



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**HUMAN RELATIONS IN ORGANIZATIONS
LED1450 3 Credit Hours**

Student Level:

This course is open to students on the college level in either the freshman or sophomore year.

Catalog Description:

LED1450 - HUMAN RELATIONS IN ORGANIZATIONS (3 hrs)

The purpose of this course is to provide the learner with an understanding of the principles of effective interpersonal relationships within the organizational setting. Participants will focus on the importance of healthy relationships between leaders, followers, customers, and clients. Upon completion of the course, the student will have the knowledge and tools necessary to build effective and healthy relationships within an organization.

Prerequisite:

None.

Controlling Purpose:

This course is designed to provide the learner with an understanding of the principles of effective interpersonal relationships within the organizational setting. Participants will focus on the importance of healthy relationships between leaders, followers, customers and clients.

Learner Outcomes:

Upon completion of the course, the student will have the knowledge and tools necessary to build effective and healthy relationships within an organization.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: INTRODUCTION TO HUMAN RELATIONS AND INTERPERSONAL COMMUNICATIONS

Outcomes: The student will gain an understanding of the general concepts of human relations in organizations and interpersonal communication.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe how the study of human relations will help to achieve career success and increased work/life balance.
						Explain the nature, purpose and importance of human relations in an organizational setting.
						Identify major forces influencing human behaviors in the workplace.
						Identify seven basic themes that serve as the foundation for effective human relations.
						Summarize the impact advanced technology has on today's communications.
						Differentiate impersonal from interpersonal communication.
						Describe the communication process and the filters that affect communication.
						Identify ways to improve personal communication, including developing listening skills.
						Learn how to communicate effectively through technology, including voice mail and e-mail.

UNIT 2: ATTITUDES AND BUILDING SELF-ESTEEM

Outcomes: The student will gain an understanding of the relationship between attitudes and self-esteem.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:

						Summarize the impact of employee attitudes on the success of individuals as well as organizations.
						List and explain the ways people acquire attitudes.
						Describe attitudes that employers value.
						Describe how to change one's personal attitude.
						Describe how to help others change their attitudes.
						Understand what adjustments organizations are making to develop positive employee attitudes.
						Define self-esteem and discuss how it is developed.
						Explain how self-esteem influences human relations and success in the workplace.
						Identify the characteristics of people with high and low self-esteem.
						Explain the roles mentors can play in your professional life.
						Identify ways to raise one's self-esteem.
						Understand the conditions organizations can create that will help workers raise their self-esteem.

UNIT 3: PERSONAL VALUES AND WORKFORCE DIVERSITY

Outcomes: Students will gain an understanding of personal values and workforce diversity.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Explain the personal benefits of developing a strong sense of character.
						Understand how personal values are formed.
						Define values conflicts and how to resolve them.
						Describe how to make the right ethical decisions based on your personal value system.
						Define the primary and secondary dimensions of diversity.
						Discuss how prejudiced attitudes are formed.
						Develop an awareness of the various forms of discrimination in the workplace.

						Understand why organizations are striving to develop organizational cultures that value diversity.
						Identify ways in which individuals and organizations can enhance work force diversity.

UNIT 4: RESOLVING CONFLICT AND DEVELOPING A PROFESSIONAL PRESENCE						
Outcomes: The student will gain an understanding of conflict resolution and the development of professional presence.						
A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						List and describe some of the major causes of conflict in the work setting.
						Understand the role that assertiveness and cooperation play in conflict resolution.
						Identify the five steps of the conflict resolution process.
						Describe how emotions influence our thinking and behavior.
						List and describe the major factors that influence our emotional development.
						Describe how to deal with anger and the anger of others.
						Describe strategies for achieving emotional control.
						Explain the importance of professional presence.
						Discuss the factors that contribute to a favorable first impression.
						Define image and describe the factors that form image projection.
						List and discuss factors that influence clothing choice for work.
						Understand how manners contribute to improved interpersonal relations in the workplace.

Projects Required:

Projects may vary according to the instructor.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Computers and printers.
Internet.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Timeframe:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.