Course Name: Human Relations in Business
Course Number: BUA 120-H96
Credits: 3
Faculty: Tom Stewart
Office Hours: Saturday before and after class
Campus E-mail: StewartThomasA@jccmi.edu

24MAR18-5MAY18
Saturday, 0800-1100, JC @ LISD TECH, Room 131
Class meets 3/24, 4/7, 4/21, 5/5/18
Plus 33 hours Guided Learning

Course Description
Effective human relations are an indispensable tool in developing a successful professional presence in today’s world. Topics include self-understanding, as well as the understanding of others, motivation, productivity, morale, conflict and change, stress, ethics, diversity, goal setting, the power of positive reinforcement, image building, emotional control, assertiveness, effective communication and different leadership styles.

Current Textbook
Do you like the idea of lighter backpacks, more accessible course materials, and more money in your pocket? Then you will like a new initiative at Jackson College called Textbook Zero — or “TBZ” for short. Starting Fall 2017, all courses at Jackson College will offer digital text options. Students can still purchase hardcopy, print texts if available and preferred, but digital course materials, including etextbooks, will also be available. More info on TBZ: https://www.jccmi.edu/academics/tbz/

Required Textbook
Author: Andrew J. DuBrin

You may purchase the e-text in the bookstore or directly from Pearson at:
http://www.mypearsonstore.com/bookstore/

The print text is not required. The e-text is available through Pearson. If you wish a print copy of the book, the option to purchase a print upgrade is available inexpensively through Pearson.
Contacting the Instructor

Send an email, including course # and section # in email subject line (BUA 120-H40)

You MUST use your Jackson College email for communication. I will not read or reply to an email that is sent to me from an email address that is not your Jackson College email address.

General Information

For information on FERPA, Cheating and Plagiarism, Assessment of Student Learning Outcomes and Student Code of Conduct, please refer to the appropriate section of the current Jackson College Catalog online.

Course Outcomes

1. To introduce the student to management; its functions, roles and challenges
2. To review the concepts of empowerment and total quality management
3. To understand the fundamentals of planning and time management
4. To review the decision making process and those factors which affect it
5. To understand the basic principles of organization
6. To review the delegation process and keys to effective delegation
7. To study the communication process and methods of improving communication
8. To review the major theories on how to motivate employees
9. To understand the different leadership styles and theories
10. To introduce the idea of team building and effective team leadership as well as the concept of managing change
11. To review the steps in the control process
12. To study methods to improve productivity, control quality, and promote employee safety
13. To develop skills necessary in coaching employees to improved performance
14. To understand group dynamics and techniques to make meetings more effective
15. To review conflict and stress as well as methods to manage these situations
16. To understand the process of selecting, training, and compensating employees
17. To review the performance appraisal process and the disciplinary process
18. To introduce the role of the supervisor in the union setting

Specific Course Rules

Attendance Policy: HQV federal policy that JC follows

Your participation and attendance is expected weekly. Attendance is counted by your participation in online forums, taking weekly tests in MyManagementLab, completing non-graded work of your choice in the textbook support site, to name a few. Your success will depend upon the time you spend in class. JC administration and the federal government now require faculty to file attendance regularly throughout the term and your report is available online. Note the Course Calendar identifies GRD #1, GRD #2, and GRD #3 as to when each of these reports is due.

“H”—the student needs “help” and a notification goes to the Center for Student Success. “V”—the instructor “verifies” that the student is participating and doing acceptable work. “Q”—the student is not participating or attending and the instructor believes they have unofficially withdrawn. A “Q” will result in an administrative interruption from the course. ***If a student wishes to withdraw from the course it is the responsibility of the student to officially withdraw.
This syllabus may be amended at any point during the semester. Changes to it will be announced in class and students will be responsible for adhering to those changes.

Your grade will be based on the points you earn on exams, quizzes, assignments, class preparation and participation. The grade points assigned are estimates and subject to modification. Exact due dates for assignments, tests, exams, etc. will be announced in class and are included on the Assignment Calendar located at the end of this document.

**Final Grading System**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4.0</td>
<td>Excellent</td>
<td>95.0</td>
<td>1.5</td>
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<td>3.5</td>
<td></td>
<td>90.0</td>
<td>1.0</td>
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<tr>
<td>3.0</td>
<td>Superior</td>
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<td>2.0</td>
<td>Average</td>
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**Academic Honesty Statement and Student Code of Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. Examples of academic dishonesty include but are not limited to:

- Receiving or providing unauthorized assistance on exams
- Using unauthorized material during an exam
- Plagiarism (using materials from sources without citation)
- Copying the work of someone else and submitting it as your own

The first instance of academic dishonesty will result (for all parties involved) in no credit for the assignment or exam. In addition, a student will be ineligible to complete any extra credit work for this class. Subsequent episodes will result in further disciplinary action, up to and including failure of the course. All students are expected to follow Jackson College’s Student Code of Conduct. If you are unfamiliar with the code, to can be found at: [https://www.jccmi.edu/wp-content/uploads/StudentCodeOfConduct.pdf](https://www.jccmi.edu/wp-content/uploads/StudentCodeOfConduct.pdf)

For information on FERPA, Cheating and Plagiarism, Assessment of Student Learning Outcomes and Student Code of Conduct, please refer to the appropriate section of the current Jackson College Catalog online.

**Classroom Procedures:**

1. It is the responsibility of the student to prepare for and attend all class sessions.
2. All students are required to have a textbook and bring it to every class.
3. Every student is expected to make a positive contribution to the class by joining in the discussions, asking questions or offering pertinent opinions on the subject matter being discussed.
4. Cell phones and other electronic communication devices are not to be used during class.
5. Disruptive behavior or other actions that interfere with the educational process will not be tolerated. This includes bringing non-students and children to class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week of</th>
<th>Topic</th>
<th>Material/Chapter</th>
<th>Homework</th>
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<tr>
<td>1 &amp; 2</td>
<td>03/19</td>
<td>Course Introduction</td>
<td></td>
<td><strong>Read Chapter 1</strong></td>
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<td>Chapter 1 Human Relations and You</td>
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<td>Process: Summary and Review at End of Chapter</td>
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<td>Process for Classroom Discussion: Questions for Discussion &amp; Review at End of Chapter</td>
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<tr>
<td>Class</td>
<td>03/24</td>
<td>Chapter 2 Self-Esteem and Self-Confidence</td>
<td>2</td>
<td><strong>Read Chapter 2</strong></td>
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<td>Process: Summary and Review at End of Chapter</td>
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<td>Process for Classroom Discussion: Questions for Discussion &amp; Review at End of Chapter</td>
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<td>03/26</td>
<td>Chapter 3 Self-Motivation and Goal Setting</td>
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<td><strong>Read Chapter 3</strong></td>
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<td>Process: Summary and Review at End of Chapter</td>
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<td>Process for Classroom Discussion: Questions for Discussion &amp; Review at End of Chapter</td>
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<td>Chapter 4 Emotional Intelligence, Attitudes, and Happiness</td>
<td>4</td>
<td><strong>Read Chapter 4</strong></td>
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<td>Process: Summary and Review at End of Chapter</td>
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<td>Process for Classroom Discussion: Questions for Discussion &amp; Review at End of Chapter</td>
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<td>Chapter 5 Values and Ethics</td>
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<td>Process for Classroom Discussion: Questions for Discussion &amp; Review at End of Chapter</td>
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<td>Class</td>
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<td>Chapter</td>
<td>Page</td>
<td>Read Chapter</td>
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|        | 04/02 | Chapter 6  
Problem Solving and Creativity                                      | 6    | Chapter 6     |                                               |                                                                                 |
| Class  | 04/07 | Chapter 7  
Personal Communication Effectiveness                                    | 7    | Chapter 7     |                                               |                                                                                 |
|        | 04/09 | Chapter 8  
Communication in the Workplace                                           | 8    | Chapter 8     |                                               |                                                                                 |
|        | 04/16 | Chapter 10  
Managing Conflict                                                      | 10   | Chapter 10    |                                               |                                                                                 |
| Class  | 04/21 | Chapter 11  
Becoming an Effective Leader                                            | 11   | Chapter 11    |                                               |                                                                                 |
|        | 04/23 | Chapter 12  
Motivating Others and Developing Teamwork                                | 12   | Chapter 12    |                                               |                                                                                 |
|        |       | Chapter 13  
Diversity and Cross-Cultural Competence                                   | 13   | Chapter 13    |                                               |                                                                                 |
Start by marking â€œHuman Relations for Career and Personal Success: Concepts, Applications, and Skillsâ€ as Want to Read: Want to Read saving…  

KEY BENEFIT By linking career and personal success to the development of human relations skills, the Eleventh Edition of Human Relations for Career and Personal Success stresses the importance of learning to deal more effectively with others. Applicable to a wide range of courses and professions, the text emphasizes teamwork, influencing others, and motivation as key c KEY BENEFIT By linking career and personal success to the development of human relations skills, the Eleventh Edition of Human Relations for Career and Personal Success stresses the importance of learning to deal more effectively with others. Full file at https://testbankuniv.eu/Human-Relations-for-Career-and-Personal-Success-Concepts-Applications-and-Skills-11th-Edition-DuBrin-Test-

Human Relations for Career & Personal Success, 11e (DuBrin) Chapter 2 Self-Esteem and Self-Confidence  

1) Self-esteem deals specifically with what we __.  
A) like you are better than other people  
B) like you are not as good as other people  
C) over-confident  
D) competent and being worthy of happiness  
Answer: D  

Diff: Easy  
LO: 2-1: Describe the Nature, Development, and Consequences of Self-Esteem. Consider human relations skills in your personal life, as this is equally important. Human relations skills such as communication and handling conflict can help us create better relationships. For example, assume Julie talks behind peopleâ€™s backs and doesnâ€™t follow through on her promises. She exhibits body language that says â€œget away from meâ€ and rarely smiles or asks people about themselves. It is likely that Julie will have very few, if any, friends.  

We can benefit personally and professionally from good human relations skills, but how do organizations benefit? Since many companiesâ€™ organizational structures depend upon people working together, positive human relations skills reduce conflict in the workplace, thereby making the workplace more productive. Welcome to the eleventh edition of Human Relations for Career and Personal Success: Concepts, Applications, and Skills. This new edition continues the emphasis of the tenth edition on developing effective human relations skills for the workplace, including material on teamwork and motivating and influencing others. The purpose of this text is to show how you can become more effective in your work and personal life through knowledge of and skill in human relations.  

Experience the DuBrin Total Learning System  


An accomplished author, Andrew J. DuBrin, PhD, brings to his work years of research experience in human relations and business psychology. He has published numerous articles, textbooks, and professional books on such subjects as impression management, and narcissism proactive behavior in the workplace.