

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for BUSN 48

### HUMAN RELATIONS IN WORKPLACE

Effective: Fall 2010

#### I. CATALOG DESCRIPTION:

BUSN 48 — HUMAN RELATIONS IN WORKPLACE — 3.00 units

An introduction to the interpersonal skills needed in today's workplace with a focus on decision making, cross cultural relations, resolving conflict, managing change, group dynamics, ethical behavior, becoming a leader, and personal career management. Students who have completed Supervision 81 may not receive credit.

3.00 Units Lecture

#### Grading Methods:

#### Discipline:

|                       | <b>MIN</b> |
|-----------------------|------------|
| <b>Lecture Hours:</b> | 54.00      |
| <b>Total Hours:</b>   | 54.00      |

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Summarize the main tenets of individual and group human behavioral theories and concepts;
- B. Identify the concepts of work, worth, and leisure as they relate to human relations in the workplace;
- C. List the skills that assist us in developing motivation and setting goals;
- D. Recall the sources of stress and the appropriate strategies for managing stress;
- E. Describe a goal setting process and discuss the steps involved;
- F. List the situational factors that affect our impressions of others;
- G. Discuss how individuals combine information to make judgments about others;
- H. Recognize the benefits and challenges of group interactions and team projects;
  - I. Name the primary leadership styles and the main aspects of each;
- J. Explain the individual, group, and organizational qualities and concepts that contribute to job motivation, success, evaluation, and rewards;
- K. Compare/contrast the styles of leadership and discuss the appropriate use of each;
- L. Describe the advantages and disadvantages of the primary motivational theories;
- M. Compare the management models and identify the strengths and weaknesses of each;
- N. Define discrimination and identify the major aspects of it;
- O. Identify actions that help reduce the impact of discrimination and harassment in the workplace;
- P. List and describe the characteristics of change and identify methodologies to deal with managing change within the workplace;
- Q. Name the steps in the communication process and demonstrate how to use them when dealing with difficult people; and
- R. Discuss the types of job descriptions and compare the strengths and weaknesses of each.

#### V. CONTENT:

- A. Intrapersonal Skills
  1. Attitudes, Values and Ethics
  2. The Reasoning Process
  3. Developing Motivation and Setting goals
  4. Self-Esteem Influencers
- B. Managing Stress
  1. Sources/Causes and consequences of Stress
  2. Emotions and emotional Styles
  3. Workplace Violence
- C. Time Management
- D. Interpersonal Communication: Keys to Working with Others
  1. Forming Impressions
  2. Improving Perceptions
  3. Communication Filters
  4. Positive Reinforcement
- E. Understanding and defining Leadership
- F. Employee Motivation and Satisfaction
  1. Theories

- 2. Impacts on the Organization
- 3. Consistency
- G. Work Force Diversity
  - 1. Defining Diversity and its impact
  - 2. Forms of Discrimination
  - 3. Discrimination v. Harassment
- H. Developing Others: Organization Development Job redesign
  - 1. Managing and Coping with change
  - 2. Consistency and its Role
  - 3. Organizational Culture
  - 4. Empowering Employees
  - 5. Team Building
  - 6. Group Decision Making Models
- I. Resolving Conflict and Dealing with Difficult People
- J. Communicating Expectations
  - 1. Performance Standards
  - 2. Performance Appraisals
  - 3. Performance Improvement Strategies

## VI. METHODS OF INSTRUCTION:

- A. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
- B. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
- C. Critical thinking exercises to integrate students' overall ability to understand the material.
- D. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- E. Informal lectures and classroom discussion based on student questions related to the material.
- F. Guest speakers as appropriate.
- G. Audio-visual materials including but not limited to video tapes, DVD's and Internet web casts with handouts for note taking, and small group discussion.
- H. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
- I. Readings in text and handouts or study guide applications.
- J. Written exercises and case studies to evaluate concepts and facts.
- K. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
- L. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.

## VII. TYPICAL ASSIGNMENTS:

A. Students are expected to read assigned sections of the textbook before each class. 1. Answer questions that review each week's reading material(s). 2. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s). B. Group Presentations 1. Why is empowerment of employees important in today's workplace? 2. What is Power in the work place? How is it developed? 3. Compensations Option: salaries and benefits. C. Reading 1. Read chapter "Diversity: A Business Imperative" in text for vocabulary development and concept development. 2. Complete the two "Recognizing Ethical dilemmas" case studies at the end of the chapter and be prepared to discuss within small groups in class. D. Writing 1. Chapter Review: Using complete sentence structure, write answers to questions at the end of the chapter that require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation. Write a Case review of the chapter's Case Study. 2. Project: Obtain a copy of a harassment training program for a specific employee group used in a workplace or in a periodical/book. Individually analyze the strengths and weaknesses of the training program and create a list of suggestions, comments with recommendations. E. Small Group Work 1. Review the performance evaluation forms provided by the instructor and brought in by yourself and others in the class. Analyze the forms and the accompanying directions. Create a list of strengths and weaknesses of the forms. Critique, appraise, and then share the recommendations with the class. 2. Each group will prepare a one-to two-page report on ways the members of the group worked well together, on ways that members did not work well together, and on recommendations of how they could have worked better together.

## VIII. EVALUATION:

### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers
- 5. Projects
- 6. Group Projects
- 7. Class Participation
- 8. Home Work
- 9. Other:
  - a. Methods:
    - 1. Current Issue discussions
    - 2. Chapter Assignments:
      - a. Vocabulary building through crossword puzzles, matching and end of chapter questions
      - b. Completion of assigned projects at end of chapter
    - 3. Three in-class written case study analyses
    - 4. Research paper
      - a. Select topic from instructor's list
      - b. Use literature, periodicals, interviews and Internet resources
      - c. Prepare at least a 10-page paper
    - 5. Preparation of job résumé and letter of application
    - 6. Three examinations and a comprehensive final with objective questions
    - 7. Student participation individually and in small groups

### B. **Frequency**

- 1. Frequency:
  - a. Written homework for each topic and/or section covered
  - b. Written assignments that utilize and demonstrate a variety of the techniques being mastered

- c. At least two quizzes/tests
- d. Final Exam

IX. TYPICAL TEXTS:

1. Dalton, Marie, Dawn Hoyle, and Marie Watts *Human Relations*. 4th ed., Cengage South-Western, 2011.
2. Dubrin, Andrew *Human Relations: Interpersonal Job-Oriented Skills*. 10th ed., Prentice Hall, 2009.
3. Lussier, Robert N *Human Relations in Organizations: Applications and Skill Building*. 8th ed., McGraw Hill, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and Internet access
- B. Access to recent editions of journals, newspapers and periodicals
- C. Basic supplies, paper, notebook, pens, pencils, Scantrons and highlighters