- To understand the fundamental principles of various theoretical orientations forming the foundation of human relations practice.
- To learn specific practices and techniques associated with theory, in order to enhance analysis and develop intervention strategies, whether in counseling, human resources, management or other setting.
- To increase understanding of how one’s theoretical orientation may affect one’s behavior, perspectives, biases, and value systems when interacting with other people.
- To develop further self-awareness about identity related to race, ethnicity, and gender and sexual orientation, and to recognize their salience in human relations practice.
- To develop an appreciation for theory in explicating complex human interactions.
- To develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in human relations professions.
- To develop a repertoire of theories to facilitate reaching solutions in human relations problems.

Instructional Strategies:

During the course, combinations of the following instructional methods will be used: Lectures, case studies, discussions, small group work, team presentations, and PowerPoint presentations

Assignments, Activities, Grading and Due Dates:

Please read the following descriptions of assignments and complete those noted before class begins.

Readings:

Corey text:

This text is a good introductory survey of the various theoretical perspectives encountered as Human Relations training is applied to careers in counseling or other mental health applications. However, the principles it introduces should not be ignored by those students who are focused on management, industrial/organizational, and public relations applications. The dynamics of human relations and interventions are similar across application areas.
This text provides an overview of common theories or models of organizations by presenting them as metaphors. In this manner it provides a readable overview and important insights into organizational dynamics and basic principles of organizational behavior.

Post Seminar Readings:

Please see reading list for the post seminar assignment portion of this course.

Primary “Theory Paper”:

You will be writing a unique paper for this course. Your task is to write a paper describing “your theory of human behavior.” The Corey and Morgan texts present several formal theories of human behavior from clinical and organizational perspectives, respectively. While they start from different perspectives, both approaches begin with basic assumptions about human behavior and then operationalize those assumptions by developing a structured approach to explain how those assumptions shape our thoughts and actions. While your theory may not be as formal and elaborate, you do have a theory! Your Theory Paper will have a very specific format that you need to follow. (See section below titled: “Theory Paper” Instructions.) You need to bring a hardcopy of your Theory Paper to the first class meeting. In addition, you will be providing an electronic copy of this paper (on diskette, emailed, etc.) during the week of class. If this creates a problem for you, please discuss it with the instructor. [Theory Paper Total = 35 points; see Theory Paper section for details]

Group Project/Presentations:

The class will be divided into groups for the purpose of completing group projects. All students will be expected to participate in these projects and contribute cooperatively and constructively to the group project (to be described in class in more detail). Each student will be graded on: (1) contribution to group meetings/process and quality of overall group presentation [5 points], and individual contribution to the presentation [5 points]. [Group Projects Total = 10 points]

Exam over Readings, Lectures, and Discussions:

To be administered during the latter part of the class sessions. The exam will include short-answer essays [25 points] and a case study analysis [10 points]. Part will be “take home” on the second to the last day of class, and part may be taken in class on the last day of class. The exam will be explained/described fully in class. [Exam Total = 35 points]

Attendance and Absences:

It is a policy of the Board of Regents of the University of Oklahoma that students must receive in some form the full complement of contact hours in a course. Therefore, you are expected to attend all class sessions. Absence also significantly affects the quality of participation in small group discussions and presentations, as well as planned exercises, not only for the student, but for classmates as well. Absence can be excused for legitimate reasons such as emergencies, military duties, dangerous weather conditions, etc. However, absence for social events, non-official university events, or other non-excused reasons can result in lowering your grade. As a general rule, every incident of unexcused absence will result in lowering your grade by one-third of a full grade. For example, a B+ will be lowered to a B; an A- will be lowered to a B+; etc. Any absence can be troublesome, but large numbers of hours (e.g., 4-6 hours or more) can be very serious, and may even result in your having to repeating the course. Please see the instructor if you face circumstances that may result in your absence.

Post-Seminar Assignment:

Your task is to select a book (typically one) from the list below and apply what you have learned about theories of human behavior to the content of the book. The book represents popular material in three broad areas of Human Relations application. Pick the book that is of most interest to you. Then follow the steps below: [Post Seminar Assignment Total = 20 points]

a. Complete the reading and write a paper that has two sections as follows,
b. Section 1: Describe the main points of the book — about 1-2 pages.
c. Section 2: Discuss how theory could be applied to the content of the book. That is, how could a theory or theories be used to expand, clarify, enhance, or complement the content of the book in conducting work in HR areas? Please note that this part of the assignment is not a simple “book report.” This assignment calls for a thoughtful treatment of how and/or why theory is important to HR work in that area.
d. The paper should be typed and double-spaced. Please staple your pages together – no folders, please. About 10-12 pages are expected, but most important is quality of thought, analysis, and exposition.

Post Seminar Assignment Due Date: October 11, 2015. You can give me papers in class, or email (which is preferable) or mail your report to me.

Post Seminar Assignment Reading Options

Option 1: Interpersonal Relations/Public Relations:

Option 2: Leadership/Management/Organizational Behavior:

Option 3: Counseling/Social Agency/Other Direct Services:

Option 4: Basic Theory of Human Behavior Option:

Select any major theorist not covered extensively in the Corsini text from the following list:
- Melanie Klein or Heinz Kohut (object relations and narcissism)
- George Kelly (cognitive theory)
- Gordon Allport (trait theory)
- Kurt Lewin (field theory)
- Wilson and/or Barash (sociobiology)
- Henry Murray (need theory)
- Karen Horney (feminine psychology)
- Walter Mischel (social cognitive)
- Other theorists may be possible, but only with approval of the instructor.
Write a paper with the following sections:

1) Summary—Summary of the theory.
2) Comparative Evaluation—Compare and contrast the theory of your choice with some of the
other theories we studied in class or in your book. You do not have to compare every theory
we covered, but select a reasonable sample of at least three or four.
3) Strengths and Weaknesses—Provide an analysis of strengths or weaknesses of the theory.

Grading:

This is a letter-graded course: A (90-100 points), B (80-89 points), C (70-79) points, D (60-69 points), or
F (59 points or less).

Grades for the course will be based on a student’s combined score on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper</td>
<td>First day of class</td>
<td>35</td>
</tr>
<tr>
<td>Attendance and group project</td>
<td>During class</td>
<td>10</td>
</tr>
<tr>
<td>Exam</td>
<td>During class</td>
<td>35</td>
</tr>
<tr>
<td>Post Seminar Assignment</td>
<td>October 11, 2015</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>N/A</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely
impact Tuition Assistance and/or Financial Aid.

Statement on Respect:

The classroom should provide a safe learning environment where students can express their views without
fear of reprisal. That freedom of expression must be balanced by demonstrated respect for other’s
viewpoints and appropriate and reasonable sensitivity, especially within the context of scholarly
disagreement. Disrespectful or uncivil dialogue (including, but not limited to, personal attacks, insults,
or harassment) will not be tolerated.

The MHR Program Planner:

Students should become familiar with the MRH Program Planner, which was sent to each student upon
admission. The Planner has a description of the HR program and helpful information about such topics as
graduate study, financial support, graduation information, and of particular interest, information on
comprehensive exams and internships.

“Theory Paper” Instructions

Please read and follow the instructions in this section carefully!

You will be writing a unique paper for this course. The paper will have a specific format that you need to follow. Below, you will find a description of the paper and formatting directions.

Theory Paper Description:

Your task is to write a paper describing “your theory of human behavior.” Each person constructs their own theory of human behavior based on their past experience. As you have experienced the world, you have drawn assumptions, seen similarities and differences, and created a system (i.e., a theory) to help you better understand people and the world around you. The Corey and Morgan texts present several formal theories of human behavior. These theories are presented within the context of psychotherapy and organizational behavior, but note that each is a distinct theory of human behavior. While your personal theory may not be as overtly formal and elaborate, you do have a complex theory!

Consider the assumptions you make about others and the world, and the general principles that you believe operate within or between people, etc. You can use the material from the texts to define, elaborate, and clarify your theory. Note: Your theory does not necessarily have to be like one or more of the theories you read about in the Corey or Morgan texts. In fact, it could be a combination of two or more, or it could be a blend of these theories plus unique views you have developed, or a completely unique theory of your construction. Of major importance is that your theory needs to address such topics as the fundamental assumptions that support your theory, basic concepts used to construct your theory, and sources of motivation, regardless of the domain (counseling, clinical, human resources, organizational, etc.) on which your theory is focused. Theory Paper Total = 35 points

Theory Paper Format:

Please divide your paper into three parts and label them as noted below.

Part I

Basic nature of your theoretical orientation. [Part I = 15 points] This section of your paper should include a basic description of your theory of human behavior. Understand that I am not expecting your theory to have the same level of detail and development as one finds in the Corey or Morgan chapters. However, I am looking for sufficient detail and breadth of coverage so that I can recognize a well-considered theory. This section should represent 40-50% of your paper.

Thus, at a minimum, you need to present some basic assumptions of your theory, the foundational elements or constructs of your theory, and the dynamic or motivational nature of your theory. For example, Carl Rogers presented a humanism-based theory that made certain assumptions about how we view the world and what is important in viewing ourselves and others, etc. He also offered us important elements (or theoretical constructs) of his theory, such as the self, the experiential field, the organismic valuing process. These are the basic building blocks of this theory. Rogers also offered an interesting system to explain our basic motivations (i.e., the actualizing tendency, the need for positive regard, etc.). In Part I of your paper, you should provide this type of explanation of your theory—in other words, your assumptions, basic constructs, explanation of motivation, etc.—although, again, it is understood that your theory may not be as detailed and extensive as the theories in your texts.

Part II

Critical analysis of your theory. [Part II = 10 points] This section should discuss three major issues: 1) the strengths of your theory, 2) the weaknesses of your theory, and 3) to what degree and how well your theory addresses cultural diversity. Where do you think your theory is effective and useful? Where do you think it needs improvement? How might it be limited?
Part III

**Unique influences on your theory. [Part III = 10 points]** Your unique background includes such factors as your culture, ethnicity, sex, gender, religion, political perspective, and a multitude of formative experiences. Describe some factors in your background and how they might have influenced your theory. How does your background and experience aid your ability to understand others and how does it restrict or hinder your ability to understand others?

Other Formatting Considerations:

Your paper should be typed (word processed) and double-spaced. Please proofread. Please staple your pages together. Folders are not necessary; in fact, I prefer that you avoid them. Length of the paper is a common concern. My expectation is about 10 to 12 pages. If you are an effective and concise writer, fewer pages are fine. If you get interested and enthused with the assignment, more pages are welcome. **Of highest importance is quality of thought, analysis, and exposition.**

**Student Check List**

___ Complete readings (Corey and Morgan Texts).

___ Complete and submit your HR 5003 “Theory Paper” **Be sure to follow the format!**

**Due date:** First night of class.

___ Complete group assignment.

**Due date:** Presentation due last day of class.

___ Complete Exam.

**Due date:** Last day of class. (To be announced.)

___ Select and read **Post Seminar Assignment** book/reading.

___ Complete and submit **Post Seminar Assignment Paper.**

**Due Date: October 11, 2015.** All assignments are due 21 days after the last day of class.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Kirby Gilliland, Ph.D.
David Ross Boyd Professor of Psychology

Education
- 1971  B.A. in Psychology, San Jose State University
- 1973  M.A. in General Experimental Psychology, San Jose State University
- 1976  Ph.D. in Experimental and Clinical Psychology, Northwestern University

Current Positions
- Advanced Programs Professor since 1996
- Director, Center for the Study of Human Operator Performance (C-SHOP), University of Oklahoma.
- Past Chair, Department of Psychology, University of Oklahoma
- Licensed Psychologist (currently inactive), State of Oklahoma (Specialty: Clinical Psychology)

Frequently Taught Advanced Programs Courses
HR 5003  Theoretical Foundations in Human Relations

Major Areas of Teaching and Research Interest
- Personality theory and research
- Biologically-based theories of personality
- Brainstem auditory evoked potentials and personality
- Relationship between personality, human performance, and psychophysiology;
- Workload and human factors
- Computerized task battery assessment
- Selected clinical research areas.

Representative Publications and Presentations
- Numerous regional, national, and international presentations, and externally-funded research projects sponsored by FAA, US Army, US Air Force, NASA, and three U.S. Congressional Allocations: Total over $9.3M.

Representative Honors and Awards Received
- David Ross Boyd Professorship, 2001
- University of Oklahoma Regents’ Award for Superior Teaching, 1994
- University of Oklahoma Associates Distinguished Lecturer, 1984-1985
- American Psychological Association, Division Two Teaching Award, Honorable Mention, 1983
- AMOCO Teaching Award, University of Oklahoma, 1979
Major Professional Affiliations

- American Psychological Society
- International Society for the Study of Individual Differences
- Midwestern Psychological Association
- Southwestern Psychological Association
- Human Factors and Ergonomics Society