

EASTERN ARIZONA COLLEGE

Human Relations

Course Design
2016-2017

Course Information

Division Business
Course Number BUS 251
Title Human Relations
Credits 3
Developed by Derek Rich
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

| ASU | NAU | UA |
|-----------------|-----------------|-----------------|
| Elective Credit | Elective Credit | Elective Credit |

Activity Course No
CIP Code 52.0100
Assessment Mode Pre/Post Test (50 Questions/100 Points)
Semester Taught Fall and Spring
GE Category AAS degree only
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

None

Educational Value

Employment in the year 2000 and beyond will require a greater understanding of human relations principles and practices. An extensive knowledge of human relations will help one cope effectively with today's work/life issues and problems such as workplace diversity, globalization, work teams, and ethical behavior.

Description

Emphasizes application of basic psychological principles to the understanding and influencing of human behavior, particularly in personal and business relationships.

Supplies

Access to a computer or word processor.

Competencies and Performance Standards

1. Analyze the importance of studying human relations skills.

Learning objectives

What you will learn as you master the competency:

- a. Explain the nature, purpose, and importance of human relations in an organizational setting.
- b. Identify major trends in the workplace that have given new importance to human relations.
- c. Identify major forces influencing human behavior at work.
- d. Summarize the historical development of the human relations movement.
- e. Identify seven basic themes that serve as the foundation for effective human relations.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner assesses own human relations skills
- o learner identifies good and bad human relations skills in work experiences
- o learner's analysis covers the nature, purpose, and need for human relations skills
- o learner's analysis includes workplace trends, influencers of human behavior, and basic themes related to human relations
- o learner responds to related objective questions

2. Evaluate ways to improve personal and organizational communications.

Learning objectives

What you will learn as you master the competency:

- a. Differentiate impersonal from interpersonal communication.
- b. Map the communication process and the filters that affect communication.
- c. Identify ways to improve communication, including developing listening skills.
- d. Describe formal and informal channels of communication in an organization.
- e. Describe the effect our global economy and advanced technology has on communication.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner reviews poor and better written communication guidelines
- o learner analyzes communication scenarios that involve different types of communication, communication filters, channels, and effects of global economy and advanced technology
- o learner reports on observed nonverbal communication
- o learner responds to related objective questions

3. Explore communication styles, self-esteem, personal values, attitude formation, and motivation in relation to effectively dealing with others.

Learning objectives

What you will learn as you master the competency:

- a. Identify the major elements of the communication style model.
- b. Determine your preferred communication style.
- c. Improve communications with others through style flexing.
- d. Describe self-esteem and how it is developed.
- e. Identify the characteristics of people with low and high self-esteem.
- f. Identify ways to raise one's self-esteem.
- g. Explain the relationship of character, personal values, and ethical behavior.
- h. Make ethical decisions based on one's personal value system.
- i. Explain the ways people acquire attitudes.
- j. Describe attitudes that businesses value.
- k. Identify ways to change attitudes.
- l. Explain the adjustments organizations are making to develop positive employee attitudes.
- m. Identify the steps in the motivational cycle.
- n. Analyze motivation and its characteristics.
- o. Characterize motivation theories.
- p. Describe motivation strategies.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner identifies own communication style
- o learner applies communication style flexing
- o learner assesses own self-esteem
- o learner develops positive self-talk statements in relation to goals
- o learner completes ethics questionnaire
- o learner clarifies and applies personal value priorities
- o learner identifies personal attitudes and how they were developed
- o learner analyzes effect of attitudes in the work force
- o learner completes personal needs inventory and analysis
- o learner analyzes different theories of motivation
- o learner responds to related objective questions

4. Develop personal strategies for building good relationships.

Learning objectives

What you will learn as you master the competency:

- a. Describe self-disclosure and how it contributes to improved human relations.

- b. Explain the major elements of the Johari Window model.
- c. Practice the strategy of using constructive self-disclosure.
- d. Explain the critical role of emotions in the workplace.
- e. Explain the most common emotional styles.
- f. Describe strategies for achieving emotional control.
- g. Describe how to use positive reinforcement to improve relationships and reward behavior.
- h. Identify the major barriers to the use of positive reinforcement

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner practices self-disclosure
- o learner explains how the Johari Window works
- o learner relates personal experiences that involved emotional control
- o learner responds to common emotion-laden situations
- o learner identifies personal experiences with positive reinforcement
- o learner participates in developing a positive reinforcement plan
- o learner responds to related objective questions

5. Characterize a professional image in a work setting.

Learning objectives

What you will learn as you master the competency:

- a. Identify the factors that contribute to a favorable first impression.
- b. Distinguish between assumptions and facts as related to first impressions.
- c. Define image.
- d. Describe the factors that form the image you project to others.
- e. Analyze how business etiquette contributes to improved human relations.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner analyzes personal perception of a professional image
- o learner evaluates and plans personal professional wardrobe
- o learner's professional image describes appearance, manners, voice, handshake, attitude, versatility, and competence
- o learner responds to related objective questions

6. Identify team building strategies.

Learning objectives

What you will learn as you master the competency:

- a. Explain the importance of teamwork in an organizational setting.
- b. Identify common types of work teams.
- c. List the characteristics of an effective work team.
- d. Explain the behavioral science principles that support team building.
- e. Describe the team-building skills that leaders need.
- f. Describe the team-member skills that employees need.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner organizes a dream team for a dream business
- o learner participates in and analyzes team situations
- o learner responds to related objective questions

7. Describe effective conflict resolution strategies.

Learning objectives

What you will learn as you master the competency:

- a. Describe some of the major causes of conflict between people in the work setting.
- b. Compare win/win, win/lose, and lose/lose strategies for dealing with conflict.
- c. Develop assertiveness skills that may offer help in dealing with difficult people.
- d. Identify key elements of the conflict resolution process.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner analyzes situations in which conflict management skills are needed
- o learner demonstrates assertiveness skills
- o learner responds to related objective questions

8. Describe modern-day challenges in human relations.

Learning objectives

What you will learn as you master the competency:

- a. Identify the major personal work-related causes of stress.
- b. Assess the stress in your life.
- c. Recognize the warning signs of too much stress.
- d. Describe effective stress management strategies.

- e. Explain burnout and how to prevent burnout.
- f. Value work force diversity.
- g. Define the primary and secondary dimensions of diversity.
- h. Identify ways to enhance work force diversity.
- i. Contrast problems facing women and men in the work force.
- j. Identify ways to cope with gender-biased behaviors.
- k. Identify ways to achieve work-life balance.
- l. Explain sexual harassment and how to deal with it.
- m. Practice gender-neutral etiquette necessary in today's organizations.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner assesses own stress
- o learner identifies own positive and negative stressors
- o learner analyzes stress management strategies
- o learner identifies ways one might be discriminated against in the workplace
- o learner identifies own primary and secondary dimensions
- o learner completes diversity awareness quiz
- o learner completes activities on gender-bias quiz
- o learner completes activities on gender-bias awareness
- o learner analyzes sexual harassment situations
- o learner responds to related objective questions

9. Develop a life plan for effective human relations.

Learning objectives

What you will learn as you master the competency:

- a. Develop a personal definition of success.
- b. Define right livelihood.
- c. Describe nonfinancial resources for enriching one's life.
- d. List guidelines for developing a healthy lifestyle.
- e. Develop a plan for making needed changes in your life.

Performance Standards

Competence will be demonstrated:

- o in the completion of assignments from the activities manual
- o in the completion of a unit test

Criteria - Performance will be satisfactory when:

- o learner records feelings and thoughts about concepts and human relations strategies covered during the course
- o learner writes at least five self-talk statements that could be used in a life plan for effective human relations

- o learner's life plan addresses financial/professional goals, physical health, mental health, education/training, family/leisure time, and spirituality
- o learner responds to related objective questions

10. Identify and improve a personal relationship.

Learning objectives

What you will learn as you master the competency:

- a. Identify the difference between a horizontal and vertical relationship.
- b. Apply the principles learned in class to a personal relationship.
- c. Analyze events and feelings while improving a personal relationship as they relate to human relations.

Performance Standards

Competence will be demonstrated:

- o in a written report about the experience of trying to improve a relationship

Criteria - Performance will be satisfactory when:

- o learner writes a report about the experience of trying to improve a personal relationship
- o learner's report describes the relationship
- o learner's report lists the specific steps taken to improve the relationship
- o learner's report includes the human relations principles used in trying to improve the relationship
- o learner's report includes a description of the reaction of the other person
- o learner's report includes an explanation of how the relationship has changed
- o learner's report lists the human relations principles that will be used in future relationships
- o learner's report includes a list of things learned about oneself
- o learner's report has at least 300 words and is keyed

11. Evaluate the usefulness of outside reading in developing effective human relations skills.

Learning objectives

What you will learn as you master the competency:

- a. Recognize print media that pertains to human relations.
- b. Read material related to a chosen human relations topic.
- c. Analyze how specific reading material can be applied to one's personal life.

Performance Standards

Competence will be demonstrated:

- o in the completion of three written reports about outside readings
- o on submission of reports on scheduled due dates

Criteria - Performance will be satisfactory when:

- o learner writes three reports that evaluate the usefulness of outside reading on human relations topics
- o learner reads 30 pages of material on each topic
- o learner types each report and report includes at least 350 words
- o learner types each report and report has an appropriate title page that includes: topic,

- o name, course, and date
- o learner's reports include an introductory paragraph explaining how the topic read relates to human relations
- o learner's report includes one or more paragraphs summarizing topic
- o learner's report includes a concluding paragraph about plans to use what was read
- o learner's report includes a source page of materials(s) read

12. Report on intercultural differences in business relations.

Learning objectives

What you will learn as you master the competency:

- a. Describe the factors that have contributed to the need for intercultural communication skills.
- b. Identify the specific communication behaviors one should know about individuals from other cultures.
- c. Research customs and behaviors of a different country as they relate to business.
- d. Contrast differences in business customs and behaviors of another country and those of the United States.

Performance Standards

Competence will be demonstrated:

- o in the presentation of the report on the chosen country
- o in completion of the intercultural test

Criteria - Performance will be satisfactory when:

- o learner prepares an oral presentation on the customs and behaviors of another country
- o learner's presentation is at least 5 minutes and no longer than 10 minutes
- o learner's presentation includes information about working or doing business in the country or with someone from the country
- o learner shows where the country is on a world map
- o learner includes visual aids, handouts, or demonstrations
- o learner writes two true/false and two multiple-choice questions for the intercultural test
- o learner observes oral presentations of classmates
- o learner completes intercultural test

Types of Instruction

Classroom presentations

Small and large group discussions

Individual projects

Grading Information

Grading Rationale

Human Relations has six important components, which are weighted as follows:

| | |
|----------------------------|-----|
| Chapter Activities | 25% |
| Relationship Assignment | 15% |
| Outside Reading | 10% |
| Intercultural Presentation | 10% |
| Tests | 30% |
| Posttest/Final | 10% |

Grading Scale

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%