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Course Outline for BUSN 48

HUMAN RELATIONS IN ORGANIZATIONS

Effective: Spring 2018

I. CATALOG DESCRIPTION:

BUSN 48 — HUMAN RELATIONS IN ORGANIZATIONS — 3.00 units

An introduction to the interpersonal skills needed in today's workplace with a focus on effective communication, decision making, cross cultural relations, diversity, resolving conflict, managing change, group dynamics, and ethical behavior.

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Business or
- Management

	MIN
Lecture Hours:	54.00
Total Hours:	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. **Audio-visual Activity** -
- B. **Classroom Activity** -
- C. **Projects** -
- D. **Observation and Demonstration** -
- E. **Research** -
- F. **Student Presentations** -

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. How is power in the work place perceived by various cultures? How is it developed?
 - 3. Resolving assignment conflict between individuals of very different age groups.
- 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 and demonstrate potential solutions..
- 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. Simulation
- 7. Group Projects
- 8. Class Participation
- 9. Home Work

B. **Frequency**

- 1. Frequent feedback is expected to insure students are building on the foundational concepts and to identify if a change in the type of assignments, the presentation of material, and/or the frequency of evaluations is needed.
- 2. Instructors may choose how and when to evaluate students through the use of a variety of written assignments quizzes and tests.
- 3. A variety of assessments may be utilized. A minimum of one test and a final exam will be given. Assessments may be written, role plays, simulations, or a combination of options.
- 4. Written homework as appropriate for reinforcing a topic and/or section covered or preparing students for next class.
- 5. Written assignments, projects, and research, which utilize and demonstrate a variety of the concepts being mastered
- 6. Regular and consistent class participation on identified content is expected.
- 7. Individual and/or group research projects, which may be written papers or simulations, on topics assigned or approved by the instructor.
- 8. Class simulations and role play to explore issues and demonstrate identified strategies.

IX. TYPICAL TEXTS:

- 1. Dubrin, Andrew. *Human Relations: Interpersonal Job-Oriented Skills*. 12th ed., Prentice Hall, 2015.
- 2. Lussier, Robert. *Human Relations in Organizations: Applications and Skill Building*. 10th ed., McGraw Hill, 2017.
- 3. Dubrin, Andrew. *Human Relations*. 11th ed., Prentice Hall, 2017.

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