CENTRAL TEXAS COLLEGE
SYLLABUS FOR HRPO 1311
HUMAN RELATIONS

Semester Hours Credit: 3

INSTRUCTOR: ____________________
OFFICE HOURS: __________________

I. INTRODUCTION

A. Practical application of the principles and concepts of the behavioral sciences to interpersonal relationships in the business and industrial environment.

B. HRPO 1311 is a required course in the Business Management and Marketing and Sales Management degree and certificate programs.

C. The course is occupationally related and serves as preparation for a career in general business management.

D. Prerequisites: None

E. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, C1, 2, B, etc.) and foundation skills (B, C1, 2, FA, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000,” Executive Summary, furnished separately.

II LEARNING OUTCOMES

Upon successful completion of this course, Human Relations, the student will be able to:

A. Evaluate human relations including diversity, attitudes, self-esteem, and interpersonal skills to promote career success.

B. Identify and evaluate the causes and effects of stress in the workplace.

C. Identify individual and group communication, listening, and decision-making skills.

D. Analyze how theories of motivation and human behavior impact strategies of change management.

E. Provide a strong rationale for the study of human relations and review the historical development of this field.

F. Describe how effectiveness in dealing with others depends largely on one's self-awareness and self-acceptance.
G. Develop and maintain good relationships with coworkers, supervisors, and managers.
H. Explain strategies for improving human relations in organizations.
I. Detail the concepts of team building and conflict management.
J. Describe special challenges in human relations and how they can be countered by organizations and individuals.
K. Design a step-by-step plan to improve or develop specific human relations skills.

The following SCANS competencies and foundations skills will be covered in this course:

1. Competencies
   a. Resources
      (1) Time (C1, C3, C18, F18)
   b. Interpersonal Skills
      (1) Team work (C1)
      (2) Teaches others (C12, F6)
      (3) Leadership (F6, F12)
      (4) Negotiates (F10, F15)
      (5) Cultural diversity (F10)
   c. Information
      (1) Acquires/uses (F1, F2)
      (2) Organizes/maintains (C6)
      (3) Interprets/communicates (C3, C7)

2. Foundation Skills
   a. Basic Skills
      (1) Reading (F6)
      (2) Writing (F2, F9, C8)
      (3) Listening (F5)
      (4) Speaking (F6)
   b. Thinking Skills
      (1) Minds’s eye seeing (F10)
      (2) How to learn (F5)
   c. Personal Qualities
      (1) Responsibility (F16)
      (2) Self-esteem (F14)
      (3) Sociability (F10)
      (4) Self-management (F15)
      (5) Integrity/honesty (F17)
III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignment: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. At the beginning of the course, the instructor will furnish a written list of any additional course requirements, daily reading assignments, and exam dates. (C1, C6, F1, F6)

B. Class Attendance: (Refer to CTC Catalog for detailed policy). (C1,C4) You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed.(C1)

V. EXAMINATIONS

A. Scheduled Examinations (C1, C2, C3,F2,F4)

1. There will be five major scheduled examinations, including the final exam.
2. Each major scheduled examination will cover material assigned in a specified unit of instruction designated by the instructor. (C1)
3. Students who miss a major scheduled examination do not have an automatic right to take a make-up examination. (C1)
4. The type of examination questions to be given will be specified by the instructor during unit reviews.

B. Pop Quizzes/Examinations (C1, C3)

1. The instructor may administer unscheduled exams and quizzes as deemed appropriate.
2. The point value of percentage value in the determination of final grade scores will be determined by the instructor and announced to the class at the beginning of the term.
3. Students who miss an unscheduled examination do not have an automatic right to make up the test.
VI. SEMESTER GRADE COMPUTATIONS

A. Central Texas College grading system is as follows (F4):

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A-Superior</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>B-Average</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>C-Average</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D-Passing, but Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Below 60</td>
<td>F-Failure</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I-Incomplete</td>
<td>0</td>
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<tr>
<td></td>
<td>W-Withdrawal</td>
<td>0</td>
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</tbody>
</table>

1. Students who feel that there has been a computational error in grading must immediately contact the instructor. Students must bring this matter to the attention of the instructor no later than ninety days after the end of the course in order for a grade change to be considered. Administrative personnel of Central Texas College are not authorized to change an instructor's grade.

B. Grade Computation for this Course: (F4)

1. The final grade for this course will be based upon and averaging of all major scheduled exams, any assigned projects and/or reports, and any unscheduled exams.

2. Students should inquire concerning the weighted percentages for exams, projects and reports, and unscheduled exams that the instructor has designated for this course.

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Course Procedures Exam</td>
<td>50 points</td>
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<tr>
<td>Discussion Boards</td>
<td>146 points</td>
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<tr>
<td>Top Business Research Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>MindTap Chapter Mini-Simulations</td>
<td>64 points</td>
</tr>
<tr>
<td>MindTap Chapter Quizzes</td>
<td>240 points</td>
</tr>
<tr>
<td>Exams</td>
<td>400 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Course Grade Calculation

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VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal. The withdrawal form must be signed by the student.

The form will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student may not withdraw from a class for which the instructor has previously issued a grade of "F" for scholastic dishonesty.

B. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, the student is unable to complete all the requirements for a course.” Prior approval from the instructor is required before the grad of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

C. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
G. **Civility:** (F8) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Honesty and Integrity:** (F17) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
2. Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

VIII. **COURSE OUTLINE**

A. **Unit One:** Introduction to Organizational Behavior (Chapters 1-2)

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

   - Define organizational behavior and describe how it impacts both personal and organizational success.
   - Identify the basic management functions and essential skills that comprise the management process and relate them to organizational behavior.
   - Describe the strategic context of organizational behavior and discuss the relationship between strategy and organizational behavior.
   - Identify and describe contextual perspectives on organizational behavior.
   - Describe the role of organizational behavior in managing for effectiveness and discuss the role of research in organizational behavior.
   - Summarize the framework around which this book is organized.

   **Chapter 1**
   1. Describe the nature of diversity in organizations.
   2. Describe the different types of diversity and barriers to inclusion that exist in the workplace.
   3. Discuss the emergence of globalization and cross-cultural differences and similarities.
   4. Discuss the changing nature of technology and its impact on business.
   5. Describe emerging perspectives on ethics and corporate governance.
   6. Discuss the key issues in new employment relationships.

   **Chapter 2**
   1. Describe the nature of diversity in organizations.
   2. Describe the different types of diversity and barriers to inclusion that exist in the workplace.
   3. Discuss the emergence of globalization and cross-cultural differences and similarities.
   4. Discuss the changing nature of technology and its impact on business.
   5. Describe emerging perspectives on ethics and corporate governance.
   6. Discuss the key issues in new employment relationships.

   2. **Learning Activities:**
      a. Homework and other assignments designated by the instructor (C1, F1)
      b. Reading assignments (C1, C5)
3. **Unit Outline:** Follow the sequence of unit learning outcomes.

B. **Unit Two:** Individual Behaviors and Processes in Organizations (Chapters 3-6)

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

   **Chapter 3**
   1. Explain the nature of individual difference, the concept of fit, and the role of realistic job previews.
   2. Define personality and describe general personality frameworks and attributes that affect behavior in organizations.
   3. Identify and discuss other important personality traits that affect behavior in organizations.
   4. Discuss different kinds of intelligence that affect behavior in organizations.
   5. Describe different learning styles that influence how people process information and that affect behavior in organizations.

   **Chapter 4**
   1. Discuss how attitudes are formed, describe the meaning of cognitive dissonance, and identify and describe three important work-related attitudes.
   2. Describe the role and importance of values and emotions in organizational behavior.
   3. Describe basic perceptual processes and how perception affects fairness, justice, and trust in organizations.
   4. Discuss the nature of stress, identify the basic causes and consequences of stress, and describe how stress can be managed.

   **Chapter 5**
   1. Describe the nature of motivation, including its importance and basic historical perspectives.
   2. Identify and describe the need-based perspectives on motivation.
   3. Identify and describe the major process-based perspectives on motivation.
   4. Describe learning-based perspectives on motivation.

   **Chapter 6**
   1. Identify and describe different approaches to job design and relate each to motivation.
   2. Discuss employee participation, empowerment, and flexible arrangement and identify how they can impact motivation.
   3. Describe the goal setting theory of motivation and discuss broader perspectives on goal setting.
   4. Discuss performance management and its role in motivation.
   5. Describe how organizations use various kinds of rewards to motivate employees.

2. **Learning Activities:**
   a. Homework and other assignments designated by the instructor (C1, F1)
   b. Reading assignments (C1, C5)
   c. Classroom lecture/discussion (F4, F8, C6, C7)

3. **Unit Outline:** Follow the sequence of unit learning outcomes.
C. **Unit Three**: Social and Group Processes in Organizations (Chapters 7-10)

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   Chapter 7
   1. Define groups and teams and identify and describe several types of each.
   2. Identify the five core group performance factors and relate them to groups and teams in organizations.
   3. Discuss the stages of group and team development, other team development, other team performance factors, and the implementation process in the context of creating new teams.
   4. Identify the primary benefits and costs of teams, how managers can promote effective team performance and important team competencies.
   5. Describe emerging team opportunities and challenges related to virtual teams and diversity and multicultural teams.

   Chapter 8
   1. Describe the nature of decision making and distinguish it from problem solving.
   2. Discuss the rational approach to decision making.
   3. Identify and discuss the primary behavioral aspects of decision making.
   4. Discuss group decision making in organizations.
   5. Discuss the nature of creativity and relate it to decision making and problem solving.

   Chapter 9
   1. Describe the communication process, explain the difference between one-way and two-way communication, and identify barriers to effective communication.
   2. Identify and discuss the major communications skills used by managers.
   3. Discuss communication media and describe the richness of each.
   4. Describe different forms of organizational communication.

   Chapter 10
   1. Describe the nature of conflict, discuss the conflict escalation process, and describe how conflict can be de-escalated.
   2. Identify and discuss the five interpersonal conflict management strategies.
   3. Describe some of the best and worst conflict resolution behaviors and discuss how to create constructive conflict.
   4. Describe the different between distributive and integrative negotiation and identify the three types of alternative dispute resolution.

2. **Learning Activities:**
   a. Homework and other assignments designated by the instructor (C1, F1)
   b. Reading assignments (C1, C5)
   c. Classroom lecture/discussion (F4, F8, C6, C7)

3. **Unit Outline**: Follow the sequence of unit learning outcomes.
D. **Unit Four**: Leadership and Influence Processes in Organizations (Chapters 11-13)

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   - **Chapter 11**
     1. Describe the nature of leadership.
     2. Identify the early approaches to leadership.
     3. Discuss the emergence of situational theories and models of leadership including the LPC and path-goal theories.
     4. Describe Vroom's decision tree approach to leadership.

   - **Chapter 12**
     1. Identify and describe contemporary situational theories of leadership.
     2. Discuss leadership through the eyes of followers.
     3. Identify and describe alternatives to leadership.
     4. Describe the changing nature of leadership and emerging leadership issues.

   - **Chapter 13**
     1. Identify and describe different kinds of position and personal power.
     2. Discuss how individuals and groups obtain and use power.
     3. Discuss influence and describe which influence tactics are the most and least effective.
     4. Describe some of the factors that influence political behavior in organizations and the role of impression management in power and influence.

2. **Learning Activities**:

   a. Homework and other assignments designated by the instructor (C1, F1)
   b. Reading assignments (C1, C5)
   c. Classroom lecture/discussion (F4, F8, C6, C7)

3. **Unit Outline**: Follow the sequence of unit learning outcomes.

E. **Unit Five**: Organizational Processes and Characteristics (Chapters 14-16)

1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:

   - **Chapter 14**
     1. Identify the elements of organizational structure and describe mechanistic and organic structures.
     2. Explain what influences on organization's structure.
     3. Describe the basic types of organizational structures.
     4. Identify and discuss four contemporary issues in organizational structure.

   - **Chapter 15**
     1. Describe the meaning, importance and origins of organizational culture.
     2. Discuss cultures of conflict and cultures of inclusion.
     3. Identify and discuss how technology and innovation affect organizational culture.
     4. Describe how effective organizations manage their culture.

   - **Chapter 16**
     1. Summarize the dominant forces for a change in organizations and describe the process of planned organization change.
     2. Discuss several approaches to organization development.
     3. Explain resistance to change.
     4. Identify the keys to managing successful organization change and development and describe organizational learning.

2. **Learning Activities**:
d. Homework and other assignments designated by the instructor (C1, F1)

e. Reading assignments (C1, C5)

f. Classroom lecture/discussion (F4, F8, C6, C7)

3. **Unit Outline**: Follow the sequence of unit learning outcomes.