

**LINFIELD COLLEGE**  
 BUS 430  
**MANAGEMENT OF HUMAN RELATIONS**

**INSTRUCTOR:** R. C. Chrisman (503)526-0562  
 e-mail: [rchrisma@xpirt.net](mailto:rchrisma@xpirt.net)

**COURSE DESCRIPTION:** This course is a survey of managing human relations. Starting with the self, we will cover self-esteem, self-awareness, and self-assessment, intrinsic and extrinsic motivation, communications, group dynamics, organizational culture and change. Conflict and stress management, diversity, ethics, personal problem management, and the future of human relations will be explored. Applicable to Social & Behavioral Sciences major and Human Resource Management certificate. Management elective. (3 credits).

**CLASS SCHEDULE:** Spring, 2004. Salem, Tuesdays, 2/17-5/25; 6:00-9:30 p.m. CCC Building 50, Room 112.

**TEXT: (Required):** Aamodt, M. G., & Raynes, B. L. (2001). *Human Relations in Business: Developing Interpersonal and Leadership Skills*. Belmont, CA: Wadsworth /Thompson.

**COURSE OBJECTIVES:** By the end of the course students will:

- have a basic understanding of human relations.
- have an insight into the self and others.
- have an understanding of group processes and dynamics.
- be able to demonstrate a continuous improvement model.
- understand the importance of lifelong learning for individuals and organizations.
- know the fundamentals of organizational cultures.
- be able to articulate a personal work philosophy and ethic.
- be able to list practical strategies for conflict and stress management/reduction.

**COURSE OUTLINE:**

Due Date	Subject area	Reading Assignment	Other
2/17	Introduction and 'know thyself'	chs. 1 & 2	Bring resume
2/24	Managing time	ch. 3	Project B, p. 77 News Report 1
3/2	EthicsDiversity	ch. 4	Project C, p. 117 Journal review
3/9	Diversity	ch. 5	News Report 2 (Use Project D, p. 161 as guide).

3/16	Conflict	ch. 6	Project B, p. 195
3/23	Communication	ch. 7	Project E, p. 243 News Report 3
3/30	Group interaction	chs. 8 & 9	Project A, p. 269
4/6	Leadership	ch. 10	Project A, p. 325 News Report 4
4/13	Satisfaction & Motivation	chs. 11 & 12	Project G, p. 401
4/20	Organizational Development	ch. 13	Project C, p. 429
4/27	Persuasion & Influence	ch. 14	News Report 5
5/4	Job descriptions, performance appraisal and discipline	ch. 15	Project C, p. 491
5/11	Interviews and portfolios		
5/18			
5/25	"Pirates of Silicon Valley" video & discussion.		Term papers due; Journals due
	Review & wrap-up		

**INSTRUCTOR BIOGRAPHY:** I earned a bachelor's degree in human relations with double majors in psychology and sociology, intent on going into personnel administration when I 'grew up.' As the son of a World War II warrant officer, I realized a dream and followed President Kennedy's challenge to serve my country by spending the next four years at sea as a naval officer. After my service I began my 25+ career in human resource administration as a personnel assistant for a school district. I was recruited by Stanford University Medical Center where I served as employment manager and assistant personnel director. I then went on to serve in several health service organizations as personnel director, director of labor relations, associate administrator, and vice president-human resources; a career of over twenty years. Concurrent with this career I completed the coursework for a master's degree in general systems theory, focusing on human resource systems, at San Jose State. I was invited to teach a graduate course in personnel administration at San Francisco State University, and fell in love with leading the learning process. I decided to improve my teaching skills and earned a master's degree in education at Heritage College, Toppenish, WA. I have had the privilege of leading courses in business administration, computers, and adult learning for the past ten years. I continue my own quest for learning and have completed the coursework for a doctorate in

educational leadership at Gonzaga University (through week-end and summer courses). I have also earned a certificate in online teaching from UCLA.

## ASSESSMENT:

Course grades will be determined by the following:

- Active participation 20%
- Journal 20%
- Projects 20%
- HR news reports 20%
- Research paper/project 20%

Active participation is evidenced by meeting all assignments on time and sharing resources, comments, questions and helping each other in a collegial manner.

Journal – The journals are a reflective technique (take about 5 minutes a day, 5 days a week) to help improve outcomes in future situations. They should contain the date, a brief word or sentence about what happened (just enough to jog your memory), and an active statement about what action you would take to improve the outcome the next time a similar event occurs (i.e., Next time I will ...).

Projects - The 'projects' are taken from the text (end of chapters) and are fairly short exercises in self/other discovery.

HR news reports - Students will read newspapers, magazines, journals or surf the internet for current news of human relations. (Note that television reports may stimulate interest for follow-up, but are seldom of sufficient depth for serious study). Brief synopsis of articles will be prepared and shared with classmates four times during the course (each report will thus be 4% of your grade).

Research report/project - The objective of the term paper is to help students improve the quality of their academic writing. Any area of human relations that is of interest of the student is appropriate. Papers will be written using the American Psychological Association style (guidelines will be provided and are available from the library and internet), and should be between four and ten double-spaced typewritten pages. At least two publications and two internet sources should be used as references. All papers must be submitted on or before [May 18th](#).

Papers should include the following (APA format): I. Introduction - talk about the general nature of the subject or problem and why it is worthy of discussion (why are *you* interested in this subject), include any operational definitions necessary. II. Review of related literature - Who and what are the current thinking on this subject. III. Design and procedures - this chapter/section is required only if you are doing formal research. IV. Results - what did you learn about this subject. V. Summary and conclusions - discuss action that may help resolve the problem or enhance positive outcomes, or what further research is needed. I am also very interested in what you learned in the process of

research. You may express your opinion here, but make sure you clarify the difference between facts and opinion. Appropriate projects may be submitted en lieu of a research paper, such as a professional portfolio. Please obtain the instructor's approval for any project.

Note on assessment: A human relations course is an appropriate arena for practicing '360 degree' assessment. We will discuss and decide how to implement peer and self-assessment in the categories above.

### OTHER STUFF:

Assistance: If you require any specific instructional accommodations or assistance, please notify me at your earliest convenience. Students with physical or learning challenges, or special needs, please discuss them with me at any time, but preferably at our first meeting.

Students with disabilities: Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

Academic honesty: Cheating and plagiarism will not be tolerated Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the course and may be subject to further college sanctions.

#### **pla-gia-rize, pla-gia-rism**

1. To use and pass off as one's own (the ideas or writings of another).
2. To appropriate for use as one's own passages or ideas from (another).

*verb, intransitive*

To put forth as original to oneself the ideas or words of another.

*The American Heritage<sup>7</sup> Dictionary of the English Language, Third Edition* copyright 8 1992 by Houghton Mifflin Company

Note that it is quite appropriate to quote the work of others in academic work, just ensure that the author(s) is given credit in citations and references.

Incompletes: A grade of incomplete is given only in emergency situations. The student must request an incomplete in writing and must receive the instructor's approval. All work must be completed within time limits set by the instructor. If work is not submitted by the due date, a grade will be calculated only on work previously received by the instructor.

Late work: Assignments turned in late will lose 5 points per day of tardiness.

Academic freedom: Collegial discourse should be a place where individual thought can be expressed without fear of retribution, ridicule, or attack. Disagreement is encouraged, and will be rewarded when succinct, relevant and articulate. Critique is encouraged, along with consideration, courtesy and respect. The authors of the text, as well as the instructor, are humans. As such, we are imperfect and subject to making mistakes. Students will be honored for illuminating such mistakes.