

### Basic Course Information

Semester:	<b>Spring 2015</b>	Instructor Name:	<b>Sylvia O. Lemus</b>
Course Title & #:	<b>Bus 136, Human Relations in Management</b>	Email:	<b>sylvia.lemus@imperial.edu</b>
CRN #:	<b>20133</b>	Webpage (optional):	
Classroom:	<b>205</b>	Office #:	<b>N/A</b>
Class Dates:	<b>February 17 – June 12, 2015</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>Tuesday</b>	Office Phone #:	<b>760-556-8206</b>
Class Times:	6:30 PM – 9:40 PM	Emergency Contact:	
Units:	3		

### Course Description

Study of Human Relations as they apply to management. Topics covered include model of organization behavior social systems and organizational culture, communications management, motivation, performance appraisal, employee attitudes and their effects, leadership and supervision, nature of participation, interpersonal dynamics, management of change organizational development ethics, social responsibility, labor relations, equal employment opportunity, stress and counseling. Collaborative learning and team-building approaches are employed to enhance interpersonal skills. (CSU)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe different employee attitudes and analyze the consequences of those attitudes on a business. (ILO1, ILO2, ILO3, ILO5)
2. Explain the importance of interpersonal dynamics by applying the Gung Ho! approach. (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Apply human relations techniques in their workplace and personal lives.(ILO1, ILO2, ILO3, ILO4)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the models of organizational behavior.
2. Describe social systems and organizational culture.
3. Demonstrate communications management techniques.
4. Explain the mainsprings of motivation and how to motivate employees.
5. Explain the performance appraisal process and importance of regard systems.
6. Describe employee attitudes and their effects.
7. Explain the roles of leadership and management in Human Relations.
8. Explain the nature and uses of participation for the purpose of acquiring information.
9. Explain the importance of interpersonal dynamics.
10. Engage in collaborative learning, team building, and skill-building exercises and case studies to enhance interpersonal skills.
11. Explain how to manage change.

12. Describe the organizational development process.
13. Explain the classical approach to organizational change.
14. Explain the role of ethics and social responsibility in an organization.
15. Describe the importance of the concept of quality of life work and sociotechnical system.
16. Explain the steps involved in working with unions.
17. Explain the concept of equal employment opportunity.
18. Describe stress reduction and counseling techniques.

### Textbooks & Other Resources or Links

1. Lussier (2010). *Human Relations in Organizations* McGraw-Hill. ISBN
2. Blenhard. Gung Ho!

### Course Requirements and Instructional Methods

#### INSTRUCTIONAL METHODOLOGY:

Demonstration  
Discussion  
Group Activity  
Lecture

#### Out-of-class:

- 1) Explain the roles of leadership and management in Human Relations
- 2) Explain the importance of communication within an organization.

#### Reading and Writing:

- 1) Engage in collaborative learning, team building, and skill building in relation to the Gung Ho! book
- 2) Read and perform an attitude self-assessment.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

***Assignments 40%; Group Project 30%; Exams 30%; Participation 10%***

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> February 17	Introductions	
<b>Week 2</b> February 24	<ul style="list-style-type: none"> <li>• I am the Connector, I am presentation</li> <li>• Work Style Inventory</li> </ul>	Homework: Rest 10 per day; record findings
<b>Week 3</b> March 3	Chapters 1 & 2	Homework: Due on March 10 <b>Text</b> <ul style="list-style-type: none"> <li>• Pg. 17: Assessing your Human Relations Abilities and Skills</li> <li>• Pg. 32: Your Big Five Personality Profile</li> <li>• Pg. 42: Your Learning Style</li> </ul>

<b>Anticipated Class Schedule/Calendar</b>		
<b>Week 4</b> March 10	Chapters 2 & 3	Homework: Due on March 17 <b>Text</b> <ul style="list-style-type: none"> <li>• Pg.52 &amp; 53: Objective Case/Personality Conflict</li> <li>• Pg. 73: How Ethical is Your Behavior?</li> <li>• Study Guide for Test</li> </ul>
<b>Week 5</b> March 17	<b>Test One</b> Chapter 4	Homework: Due on March 24 <b>Text</b> <ul style="list-style-type: none"> <li>• Pg. 116: Key Terms</li> </ul>
<b>Week 6</b> March 24	Chapter 5	Homework: Due on March 31 <b>Text</b> <ul style="list-style-type: none"> <li>• Pg. 121: Skill-Building Exercise 4-2 (Career Planning) Five-Year Vision Board</li> </ul>
<b>Week 7</b> March 31	Vision Board Presentations Chapter 6	Homework: Due on April 14 <b>Text</b> <ul style="list-style-type: none"> <li>• Pg. 179: Determining Your Preferred Conflict Management Style</li> <li>• Pg. 191: Key Terms</li> <li>• Take Home Test Two</li> </ul>
April 7	Spring Recess. No Class	
<b>Week 8</b> April 14	<b>Test Two-Due</b> Chapter 7 Chapter 8	Homework: Due on April 21 <b>Text:</b> <ul style="list-style-type: none"> <li>• Pg. 216: Determining Your Preferred Supervisory Style</li> <li>• Pg. 259: LO 8-1</li> <li>• Pg. 259: LO 8-4</li> <li>• Pg. 259: LO 8-5</li> </ul>
<b>Week 9</b> April 21	Chapter 9	Homework: Due on April 28 <b>Text:</b> <ul style="list-style-type: none"> <li>• Pg. 296: Objective Case/Politicking</li> </ul>
<b>Week 10</b> April 28	Chapter 10	Homework: Due on May 5 <b>Text:</b> <ul style="list-style-type: none"> <li>• TBA</li> </ul>
<b>Week 11</b> May 5	<b>Test Three</b> Chapter 11	Homework: Due on May 12 <b>Text:</b> <ul style="list-style-type: none"> <li>• TBA</li> </ul>
<b>Week 12</b> May 12	Chapter 12	Homework: Due on May 19 <b>Text:</b> <ul style="list-style-type: none"> <li>• TBA</li> </ul>
<b>Week 13</b> May 19	Gung Ho!	Homework: Due on May 26 <ul style="list-style-type: none"> <li>• TBA</li> </ul>

<b>Anticipated Class Schedule/Calendar</b>		
<b>Week 14</b> May 26	Gung Ho!	Prepare group presentations
<b>Week 15</b> June 2	<b>Group Presentations</b>	
<b>Week 16</b> June 10	<b>Final</b>	