

BUS 0276 - ORGANIZATIONAL BEHAVIOR AND HUMAN RELATIONS

Catalog Description

Formerly known as BUS 99

Advisory: Completion of ENGL 1A with grade of "C" or better

Hours: 54 lecture

Description: Closely examines the collective behavior of an organization's individuals and groups. The content and activities focus on the fundamentals of Organizational Behavior— how to diagnose organizational problems, motivate, resolve conflicts, negotiate, lead organizational change efforts, and reduce stress. Carefully examines the interactions among people within organizations to satisfy employee needs while achieving organizational objectives. (CSU)

Course Student Learning Outcomes

- CSLO #1: Define how individual and group human behavioral theories and concepts are applied in the workplace.
- CSLO #2: Identify the challenges and opportunities of managing a diverse workforce.
- CSLO #3: Apply different motivational theories, reward strategies, and life-work balance considerations to maximize individual and group performance.
- CSLO #4: Identify strategies that address the challenges of interfacing technology and employees.
- CSLO #5: Select optimal methodologies to deal with change-management and conflict resolution in the workplace.
- CSLO #6: Select different leadership styles and management models in order to respond to a variety of situations.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Define the concept of organizational behavior (OB)
2. Explain why human relations skills are important
3. Discuss the goal of human relations
4. Describe the relationship between individual and group behavior and organizational performance

5. Explain some trends and challenges in the field of human relations and org behavior
6. List and give examples of the four sources of information used in evidence-based management (EBM).
7. Develop plans for using OB research to improve employee job performance
8. Research best practices for an OB intervention that directly supports workplace diversity
9. Describe Appreciative Inquiry and explain it's usefulness to organizational assessment
10. List and explain the five factors in the Big Five theory of personality.
11. Compare and contrast person–organization fit and person–job fit.
12. Discuss the case for training in emotional intelligence in the workplace.
13. Explain how positive and negative emotions can spread from one individual to a group through the emotional contagion process.
14. Define the concept of an attitude, and know its three components.
15. Describe why the measurement of attitudes is important for the workplace.
16. Discuss the concept of organizational commitment and its three components.
17. Explain psychological empowerment and its relationship to job performance.
18. Define power and influence, and provide an example of each.
19. Compare and contrast the five bases of power.
20. Demonstrate understanding of the three lines of power in organizations by providing examples.
21. Identify the most effective influence strategies.
22. Define perceptions of organizational politics (POP) and evaluate the negative outcomes for employees having this perception.
23. Demonstrate the role of leaders in the motivation process using path–goal theory (PGT).
24. Illustrate the leader–member exchange (LMX) model with an example.
25. Explain why trust is important and how to repair it.
26. Identify and discuss the three parts of the motivation process.
27. Explain why fairness is a necessary condition for leadership using equity theory and the four types of organizational justice.
28. Discuss how the expectancy theory of motivation predicts effort.
29. Summarize how self-fulfilling prophecies affect motivation.
30. Describe the four steps in the modeling process articulated in social learning theory.
31. Compare and contrast intrinsic and extrinsic rewards.
32. Describe the causes of conflict in organizations and devise solutions for resolving.
33. Describe the negotiation process, and explain the difference between integrative and distributive bargaining.
34. Describe the forces driving organizational change.
35. Explain why planned organizational change is necessary.
36. Discuss the reasons why people resist organizational change.
37. Compare and contrast the models for leading organizational change (i.e., Lewin, Kotter).
38. Provide an example of the relationship between organizational change and stress.
39. Define stress, and discuss the estimated costs to business.
40. Develop a plan for coping with stress during change: Identify organizational interventions and policies that help employees cope with stress.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Projects
 - Example: Objective 7. Develop plans for using OB research to improve employee job performance ASSESSMENT= Student Project Students will redesign a job to improve motivation Performance will be evaluated using a rubric to assess the project: Performance criteria includes- a. Student includes core job characteristics from Oldham and Hackman's Model b. Redesigned job includes at least 5 of the 11 strategies (mentioned in course content) for improving motivation c. Suggestions for redesign reflect OB research Objective 8. Research best practices for an OB intervention that directly supports workplace diversity ASSESSMENT= Student Project Students will prepare a reading reflection based on 3 articles/ sources of content that identify Human Relations best practices to support workplace diversity. Performance will be evaluated using a rubric to assess the project: Performance criteria includes- a. Quality of quotes and reflection demonstrates a significant engagement with the course content b. Quoted material directly responds to workplace diversity prompt and provides a superior solution c. Writing is clear and easy to follow

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor to provide lecture about organizational change, including outlining why many employees resist change efforts. Objective 3
2. Discuss the reasons why people resist organizational change. In a four corners activity in the middle of the lecture, the instructor will pose a hypothetical change at the college and obtain student feedback regarding to what degree they would resist/accept this change.
3. In small groups, students will discuss objections to org change, identify the 2-3 common objections to change, and role play how to overcome those objections. Objective 3
4. Discuss the reasons why people resist organizational change.

Distance Learning

1. In small groups sorted in the discussion board, students will discuss why trust is vital to organizations. Each group will be assigned a scenario where trust has been broken and must prescribe a solution. Objective 25: Explain why trust is important and how to repair it. The instructor will moderate the discussion and make certain

students are accessing textbook material and other course content to determine an appropriate solution to the problem.

2. Instructor provides a lecture on trust, feedback and mutual influence. Lecture handout has a section for notes, reflection and include a fill-in section with definitions for students to complete and follow along. Objective 25: Explain why trust is important and how to repair it. The lecture utilizes various video clip examples of negative feedback and positive feedback that results in trust building.

Typical Out of Class Assignments

Reading Assignments

1. Students will read the textbook chapter vignette on "Overload" and identify three strategies suggested by the author to resolve workplace stress. Students will reflect on their own strategies they currently employ and determine if they are working or not. 2. Students will read the Change Management case study. While reading, students should recognize their own orientations and biases toward change. Utilizing a highlighter, students will highlight each part of the article that initiates a biased reaction.

Writing, Problem Solving or Performance

1. Using the Human Relations Assessment form, answer the 43 questions and compute the scores. Select the top five areas, abilities or skills to develop. Write learning goals for each area. 2. Participate in the Difficult People Role Play At the end of the session, complete the following reflection: 1. What role did personality play? 2. To what extent did you and your partner follow the guidelines for dealing with difficult people? 3. Did you observe anything to trigger a positive response? 4. Anything to trigger a Negative reaction? How could it have been avoided? 5. What could have been improved in the role play? 6. Did both parties arrive at agreement? Solve the problem? Why? 7. What did you learn from the role play?

Other (Term projects, research papers, portfolios, etc.)

Summative assessment: Students will prepare a plan that outlines an opportunity for improvement within an organization and prescribes an intervention. Plan will include: background, brief research component and appropriate intervention strategy with timeline to implement.

Required Materials

- Human Relations in Organizations
 - Author: Lussier
 - Publisher: McGraw Hill
 - Publication Date: 2017
 - Text Edition: 10th
 - Classic Textbook?: No
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.