



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Business 22
Descriptive Title: Human Relations in Organizations
Course Disciplines: Management or Business
Division: Business

Catalog Description:

This course covers the major themes of human relations in organizations and the workplace from a psychological, sociological, and physiological perspective. Students will develop critical thinking and ethical reasoning skills as students apply behavior science theories and principles. Topics include values, perception, motivation, conflict management, teamwork, and leadership.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	<input checked="" type="checkbox"/> Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to July 1992
Transfer UC: No

General Education:
El Camino College:

CSU GE:
D7 - Interdisciplinary Social and Behavioral Science
Term: Fall 2014 Other:
E - Lifelong Understanding and Self-Development
Term: Fall 2014 Other:

IGETC:

II. OUTCOMES AND OBJECTIVES

- A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

SLO #1 Interacting Variables

Evaluate interacting variables that occur in human behavior, such as motivation, perception, frustration, psychological conflicts, attitude, and values.

SLO #2 Compare Psychological and Sociological Theories

Compare and contrast the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederick Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace.

SLO #3 Diversity, Culture, and Ethics

Explain how culture, ethics, and diversity impact behavioral theory and identify strategies for effective interpersonal relationships within multi-cultural organizations.

- B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Analyze workplace organizational structures and communication networks and how perception, self-concept, attitudes, culture, and gender affect interpersonal communication.
 - Other (specify)
 - Group Project
2. Identify factors that influence the development of the self-concept, attitude, perception and emotion and how they impact interpersonal communication including cultural and gender differences.
 - Objective Exams
3. Define and analyze conflict, sources of conflict and methods of conflict management including Transactional Analysis, conflict management styles, and the differences between assertive, aggressive, passive, and passive-aggressive behavior.
 - Other (specify)
 - Written Assignment
4. Define and evaluate popular psychological theory related to motivation including Maslow's Hierarchy of Needs, ERG Theory, Reinforcement Theory, Expectancy Theory, Manifest Needs Theory, and others.
 - Other (specify)
 - Written Assignment
5. Compare and contrast various leadership theories and styles in the development of motivation, empowerment, team building, and change management.
 - Objective Exams
6. Examine the differences in cultures and how they relate to employer/employee relationships.
 - Other (specify)
 - Group Project
7. Identify major U.S. legislation designed to address racism, sexism, and other illegal forms of workplace discrimination.
 - Objective Exams

8. Identify human relations strategies in the workplace that provide for individual psychological, sociological, and physiological well-being.
 - Other (specify)
 - Group Project

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	A. Course Introduction B. Definition of Behavioral Science <ol style="list-style-type: none"> 1. What is Sociology 2. What is Psychology 3. The scientific method C. Definition of Human Relations <ol style="list-style-type: none"> 1. Why human relations and interpersonal communication skills are important 2. How human relations affects psychological, sociological, and physiological well-being D. Relationship between behavior, human relations, and organizational performance <ol style="list-style-type: none"> 1. The Systems Effect (Russell Ackoff) 2. The Hawthorne Effect (Elton Mayo) 3. Developing human relations skills E. Development of human relations and behavioral theory
Lecture	9	II	Intrapersonal Skills <ol style="list-style-type: none"> A. Personality <ol style="list-style-type: none"> 1. Type A and Type B personality 2. Locus of Control 3. The Big Five Model of Personality 4. Meyers-Briggs type indicator B. Stress <ol style="list-style-type: none"> 1. Definition and causes of stress 2. Psychological, sociological, and physiological impacts 3. Personality and stress 4. Controlling stress and stress management C. Intelligence <ol style="list-style-type: none"> 1. Learning and learning styles 2. Emotional intelligence D. Perception <ol style="list-style-type: none"> 1. Nature of perception and effects on behavior 2. Biases including stereotyping, frame of reference, selective exposure, and projection 3. Perceptual congruence 4. The Primacy effect, image, and projection 5. Managing first impressions

			<p>E. Attitudes</p> <ol style="list-style-type: none"> 1. The Pygmalion effect 2. The Hawthorne effect (Elton Mayo) 3. Theory X and Theory Y (Douglas McGregor) 4. Managing attitude <p>F. Job Satisfaction</p> <p>G. Self-Concept</p> <ol style="list-style-type: none"> 1. The role of self-concept in behaviors and communication 2. Self-efficacy & self-fulfilling prophecy 3. Attribution theory 4. Culture, gender, and media influences on self-concept 5. Psychological, sociological, and physiological impacts <p>H. Values</p> <ol style="list-style-type: none"> 1. Value systems 2. Spirituality 3. Managing diverse values in multicultural organizations <p>I. Ethics</p> <ol style="list-style-type: none"> 1. Relationship between ethics and personality traits, moral development, and situation 2. Global ethics 3. Ethical decision making 4. Ethical frameworks 5. How people justify unethical behavior
Lecture	3	III	<p>Time and Career Management</p> <p>A. Time management</p> <ol style="list-style-type: none"> 1. Priority determination 2. Time management techniques and systems <p>B. Multitasking</p> <p>C. Career management</p> <ol style="list-style-type: none"> 1. Career stages 2. Career planning and development 3. Job shock 4. Professional appearance <p>D. Psychological, sociological, and physiological impacts</p> <ol style="list-style-type: none"> 1. Work-life balance 2. Work-related stress
Lecture	9	IV	<p>Interpersonal skills</p> <p>A. Communication</p> <ol style="list-style-type: none"> 1. The communication process and barriers 2. Cross-cultural and gender communication differences 3. Non-verbal communication 4. Listening and ineffective behavior 5. Strategies to help develop better listening skills 6. Response styles 7. Situational Communication 8. Organizational structure

			<ul style="list-style-type: none"> 9. Organizational communication 10. Technology and communication <p>B. Emotions</p> <ul style="list-style-type: none"> 1. Understanding and recognizing emotions 2. Emotional labor 3. Global differences 4. Psychological, sociological, and physiological impacts 5. Dealing with emotion <p>C. Receiving and giving Criticism</p> <p>D. Conflict</p> <ul style="list-style-type: none"> 1. Transactional Analysis and Ego states (Eric Burne) 2. Assertiveness and aggressive, passive, and passive-aggressive behavior 3. Conflict management 4. Conflict resolution and mediating conflict 5. Psychological, sociological, and physiological impacts <p>E. Anger and violence</p> <ul style="list-style-type: none"> 1. Managing and dealing with anger 2. Anger and violence in the workplace 3. Psychological, sociological, and physiological impacts
Lecture	15	V	<p>Leadership Skills – Influence and motivation</p> <p>A. Motivation</p> <ul style="list-style-type: none"> 1. Content motivation theories 2. Hierarchy of needs (Abraham Maslow) 3. ERG theory (Clayton Alderfer) 4. Two-factor theory (Frederick Hertzberg) 5. Manifest needs theory (David McClelland) 6. Process motivation theories 7. Expectancy theory (Victor Vroom) 8. Equity Theory (J. Stacy Adams) 9. Reinforcement theory (B.F. Skinner) 10. Motivation techniques 11. Management by objectives 12. Job enrichment 13. Self-motivation 14. Cross-culture and multi-cultural implications on motivation theories 15. Psychological, sociological, and physiological impacts <p>B. Leadership</p> <ul style="list-style-type: none"> 1. Difference between leadership and management 2. Leadership trait theory 3. The Ghiselli study (Edwin Ghiselli) 4. Behavioral leadership theory 5. Two-dimensional leadership model and the leadership grid 6. Transformational, charismatic, transactional, and servant leadership 7. Contingency leadership theories

			<ul style="list-style-type: none"> 8. Normative leadership theory (Vroom and Yetton) 9. Situational leadership theory (Hersey and Blanchard) and Situational supervision 10. Diversity and global leadership <p>C. Trust</p> <ul style="list-style-type: none"> 1. Deterrence-, knowledge-, and identification-based trust 2. Developing and repairing trust <p>D. Ethical power</p> <ul style="list-style-type: none"> 1. Bases of power 2. Influencing tactics <p>E. Politics</p> <ul style="list-style-type: none"> 1. Politics within organizations 2. Political behavior 3. Vertical and horizontal politics <p>F. Etiquette</p> <p>G. Cross-culture and multicultural implications of power, politics and etiquette</p> <p>H. Networking</p> <p>I. Negotiating</p> <ul style="list-style-type: none"> 1. Distributive bargaining 2. Integrative bargaining 3. The negotiation process
Lecture	9	VI	<p>Organizational Behavior and Culture</p> <p>A. Culture</p> <ul style="list-style-type: none"> 1. Definition of culture 2. Developing culture through heroes, stories, artifacts, ceremonies, and language 3. Organizational culture and workplace culture 4. Organizational climate and morale 5. Organizational development 6. Global differences in culture <p>B. Teams and team dynamics</p> <ul style="list-style-type: none"> 1. Norms 2. Group cohesiveness 3. Development stages 4. Managing meetings <p>C. Change and change management</p> <ul style="list-style-type: none"> 1. Organizational change 2. Types of change 3. Resistance to change 4. Lewin's change models (Kurt Lewin) <p>D. Problem solving and decision-making</p> <ul style="list-style-type: none"> 1. Reflexive vs. reflective styles <p>E. Creativity and group decision-making</p> <ul style="list-style-type: none"> 1. The creative process 2. Brainstorming, synectics, nominal grouping, consensus mapping, and Delphi technique
Lecture	6	VII	<p>Diversity and inclusion</p> <p>A. Valuing and managing diversity</p>

			<ul style="list-style-type: none"> B. Effects of diversity on organizational and individual behavior C. Prejudice and discrimination D. Minorities and legally protected groups E. Gender diversity and sexual harassment <ul style="list-style-type: none"> 1. Quid pro quo vs. hostile environment harassment F. Overcoming sexism and racism G. Laws and regulations related to diversity <ul style="list-style-type: none"> 1. Equal Employment Opportunity Commission 2. Equal Pay Act of 1963 3. Age Discrimination in Employment Act of 1967 4. Equal Employment Opportunity Act of 1972 5. Pregnancy Discrimination Act of 1978 6. Americans with Disabilities Act of 1990 7. Civil Rights Act of 1991 8. Family Medical Leave Act of 1993 9. Lilly Ledbetter Fair Pay act of 2009 10. Bona fide occupational qualification 11. Affirmative actions to valuing diversity 12. Handling complaints H. Family structures <ul style="list-style-type: none"> 1. Changing family sex roles 2. Work and family balance I. Global diversity <ul style="list-style-type: none"> 1. Multinational and international companies and expatriates 2. Cross-cultural relations J. Psychological, sociological, and physiological impacts
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Choose a business, non-profit organization, or government agency. Using periodicals, journals, newspapers, magazines, and other sources identify articles that demonstrate the organization using the sociological and psychological theories presented in this book. In an 8 to 10-page final paper, explain what actions and behaviors the organization, its management, or its staff demonstrated and identify which theories are represented. Analyze how the theory is shown by the actions or behaviors and whether the theories were successful. Theories should be taken from throughout the book, with a separate portion of your paper for each section of the book.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. After reading the case study on Peter Corby, answer the following questions in a 1-2 page paper.
Briefly describe the organizational communications flow at the Ranch.
How do the interpersonal communication skills of Peter Clark affect behavior, human relations, and performance at the Ranch?
Do you think Peter Clark spends more time sending or receiving messages, or an equal amount of time doing both?
Which of the 13 listening tips do you think are most relevant for Peter Clark?
Assess Peter and Korby Clark's use of feedback.
Which Response style do you think Peter lark uses most often?
Assess Peter Clark's personality in relation to each of the Big Five dimensions (surgency, agreeableness, adjustment, conscientiousness, and openness to experience).
Assess Peter Clark's attitude, self-concept, values, and ethics.
2. After reading the case study on Kevin Plank, answer the following questions in a 1-2 page paper.
According to Herzberg's two-factor theory of motivation, was Plank's motivation to create a new category of performance apparel driven by extrinsic (hygiene) factors or intrinsic (motivator) factors?
According to McClelland's manifest theory of motivation, people are motivated by the needs of achievement, power, and affiliation. Which of these needs would you attribute to Plank? If you were to rank them in order of significance to Plank, which will be first, second, and third?
Distinguish the differences of transformational, charismatic, and transactional leadership theories. Which one of these best describes Kevin Plank?
Based on passive, aggressive, and assertive behavior, what type of behavior do you think Kevin Plank has shown in the case narrative on him?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Quizzes
Written homework
Homework Problems
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Lamberton, Minor, and Zeigler. Human Relations in Organizations. 6th ed. McGraw Hill, 2019

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation AND English-82	
Course Recommended Preparation English-B	

D. Recommended Skills

Recommended Skills
Demonstrate rules of English grammar, mechanics, and usage. Construct clear and concise sentences. Read financial information such as a credit report, personal budget, and insurance documents with comprehension. Demonstrate study and test-taking techniques.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Jim Gualtieri, John Martinelli, Francis De Fea on 08/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 05/18/2020

Last Reviewed and/or Revised by: John Mufich

Date 9/28/2019

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