



**Course Outline**

STATUS: A

**COMMON COURSE NUMBER:** INP 1390

**COURSE TITLE:** Human Relations in Business and Industry

**CREDIT HOURS:** 3

**CONTACT HOURS BREAKDOWN:**

Lecture/Discussion 48

Lab

Other

Contact Hours/Week 3

**CATALOG COURSE DESCRIPTION:**

Prerequisite: None

Corequisite: None

Introductory course to the study of human behavior, emphasizing its practical applications in business and industry. It introduces the student to personal and social adjustment mechanisms as a means of understanding the behavior of one's self and of others. Also introduces the student to current psychological applications in the fields of testing, advertising, selling, market research, morale, personnel work, employee selection and training, and supervisory practices.

General Education Requirements - Associate of Arts Degree, meets Area(s):

General Education Requirements - Associate in Science Degree, meets Area(s):

**UNIT TITLES:**

1. The Nature of Human Relations
2. Fundamental of Motivation
3. Individual Behavior
4. Group Behavior
5. The Informal Organization
6. Formal Organization Design
7. Technology and People at Work
8. Job Redesign and Job Enrichment
9. Fundamentals of Leadership
10. The Role of the Leader
11. Appraising and Rewarding Performance
12. Communicating for Effectiveness
13. The Management of Change
14. Organizational Development
15. Human Relations and You

## **I. Course Overview:**

Upon successful completion of this course, the students should be able to discuss human behavior, emphasizing its practical application in business and industry, apply personal and social adjustment mechanisms as a means of understanding the behavior of one's self and of others, and identify current psychological applications in the fields of testing, advertising, selling, market research, morale, personnel work, employee selection and training, and supervisory practices.

## **II. Units:**

### **Unit 1. The Nature of Human Relations**

#### General Outcome:

1.0 The students should be able to understand what is meant by the term "Human Relations," trace the evolution of Human Relations from the emergence of industrialism up to the present day, and examine the impact of behavioral science on Human Relations.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Define the term "Human Relations."
- 1.2 Trace the evolution of human relations thinking from industrialism through scientific management up to the current day.
- 1.3 Explain the finding and impact of the Hawthorne studies on human relations thinking.
- 1.4 Compare and contrast the classical model of the worker with the modern human resources model.
- 1.5 Discuss the role of behavioral science in human relations.

## Unit 2. Fundamental of Motivation

### General Outcome:

2.0 The students should be able to demonstrate an understanding of "How do you get people to do things?" and the fundamentals of motivation at work and what motivates an individual to act in a given way.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Describe the two sides of motivation: movement and motive.
- 2.2 Identify the five basic needs in Maslow's need hierarchy.
- 2.3 Explain each of the basic needs and its importance in the motivation process.
- 2.4 Describe the two-factor theory of motivation and explain its relevance to the practicing manager.
- 2.5 Discuss expectancy theory, noting how both valence and expectancy influence motivational force.
- 2.6 Explain how expectancy theory helps one understand motivation at work.

## Unit 3. Individual Behavior

### General Outcome:

3.0 The students should be able to demonstrate an understanding of human behavior including values, perception, attitudes, and personality.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

3.1 Discuss some of the common behavioral terms used in describing individual behavior.

3.2 Identify and describe some of the common values held by all individuals.

3.3 Describe the term "perception" and explain why it is a determinant of individual behavior.

3.4 Explain how stereotyping can influence a person's view of another's behavior.

3.5 Define attitude, explain its basic components, and describe its impact on worker output.

3.6 Define personality and discuss the major forces affecting personality development.

3.7 Describe how transactional analysis, assertiveness training and encounter groups can help both managers and subordinates improve their understanding of interpersonal behavior.

## Unit 4. Group Behavior

### General Outcome:

4.0 The students should be able to demonstrate an understanding of how people act within groups as well as how groups interact with each other.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

4.1 Define the term "group."

4.2 Describe "functional group," "project group," and "interestfriendship group."

4.3 Explain what is meant by the term "role" and discuss some common role-related problems.

4.4 Know how group norms determine the behavior of group members.

4.6 Answer the question, "Are highly cohesive groups always high producing groups?"

4.7 List some of the benefits of group decision making vis-a-vis individual decision making.

4.8 Explain what is meant by the risky-shift phenomenon.

4.9 Cite the common symptoms of group think and some of the ways it can be prevented.

4.10 Discuss the major factors upon which high inter-group performance depends.

4.11 List some of the ways in which groups try to gain power over other groups.

4.12 Describe some techniques managers can use to resolve intergroup conflict.

4.13 Relate the four guidelines for making committees more effective.

## Unit 5. The Informal Organization

### General Outcome:

5.0 The students should be able to demonstrate an understanding of the informal organization which engages in both individual and group behavior.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

5.1 Compare and contrast the formal and informal organizations.

5.2 Describe the difference between authority and power and explain which is of greatest importance in the informal organization.

5.3 Discuss some of the behavioral controls used by members of the informal organization to ensure compliance with its norms.

5.4 Explain how the informal communication network functions.

5.5 List some of the conditions under which people are most likely to be grapevine-active.

5.6 Identify the primary benefits associated with the informal organization.

5.7 Outline the greatest disadvantages associated with the informal organization.

5.8 Cite some of the ways in which a manager can deal with the informal organization.

## Unit 6. Formal Organization Design

### General Outcome:

6.0 The students should be able to demonstrate an understanding of the formal organization design which includes job descriptions, written policies, organization charts, and the delegation of formal authority.

### Specific Learning Outcomes: Upon successful completion of this unit, the

students should be able to:

- 6.1 Identify the characteristics of an ideal bureaucracy.
- 6.2 Explain what is meant by contingency organization design and list some contingency design principles.
- 6.3 Cite the importance of job descriptions in the organizing process.
- 6.4 Identify and describe the major forms of departmentalization.
- 6.5 Define span of control and describe its impact on organization design.
- 6.6 List some of the major factors determining a manager's span of control.
- 6.7 Define line authority, staff authority, and functional authority.
- 6.8 Explain the reasons behind line-staff conflict and ways to reduce such conflict to a minimum.
- 6.9 Describe the acceptance theory of authority and its importance for the manager.
- 6.10 Note some of the benefits and drawbacks associated with centralization and decentralization of authority.
- 6.11 Explain the effects of size of the organization, dynamics of the environment, and production technology on organization design.

## Unit 7. Technology and People at Work

### General Outcome:

7.0 The students should be able to demonstrate an understanding of technology and people at work.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

7.1 Trace the evolution of technology from the handicraft era to the cybernated technology stage.

7.2 Describe the impact of knowledge on technological growth.

7.3 Identify and describe the four major characteristics of a postindustrial society.

7.4 Discuss the effect of technology on work values.

7.5 Describe how technology can lead to alienation.

7.6 Explain how technology can bring about fear of replacement by machine.

7.7 Discuss how industrial democracy and participative management can bring about an integration of technology and the organizational personnel.

## Unit 8. Job Redesign and Job Enrichment

### General Outcome:

8.0 The students should be able to demonstrate an understanding of job redesign and job enrichment.

### Specific Learning Outcomes: Upon successful completion of this unit, the

students should be able to:

8.1 Identify the four alternatives available to management for dealing with the problem of boring jobs.

8.2 Explain what job design is all about.

8.3 Tell how job rotation, job traction, job enlargement, and job enrichment work.

8.4 Describe the five core job dimensions and illustrate selected enrichment principles that help create these dimensions.

8.5 Cite some illustrations of job enrichment in action.

8.6 Describe some of the current challenges in job design.

## Unit 9. Fundamentals of Leadership

### General Outcome:

9.0 The students should be able to demonstrate an understanding of the fundamentals of leadership.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

9.1 Define leadership.

9.2 List leadership characteristics found in effective managers.

9.3 Describe some personal characteristics that appear to be related to managerial effectiveness, including superior intelligence, emotional maturity, motivation drive, problem-solving skills, managerial skills, and leadership skills.

9.4 Compare and contrast Theory X and Theory Y.

9.5 Discuss the importance of the immaturity-maturity theory to the study of leadership.

9.6 Describe the two major dimensions of leadership, concern for people and concern for work.

9.7 Explain Fiedler's contingency model, giving primary emphasis to the type of leader most effective in each situation.

9.8 Discuss the value of the path-goal theory of leadership to the study of human relations.

## Unit 10. The Role of the Leader

### General Outcome:

10.0 The students should be able to demonstrate an understanding of the role of the leader.

### Specific Learning Outcomes: Upon successful completion of this unit, the

students should be able to:

10.1 Discuss the leader's linking pin function.

10.2 Explain what is meant by teamwork.

10.3 Describe the three key factors necessary to the development of teamwork.

10.4 Tell why employees need counseling and cite the kinds of counseling often given by managers.

10.5 Define power and explain what the various types of power are.

10.6 Explain the three ways of managing time and tell how effective leaders manager their time well.

10.7 Discuss how the manager should deal with stress.

## Unit 11. Appraising and Rewarding Performance

### General Outcome:

11.0 The students should be able to demonstrate an understanding of appraising and rewarding performance on the part of a leader.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

11.1 Discuss the performance appraisal cycle.

11.2 Explain how graphic rating scales can be used in appraising performance.

11.3 Compare and contrast graphic rating scales with the paired comparison method of appraisal.

11.4 Describe how assessment centers and behaviorally anchored rating scales can be employed in appraising performance.

11.5 Explain how management by objectives can be used in performance appraisal and why this approach is so popular today.

11.6 Describe four of the major problems associated with performance appraisal.

11.7 List the most common types of extrinsic and intrinsic rewards.

11.8 Discuss the role of equity in performance appraisal.

11.9 Examine the link between performance and rewards.

11.10 List the types of discipline used when performance is inadequate.

11.11 Explain how the "red-hot stove rule" can be used in effectively employing discipline.

## Unit 12. Communicating for Effectiveness

### General Outcome:

12.0 The students should be able to demonstrate an understanding of communicating for effectiveness.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

12.1 Define the term communication.

12.2 Describe the communication process.

12.3 Discuss major communication flows (downward, upward, lateral, and diagonal).

12.4 Explain why perception is a major barrier to communication.

12.5 Explain how inference, language, and status can also lead to communication breakdown.

12.6 Outline the four steps in the communication process and describe how an understanding of them can help a manager improve his or her communication skills.

12.7 Describe the importance of using simple, repetitive language and using empathy in achieving effective communication.

12.8 Cite some of the ways of understanding body language and receiving and giving feedback.

12.9 List some of the listening habits valuable to effective communication.

12.10 Discuss how to improve your writing skills.

## Unit 13. The Management of Change

### General Outcome:

13.0 The students should be able to demonstrate an understanding of the management of change and the possibility of resistance to it.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

13.1 Define change.

13.2 Discuss how change occurs, relying on force-field analysis to describe the process.

13.3 Answer the question, "Is resistance to change bad?"

13.4 Describe the importance of psychological factors, personal factors, and the social situation on one's attitude and evaluation of a proposed change.

13.5 Explain the four most common responses to change: rejection, resistance, tolerance and acceptance.

13.6 Cite some of the most common reasons for resistance to change.

13.7 Discuss the three dimensions of change and their importance to the manager who is trying to bring about a particular change.

13.8 Describe the five basic steps in the change process.

13.9 Explain why the time factor is so important in the implementation of change.

13.10 Discuss the role of participation and communication in the change process.

13.11 Describe how balance theory can help the manager in introducing and implementing change.

13.12 Tell why removal of anxieties is so important in the management of change.

## Unit 14. Organizational Development

### General Outcome:

14.0 The students should be able to demonstrate an understanding of organizational development.

Specific Learning Outcomes: Upon successful completion of this unit, the students should be able to:

14.1 Define organizational climate.

14.2 Compare and contrast the formal and informal aspects of the organizational iceberg.

14.3 Define organizational development.

14.4 Describe the eight major characteristics of most OD programs.

14.5 Explain how the following OD interventions work: role playing, sensitivity training, team building, survey feedback, System 4 management, and grid training.

14.6 Discuss the conditions necessary for success in an OD program.

14.7 Address the issue of whether OD is an effective in the management of organizational resources.

## Unit 15. Human Relations and You

### General Outcome:

15.0 The students should be able to demonstrate an understanding of human relations and how they can help in obtaining employment and moving ahead in a chosen career.

### Specific Learning Outcomes: Upon successful completion of this unit, the

students should be able to:

15.1 Set forth the key questions that should be asked in carrying out a self-evaluation.

15.2 Know something about your own degree of creativity.

15.3 Write an effective resume.

15.4 Carry out a successful job hunt.

15.5 Describe some of the major steps you should follow in managing your career effectively.

15.6 Discuss the role and importance of a mentor.

15.7 Set forth some of the basic rules regarding both how to dress for success and organize your office properly.

15.8 Describe the characteristics that successful executives must possess in the future.

15.9 Discuss the challenges that face the human relations-oriented manager of the 1980's.

### **Special Student Projects:**

In addition to both a mid-term and final exam, students are required to submit a term paper and present an oral report on selected topics.