LAS POSITAS COLLEGE, LIVERMORE
BUSINESS DEPARTMENT

HUMAN RELATIONS IN BUSINESS Spring 2012
BUSN 48, CRN 31620
Tuesday, Thursday 12:30 p.m. – 1:45 p.m.
Location L200 Room 201

INSTRUCTOR CONTACT INFORMATION
JULIE STEIN
E-mail: jstein@laspositascollege.edu
Phone: 925.424.1000 ext. 2426
Office hours Tuesday, 11:00 -noon. Bldg. 2100 (Faculty offices) Room #2146 and by appt.

COURSE CATALOGUE DESCRIPTION
An introduction to the interpersonal skills needed in today’s workplace with a focus on
decision making, cross cultural relations, resolving conflict, managing change, group
dynamics, ethical behavior, becoming a leader, and personal career management. Students
who have completed Supervision 81 may not receive credit.

LEARNING OUTCOMES
At the conclusion of the course, you will be able to:

- Articulate how human relations skills can help you achieve personal and career success.
- Discuss how an understanding of motivation, group dynamics, and creative problem
  solving can improve interpersonal relations within organizations.
- Discuss why communication, goal setting, business etiquette, and ethics are important
to career success.
- Describe how diversity enriches the workplace.
- Recognize organization dynamics within the context of power, politics, and change.
- Outline leadership skills needed to be an effective manager in a given situation,
  including motivating employees and managing communication.

REQUIRED TEXTBOOK
Andrew J. Dubrin, Human Relations: Interpersonal Job-Oriented Skills, 10th edition.
You are expected to read the assigned readings prior to class, be prepared to discuss the
material, and bring the textbook to every class. We will be reviewing case studies,
completing assessments, and working with other content in many class sessions.

ALSO REQUIRED FOR THE COURSE
You will need computer and Internet access. You will also need the following supplies and
should bring them to every class session: (1) course textbook; (2) notebook - either spiral
bound or 3-ring binder; (3) blue or black pen; (4) two #2 pencils; (5) highlighter (optional);
(6) Two 882E Scantrons.
**METHODS OF INSTRUCTION**
Methods of instruction include short lectures, small and large group discussion, exercises, case studies, videos, in-class and out-of-class group work, group presentations, in-class writing and reading, two papers, and two multiple choice/true-false exams.

**SYLLABUS**
The syllabus is a guide to the semester’s expectations, activities, exams, and detail for each assignment. Please bring the syllabus to every class along with the textbook as they both will be referred to and used each class. Please also check the syllabus for answers before asking me for information about assignment or exam due dates.

I retain the right to make changes to the materials or assignments and all other aspects of the course. If changes are made, they will be distributed to you and posted on Blackboard.

**COMMUNICATING PROFESSIONALLY TO THE INSTRUCTOR AND YOUR GROUP**
There is a different level of professionalism expected in your communications in educational and work settings than in casual settings.

E-mails at this college should be written as professional business communications. This means they should be written in grammatically correct and complete sentences using more formal language. Abbreviating words, using slang, writing in incomplete sentences, eliminating punctuation, and addressing the receiver informally, often acceptable when instant messaging friends or “twittering” is inappropriate in a college or business communication.

I can be reached at the e-mail address and phone number on page one (1) of the syllabus. E-mail sent to me should clearly identify the course name and number (BUSN 48), list the subject you are writing about on the subject line, address me by Ms. and include your full name.

**Sample email:**
Subject line: BUSN 48 May I Schedule a Meeting with You?

Hello Ms. Stein,

May I schedule a time to meet with you during your office hours to discuss how I am doing in this class? I would like to make sure I am doing well, and I have some questions about one of the assignments that I would like to talk to you about.

Thank you,

Sanjina Chand

Emails received not following these guidelines will be returned unanswered along with this message. I will usually respond to your e-mail message within 48 hours. Please use office hours that have been set aside for your benefit to discuss any issues you have about the course. If your schedule does not work with the office hours, I am happy to find a time that we can meet or have a phone conference.
**Course Calendar: Class Topics, Exam Dates, and College Deadlines**

*Complete the assigned reading prior to coming to class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/Chapters, Assignments, Exams</th>
</tr>
</thead>
</table>
| 1    | 1/17 1/19 | - Course Introduction  
- Chapter 1: A Framework for Interpersonal Skill Development  
- 1/17 Meet out library partners and complete library pre-test (not-graded) |
| 2    | 1/24 1/26 | - Chapter 2: Understanding Individual Differences |
| 3    | 1/31 2/2  | - Chapter 4: Interpersonal Communication  
- 2/3 Last Day to ADD/DROP with No-Grade-of-Record in person  
- 2/5 Last Day to ADD/DROP with No-Grade-of-Record online |
| 4    | 2/7 2/9  | - Chapter 4: Interpersonal Communication  
- 2/9 Academic Integrity library presentation - Tina Inzerilla |
| 5    | 2/14 2/16 | - Chapter 5: Developing Teamwork Skills  
- 2/14 Human Relations project teams form  
- 2/16 Last Day to Apply for Pass/No Pass option |
| 6    | 2/21 2/23 | - Chapter 6: Group Problem Solving and Decision Making  
- 2/21 Search Strategies for Library Research Workshop: Tina Inzerilla  
- 2/21 Team meeting: prepare for library research workshop  
- 2/23 Library Research Workshop: **Meet in Las Positas College Library with project team for library research workshop and bring your laptop if have one** |
| 7    | 2/28 3/1  | - Chapter 6: Group Problem Solving and Decision Making continued  
- 3/1 Exam #1 Chapters 1, 2, 4, 5, and 6 |
| 8    | 3/6 3/8  | - **3/6 NoodleBib and Citing in an Outline and Presentation Workshop: Meet in Library with project team and bring your laptop if you have one**  
- Chapter 7: Cross-Cultural Relations and Diversity  
- Chapter 8: Resolving Conflict with Others  
- 3/8 Deadline for requesting Exam #2 early |
| 9    | 3/13 3/15 | - Chapter 8: Resolving Conflict with Others continued  
- Chapter 9: Becoming an Effective Leader  
- 3/15 Individual Portfolio and Paper Part 1 Due |
| 10   | 3/20 3/22 | - Chapter 9: Becoming an Effective Leader continued  
- Chapter 10: Motivating Others  
- 3/22 Human Relations Project Team and Library Conference due |
### Course Calendar: Class Topics, Test Dates, and College Deadlines

*Complete the assigned reading prior to coming to class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
</table>
| 11   | 3/27  | 3/27 Human Relations project team proposals due with citation pages in correct MLA format due  
|      | 3/29  | Change Management  
|      |       | Chapter 11: Helping Others Develop and Grow |
| 12   | 4/3   | 4/3 Team #1 Positive Political Skills team presentation  
|      | 4/5   | Chapter 12: Positive Political Skills  
|      |       | 4/6 Last day to Withdraw with a "W" in person and online |
| 13   | 4/10-4/12 | 4/9 - 4/14 Spring Break - No classes |
| 14   | 4/17-4/19 | 11/15 Team #2 Customer Satisfaction Skills team presentation  
|      |       | Chapter 13: Customer Satisfaction Skills |
| 15   | 4/24-4/26 | 11/22 Team #3: "Enhancing Ethical Behavior" team presentation  
|      |       | Chapter 14: Enhancing Ethical Behavior |
| 16   | 5/1-5/3 | 5/1 Team #4: "Stress Management" team presentation  
|      | 5/3   | 5/1 Team #5: "Time Management" team presentation  
|      |       | Chapter 15: Stress Management and Personal Productivity |
| 17   | 5/8-5/10 | Chapter 16: Job Search and Career Management Skills  
|      | 5/10  | 5/8 Team #6: "How to Search For a Job" team presentation  
|      |       | 5/8 Team #7: How to Interview for a Job team presentation  
|      |       | 5/10 All Extra credit work due at the beginning of class  
|      |       | 5/10 Individual Portfolio and Paper Part 2 Due |
| 18   | 5/15-5/17 | 5/15 Chapter 16: Job Search and Career Management Skills continued  
|      | 5/17  | 5/17 Last class: course summary, final activity  
|      |       | 5/17 Peer Evaluations due (completed in class) |
| 19   | 5/__  | 5/__ Exam #2 ___- ___ pm. Chapters 12, 13, 14, 15, 16 and lectures (as per Las Positas College Finals Guidelines) |
### Summary of Assignments and Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Points</th>
<th>Due Date</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td>20</td>
<td>200</td>
<td>Each Class</td>
<td></td>
</tr>
<tr>
<td>2. Quality and Quantity of Participation</td>
<td>10</td>
<td>100</td>
<td>Each Class</td>
<td></td>
</tr>
<tr>
<td>3. Exam #1, Chapters 1, 2, 4, 5, 6 and lectures</td>
<td>10</td>
<td>100</td>
<td>3/1</td>
<td></td>
</tr>
<tr>
<td>4. Individual Portfolio and Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>10</td>
<td>100</td>
<td>3/15</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>10</td>
<td>100</td>
<td>5/10</td>
<td></td>
</tr>
<tr>
<td>5. In-class Communication Exercises</td>
<td>5</td>
<td>50</td>
<td>Various</td>
<td></td>
</tr>
<tr>
<td>6. HR Presentation Proposal Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>2.5</td>
<td>25</td>
<td>3/22</td>
<td></td>
</tr>
<tr>
<td>HR Proposal Final</td>
<td>7.5</td>
<td>75</td>
<td>3/27</td>
<td></td>
</tr>
<tr>
<td>7. Team Presentations: Current Trends: Human Relations Topic</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team #1 Positive Political Skills</td>
<td></td>
<td></td>
<td>4/3</td>
<td></td>
</tr>
<tr>
<td>Team #2 Customer Satisfaction</td>
<td></td>
<td></td>
<td>4/17</td>
<td></td>
</tr>
<tr>
<td>Team #3 Ethical Behavior</td>
<td></td>
<td></td>
<td>4/24</td>
<td></td>
</tr>
<tr>
<td>Team #4 Stress Management</td>
<td></td>
<td></td>
<td>5/1</td>
<td></td>
</tr>
<tr>
<td>Team #5 Time Management</td>
<td></td>
<td></td>
<td>5/1</td>
<td></td>
</tr>
<tr>
<td>Team #6 Job Search</td>
<td></td>
<td></td>
<td>5/8</td>
<td></td>
</tr>
<tr>
<td>Team #7 Job Interview</td>
<td></td>
<td></td>
<td>5/8</td>
<td></td>
</tr>
<tr>
<td>8. Peer Evaluations</td>
<td>5</td>
<td>50</td>
<td>5/17</td>
<td></td>
</tr>
<tr>
<td>9. Exam #2, Chapters 12, 13, 14, 15, 16 and lectures: date and time based</td>
<td>10</td>
<td>100</td>
<td>5/15</td>
<td></td>
</tr>
<tr>
<td>on Las Positas College guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>1,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 900-1000  
B = 800-899  
C = 700-799  
D = 600-699  
F = 599 and below

Final grades will be calculated by dividing the total number of points earned by the total number of points possible. Grades are based on a 1,000 point scale. Extra credit points add to your point total but do not change the 1,000 point grading scale.  

**Grading Guidelines for All Assignments**  
You must be in class to turn in assignments. Assignments are always due at the beginning of class on the due date provided on the syllabus. Assignments turned in on the due date after the assignment has been collected are late. A late assignment will receive a 10% reduction in points for each class day it is late. (Late for one class session would be 10% reduction in points, and late for two class sessions would be 20% reduction in points, etc.). Late assignments will be accepted up to three class sessions after the due date and will not be accepted afterwards. Once an assignment is graded and returned, keep a copy of the graded assignment for verification in the event of a grade dispute. Assignments and exams are graded and returned within the week following the due date.
DESCRIPTION OF ASSIGNMENTS

1. ATTENDANCE (100 POINTS)

Class activities, discussions, and individual and group exercises constitute a major portion of the learning experience in this course. Your absence interferes with your learning, and missed classes cannot be “recovered” by reading the texts, borrowing class notes, or completing other assignments. This is why attendance and participation are expected for all class days.

<table>
<thead>
<tr>
<th>Grading For Attendance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend all sessions</td>
<td>200</td>
</tr>
<tr>
<td>Miss one class session</td>
<td>195 (-5)</td>
</tr>
<tr>
<td>Miss two class session</td>
<td>190 (-10)</td>
</tr>
<tr>
<td>Miss three class sessions</td>
<td>180 (-20)</td>
</tr>
<tr>
<td>Miss four class sessions</td>
<td>165 (-35)</td>
</tr>
<tr>
<td>Miss five class sessions</td>
<td>140 (-60)</td>
</tr>
<tr>
<td>Miss six class sessions</td>
<td>115 (-85)</td>
</tr>
<tr>
<td>Miss seven class sessions</td>
<td>80 (-120)</td>
</tr>
<tr>
<td>Miss eight class sessions</td>
<td>50 (-150)</td>
</tr>
<tr>
<td>Miss nine class sessions</td>
<td>0 (-200)</td>
</tr>
<tr>
<td>Miss ten or more class sessions</td>
<td>F IN COURSE</td>
</tr>
</tbody>
</table>

- Five (5) points will be deducted for each thirty minutes or fraction that you arrive late or leave early. For example, if you arrive 5 minutes late to class or leave 5 minutes early, five (5) points will be deducted.
- Classes will begin on time. You are expected to be punctual and to stay the entire class period. You must sign in to receive credit for attending class. **Signing in or being signed in by another student will result in a (0 out of 200) score for all attendance. Additionally, you will be reported to the college dean for review of additional disciplinary action.**
- Each absence will result in a reduction of points, and extra credit activities can be used to make up missed attendance. The only “excused” absences are for court ordered attendance, military duty, and jury duty. In these cases, original documentation is required. Other absences such as travel, work commitments, illness, doctor’s appointments, family challenges, and car troubles are not excused.
- If you miss a session, please review the powerpoint slides posted on Blackboard and arrange with another student to review what was covered. Thank you for not asking me what you missed.
- If you do not plan to attend class or complete the course requirements should protect their academic standing and drop the class. **It is your responsibility to drop the class, not mine.** However I may drop you from the class without notice and without the option of reinstatement if you have four consecutive absences without being in two-way communication with me.
## Grading for Quality and Quantity Participation (100 Points)

<table>
<thead>
<tr>
<th>Frequency of participation: contributes readily, but does not dominate discussions; offers ideas; presents small group work; volunteers to summarize discussions or record ideas; asks and answers questions; participates in writing and group exercises; discusses case studies. (25)</th>
<th>Each class (22-25)</th>
<th>Most classes (18-21)</th>
<th>Some classes (15-17)</th>
<th>Few or no classes (0-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of participation: elaborates beyond one sentence; builds off of others ideas; discusses ideas critically, and creatively; shares opinions, reactions, and experiences; takes small risks; follows the thread of the discussion. (25)</td>
<td>High Level (22-25)</td>
<td>Medium level (18-21)</td>
<td>Low level (15-17)</td>
<td>None (0-14)</td>
</tr>
<tr>
<td>Class Preparation: Arrives fully prepared to discuss scheduled topic having read assigned readings and case studies; brings syllabus and textbook to every class. (25)</td>
<td>Each class (22-25)</td>
<td>Most classes (12-21)</td>
<td>Some classes (1-11)</td>
<td>Few or no classes (0)</td>
</tr>
<tr>
<td>Behavior: Demonstrates respect to other students; does not display disruptive behaviors such as side conversations, texting during class, arriving late or doing work or reading for other classes. (25)</td>
<td>Is never disruptive (22-25)</td>
<td>Is rarely disruptive (12-21)</td>
<td>Is sometimes disruptive (1-11)</td>
<td>Is often disruptive (0)</td>
</tr>
</tbody>
</table>

### Exam #1 March 1; Exam #2 May __ (100 Points Each /200 Points Total)
- There will be two open-book in-class multiple choice and true/false exams given during the semester. Each exam will have 40 questions covering all the assigned material from the textbook plus any information covered in class lectures.
- For exams, bring an 882E Scantron (available from the Las Positas bookstore) and a pencil.
- **Exam #1** may not be taken early. If you miss Exam #1, you may schedule a make-up exam with me during my office hour. A make-up exam will not be scored higher than 70% (70) of the total available points. The make-up exam must be completed within two week of the exam and no later than March 15 to receive credit.
- **Exam #2**: It is college policy for finals to be taken during finals week at the scheduled time. Exceptions are for court ordered attendance, military duty, and jury duty. Travel plans are not considered a valid reason for a request.
- In this case, you must submit a written request by March 8th including 1) the reason the request is being made, 2) a copy of the documentation substantiating the request (3) the date the exam is being requested, and 4) a phone number to contact you. If requested, the original documents must be made available for review. The Division Dean must approve these requests in advance.
- The exam will not be the same exam as given to the class, but there are no points deducted from the point total as with the make-up exam.
- Requests received after March 8th will only be considered if the conflict did not exist prior to that date (military duty and jury duty).
4. **INDIVIDUAL PORTFOLIO AND PAPER (200 POINTS, PART 1 DUE MARCH 15TH PART 2 DUE MAY 10)**

During the semester, you will write a hand-written record during most class sessions that will be an ongoing record of your insights, analysis, observations, and your reaction to discussions, group activities, assessments, and the material as it relates to the class topic.

- Label each in-class entry with a title given by the instructor and an activity date.
- Organize your portfolio in a folder.
- Include in-class exercises and assessments that relate to your portfolio entries but do not include class notes.
- Write (type) a two (2) page paper answering the questions following the Format for all Written Assignments on page sixteen (16). Work not following these guidelines will receive a reduced grade.

**Part 1 Due March 15th (Up to 100 points)**

Answer these questions:

1. What is a human relations skill you are strong in? Provide an example when you have used this skill.
2. What is a human relations skill you are working on or are willing to improve in the future? How specifically are you working on the skill to make improvements?
3. What have you learned about working in groups (such as teamwork, problem solving, diversity, and resolving conflict) that you can or have used with your project group?
4. Chapter 7: Which techniques for improving cross cultural relations are you willing to try that are listed in this chapter?
5. Chapter 8: What is your preferred conflict-management style as reviewed in this textbook and class? When does this style work well work you? When does it work against you?
6. What insights or ideas did you gain from this course, and your portfolio entries about human relations in business so far?
7. Do you have any examples of using human relations skills in this course outside the classroom?
8. What other observations or comments would you like to make about your experience in this course?

**Part 2 Due May 10th (Up to 100 points)**

1. What is a human relations skill you have become stronger in during this course. Provide an example.
2. Since your first paper, what else have you learned about working in small groups?
3. Provide a specific example of a conflict, frustration, or challenge you faced in your group. How did you manage the situation to try to make it better? What was the result? What would you do differently - if anything?
4. What examples do you have of using the skills in this course outside the classroom? What was the result?
5. Chapter 9: Identify an individual who is a role model to you as a leader. This can be a public figure or someone that you know, and s/he can be alive or not. Describe 2-3 characteristics/behaviors you admire the most. Describe the type of leader you would like to be 2-5 years from now.
7. Chapter 11: Provide an overview of the coaching and mentoring you have received in the past that was most helpful in your career. In what ways can you be (or already are) a coach/mentor for a co-worker, a direct report or another you?
8. What insights or ideas did you gain during the second half of this course from the class and your portfolio entries about human relations in business?
9. What other observations or comments would you like to make about your experience in this course?
### 4. Grading for Individual Portfolio and Paper

<table>
<thead>
<tr>
<th>1. Paper: Understanding and Integration of Course Topics: The degree to which responses to questions demonstrated self analysis and an understanding and integration of course concepts. The degree to which questions are answered thoroughly. (25)</th>
<th>High Level (22-25)</th>
<th>Medium Level (17-21)</th>
<th>Moderate Level (4-5)</th>
<th>Low or None (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Paper: Logic, Organization, and Grammar: The degree to which introduction and conclusion were clear and specific. The degree to which paper was written at college level and ideas were developed with organized paragraphs, logical flow, effective transitions, and correct grammar and punctuation. (25)</td>
<td>(22-25)</td>
<td>(17-21)</td>
<td>(4-5)</td>
<td>(0-3)</td>
</tr>
<tr>
<td>3. Portfolio Entries Thorough and Specific to Task: The degree to which the recorded entries were thorough and specific to the tasks of recording your reaction to discussions, activities, and concepts. (20)</td>
<td>(17-20)</td>
<td>(3-16)</td>
<td>(2)</td>
<td>(0) for entire assignment</td>
</tr>
<tr>
<td>4. Number Of Entries (30)</td>
<td>Entries for all classes (28-30)</td>
<td>Entries for most classes (15-27)</td>
<td>Some Entries (1-14)</td>
<td>Few (less than 40%) or no journal entries (0) for entire assignment</td>
</tr>
</tbody>
</table>

### 5. In Class Exercises on Chapter Topics (50 Points Total Various Dates, 10-20 Points Each)

- During the semester, some of the exercises completed during class will be provided 10-20 points each. The objective of the in-class work is to give you a better understanding of the material and the opportunity to experience the topic and build your skills in the areas we are reviewing. These activities include but are not limited to practicing or role-playing a skill with other students, analyzing a case study, completing a skill building exercise as identified in the textbook, completing self assessments, providing your insights or suggestions for applying course concepts, and your observations and experiences of human relations practices.
- To earn points for the in-class exercise, the assignment must be completed and turned during the class session. In-class assignments collected during the class session may not be turned in the following class unless I specifically announce the exception. Students who are not in class when an in-class assignment is available miss the exercise for the day and the points associated with that activity.
- In-class exercises will be open notes and open textbook. They will initially be evaluated by you and then the instructor on the quality of your work. Brief one-word responses or responses not relevant to the topic or assignment will receive reduced points. Basic spelling is important, and work with a significant number of basic spelling errors will receive reduced points.
6. **Human Relations Presentation Proposal (100 Points Due 3/27)**

Because working in teams is an important Human Relations skill, you will complete two key assignments in teams of 4-6 people. The objective is to present to the class four to six (4-6) current trends in business for one of the topics/chapters being covered.

1. In addition to the textbook, you must research and use a minimum of eight (8) to fifteen (15) sources to help prepare the topic such as a book or an article from a newspaper, magazine, journal or non-electronic source from 2009-2011. Include a minimum of two “highly credible” books and three highly credible professional journal articles from identified experts in the field. Wikipedia is not a source for this assignment.

2. Write a three (3) to four (4) page proposal (excluding the citations which would go on a third page) describing your plan for the team presentation using the presentation proposal format shown below.

   - **Follow the Format for all Written Assignments on page 17 of the syllabus. Work not meeting these guidelines will receive a reduce grade.**
   - Include at least two audio/visual sources such as but not limited to powerpoint slides, charts, music, video clips, or posters, or handouts.
   - Each group member must participate in some way to receive credit. All team members will receive the same grade. The exception is any team member who does not help in some way with ideas, research, or writing, or who does not maintain regular communication with the team will receive zero (0) points for the assignment.
   - You may change something in your presentation following completion of the proposal.

**Human Relations Presentation Proposal Format**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Current Trends in &quot; &quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective(s) of Presentation</td>
<td>What you want to accomplish; the important points for this topic you want to emphasize.</td>
</tr>
<tr>
<td>Team Name</td>
<td>It’s O.K. to select a fun name!</td>
</tr>
<tr>
<td>Description of Audio/Visual Sources</td>
<td>Include each of the main and supporting points and how much time will be spent on each item. Follow the guidelines for an alphanumeric outline format on Blackboard</td>
</tr>
<tr>
<td>Cite MLA format</td>
<td>Cite the sources being used using MLA Format. Citation guidelines can be found on Blackboard and through the Las Positas Library.</td>
</tr>
<tr>
<td>Record of Responsibilities</td>
<td>Complete and turn in the Record of Responsibilities with the outline. Record of Responsibilities not submitted along with the outlines will be considered late assignments.</td>
</tr>
</tbody>
</table>

3. **March 8-21 Library Conference Due. March 22, submit Feedback.** Between March 8 and March 21, your team will schedule and attend a conference with Tina Inzerilla or Angela Amaya to review and receive feedback on your outline and Works Cited page as it relates to the quality and credibility of your research and your correct use of citations. To receive credit, attach a draft of your outline and Works cited page with their hand-written comments as well as the completed “HR Project Team and Library Conference Assignment” sheet available for you to print on Blackboard. Points are not deducted if everyone from the team cannot attend, but it is important that everyone on the team conduct a "fair share" of the work.

4. **March 27th, Outline due.** On March 27th at the beginning of class, submit:
   a. Three to four page proposal (minimum length without citations)
   b. Work Cited on separate page completed in MLA format
   c. Record of Responsibilities form completed and signed by everyone in the group
6. HUMAN RELATIONS PRESENTATION PROPOSAL CONTINUED (75 POINTS DUE 3/27)

Sample Alphanumeric Outline
The College Application Process

I. Choose Desired Colleges
   A. Visit and evaluate college campuses
   B. Visit and evaluate college websites
      1. look for interesting classes
      2. note important statistics
         a. student/faculty ratio
         b. retention rate

II. Prepare Application
   A. Write Personal Statement
      1. Choose interesting topic
         a. describe an influential person in your life
            (1) favorite high school teacher
            (2) grandparent
      2. Include important personal details
         a. volunteer work
         b. participation in varsity sports
   B. Revise personal statement

III. Compile resume
   A. List relevant coursework
   B. List work experience
   C. List volunteer experience
      1. tutor at foreign language summer camp
      2. counselor for suicide prevention hotline

HTTP://OWL.ENGLISH.PURDUE.EDU/MEDIA/PDF/20081113013048_544.PDF

GRADING GUIDELINES FOR HUMAN RELATIONS PRESENTATION PROPOSAL

<table>
<thead>
<tr>
<th>Presentation Content: The degree to which a clear objective is listed and that outline covers 4-6 current trends which are clearly outlined and well organized (20)</th>
<th>High Level (18-20)</th>
<th>Medium Level (14-17)</th>
<th>Moderate Level (7-13)</th>
<th>Low or None (0-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Outline Format: The degree to which alphanumeric outline format is followed and that each of the main and supporting points are listed as well as how much time will be spent on each item; the degree to which there is a description of the (minimum of two) audio/visual sources. (20)</td>
<td>(18-20)</td>
<td>(14-17)</td>
<td>(7-13)</td>
<td>(0-6)</td>
</tr>
<tr>
<td>3. Quality of Research: The degree to which current trends are supported by a minimum of eight current, relevant, &amp; highly credible sources and that there are at least two books and four articles from professional journals related to topic. The degree to which each source is cited within the outline and that correct MLA citations are included at the end of the outline on a separate &quot;Works Cited&quot; page. (35)</td>
<td>(29-35)</td>
<td>(26-28)</td>
<td>(21-25)</td>
<td>(0-20)</td>
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</tbody>
</table>
HR Project Team and Library Conference Assignment

Bring your 3-4 page outline, MLA citation page and questions to your library conference meeting at the date and time you scheduled your meeting. One changed meeting will result in a 20% reduction in possible points. A second re-scheduled meeting will result in a 40% reduction in possible points. Showing up without the documents will result in a 75% reduction in point. A no-show without contacting the librarian before the meeting to re-schedule will result in 0 points for the assignment.

Date and Time of Original Appointment  Date and time of Actual Appointment
______________  _________________

Librarian name, phone # and email address
________________________________________________________________________________________

Were you /your team on time? Yes ☐ No ☐

Full names of team members present during meeting ________________
________________________________________________________________________________

Name of Librarian ___________________________   Length of meeting _________

<table>
<thead>
<tr>
<th>Area Scored</th>
<th>Possible Score</th>
<th>Librarian Feedback</th>
<th>Team self-score and comments</th>
<th>Instructor Score and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline 3-4 pages typed</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Sources cited in-outline in MLA format</td>
<td>5</td>
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<tr>
<td>Minimum of 8-15 Citations listed in MLA format. Each source links to outline</td>
<td>10</td>
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<tr>
<td>Credible sources cited</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
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</table>

Write a 2-3 sentence summary of discussion and feedback.

Librarian signature and date
______________________________________________________________

Name and signature of team member turning in form with outline and MLA citation page to instructor
_____________________________________________________________________________________

*Attach outline and MLA Citation page that includes comments written by the librarian.*

*Completed meeting with notes are due at beginning of class at 9:30 am on March 22.*
Human Relations Presentation Preparation Record of Responsibilities

Complete this with the name(s) of team members who completed each task listed and turn this along with the Presentation Proposal on March 27th. Group members will receive the same grade on the outline with the exception of any team member who helped very little or not at all and who did not maintain communications with the team will receive significantly fewer or 0 points for the preparation.

Topic: ____________________________

<table>
<thead>
<tr>
<th>Team member full name</th>
<th>Number of meetings attended outside class</th>
<th>Number of research sources contributed</th>
<th>Overall level of contribution high, medium, low, none</th>
<th>What is your role in the presentation?</th>
</tr>
</thead>
<tbody>
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<td>6.</td>
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</tbody>
</table>

Contributed research including citations __________________________________________________________

Worked on outline __________________________________________________________

Completed final outline _______________________________________________________

Created list of sources using MLA format _________________________________________

Printed 5-6 copies of outline ______________________________________________________

Other contributions not listed _____________________________________________________

I agree that the above information is accurate and complete. I also affirm that I have identified the sources of all of the information whether quoted verbatim or paraphrased, that I have used quotation marks for all quotations, that I have cited all sources, and that I have not violated copyright, trademark, or other intellectual property laws. Please sign below to indicate agreement.

__________________________________________  ___________________________________________
__________________________________________  ___________________________________________
__________________________________________  ___________________________________________
__________________________________________  ___________________________________________

Date ________                        Date and time final outlines submitted to instructor in person ___

1. Each group presentation will last for 10-15 minutes.
2. Audio-visual material such as video or music may be up to two minutes of the presentation time.
3. Each group member must be present and must participate in some way to receive credit. All team members will receive the same grade. The exception is any absent team member will receive 0 points for the assignment.
4. Your team grade will depend on the following criteria:

   | 1. Length of presentation: The degree to which the presentation is within the assigned time frame and demonstrates evidence of preparation and practice. (25) |
   |---|---|---|---|
   | High Level | Medium Level | Moderate Level | Low or None |
   | 10-15 minutes (23-25) | 9.5 - 10 or 15 – 15.5 minutes (20-22) | 9-9.5 or 15.5 - 16 minutes (17-19) | Less than 9 minutes; more than 16 minutes (0-16) |

   | 2. Presentation Content: The degree to which presentation covers current trends with oral citations from highly credible sources providing source of information, and is clear and well organized. (25) |
   |---|---|---|---|
   | (23-25) | (20-22) | (17-19) | (0-16) |

   | 3. Audio-visual aids: The degree to which visual aids are clear, easy for students to see/hear and understand, and support the objectives of the presentation. (25) |
   |---|---|---|---|
   | (23-25) | (20-22) | (17-19) | (0-16) |

   | 4. Teamwork and Creativity: The degree to which the presentation shows evidence of teamwork and creativity. (25) |
   |---|---|---|---|
   | (23-25) | (20-22) | (17-19) | (0-16) |

8. **Peer Evaluations (50 Points Due 5/17)**

Following the completion of the team project and presentation, you will complete an evaluation of each team member's contribution on the project and in the team. This will include their attendance at meetings, contribution during discussions, completion of tasks, dependability, amount and quality of writing, professional interpersonal behavior, maintaining communication with the team, preparation for the presentation, and participation during the presentation.
**EXTRA CREDIT (UP TO 100 POINTS DUE 5/10)**

You can complete up to 100 points of “Extra Credit” work to earn more points or make up for class(es) you were absent or late. This option also provides you the opportunity to further explore an area of interest.

Extra Credit work may be turned in at any time. It is due by May 10th at the beginning of class and will not be accepted after the due date. This work will be evaluated based on insight, demonstrating understanding of course concepts, thoughtful integration of course concepts, and following the directions of the assignment. **For each extra credit, write (type) a 1.5 to 2-page paper following the guidelines for written work on page 17. Work not meeting these guidelines will receive a reduced grade.**

1) *Becoming a Stronger Communicator:* (Up to Up to 20 points) Ask a trusted friend or colleague whose opinion you respect what your strengths as a communicator are. Next, ask what suggestions s/he has for improving your communication. Write a paper that describes the feedback you received, your reaction to the feedback, and what (if any) changes you plan on making.

2) *Analyzing a Conflict Management Situation:* (Up to 20 points) Write about a conflict situation that you either witnessed or participated in that you think could have been handled more productively in business or in your personal life. Provide 1-3 suggestions describing what could have been done differently. Outline how you think this would have improved the results.

3) *Becoming an Effective Leader:* (Up to 20 points) Read the case study, "So is this How You Learn Leadership?" on page 198 of the textbook and answer the two case questions.

4) *Enhancing Ethical Behavior:* (Up to 20 points) Read “Dealing with Defining Moments” on page 303 of the textbook. Write a paper explaining why these two scenarios could require choosing between two rights, and explain the reasoning behind your decision.

5) *Preferences Assessment:* (Up to 20 points)

You can take a free on-line assessment to further understand your preferences. According to the Jung - Myers-Briggs typology, people can be classified using four criteria:

- Extroversion - Introversion
- Sensing - Intuition
- Thinking - Feeling
- Judging - Perceiving

Different combinations of the criteria determine a type. Upon completing the assessment, you will receive a description of your type and preferences. No two people of any one type are the same and no type explanation completely describes all aspects of an individual. Each of us at times will operate in all of the ways being described. However, our tendency is to feel more comfortable using preferred modes of behavior.

Although the results may provide you with some information about your preferences, this is a free test version and is not validated. Additionally, we are not covering this in depth during the course nor am I going to provide one-on-one advising. Because of this, approach the results very cautiously.
1. Go to www.humanmetrics.com
2. Select the *Jung Typology Test – HumanMetrics*
3. Take the 70 question Jung Typology test.
4. Print one copy of the results.
5. Next, print:
   a. “Type description by D. Keirsey”, and
   b. “Type description by J. Butt.”
6. You may also wish to review/print, “Career choices by Jung Career.”
7. Write a one-page paper describing any of the preferences that are consistent with the way you see yourself. Describe how you can take advantage of these preferences to improve your human relations skills in business.
8. Turn in both the paper and a copy of the results.

**BLACKBOARD AND EMAIL**
Throughout the semester, important materials, announcements, and grades for the course will be posted on Blackboard. Access Blackboard by going to http://clpccd.blackboard.com and enter your student “W” number and your password. When you access Blackboard for the first time, change your password. It is a course requirement that your e-mail address is current and that you check it on a regular basis to receive important emails from me and your project group members.

Copies of my powerpoint slides will also be posted on Blackboard by Sunday evening. In most cases, they will be similar but not exactly the same as the ones used in class.

**STUDENTS WITH DISABILITIES**
If you need course adaptations or accommodations due to a disability (learning or otherwise) should immediately talk with me about the issue or contact Disabled You Services and Programs (DSPS) located in Building 1500. The discussion about needed course adaptations or accommodations should occur early in the semester to minimize any impact to the you's academic accomplishment.
FORMAT FOR ALL WRITTEN ASSIGNMENTS

- Work not meeting these guidelines will receive a reduced grade.
- Work not written at college level will receive up to a 15% reduction in points.
- Assignments must be typed on 8 ½ X 11” paper using 12 point Arial, Times New Roman, or Cambria font size and a 1” margin space along borders. Other than the in-class case study, hand-written work will be discounted 50% of the possible points.
- Single-space within each paragraph, and double space between paragraphs. Margins may not be wider than 1” on any of the four sides.
- One page = one full page, not ¼, or ½ page. A 4 page paper that is 3 1/4 pages will receive a reduced grade. Each 1/4 less than the assigned length will receive up to a 15% reduction per quarter page less than the assigned length.
- Each paper should start with an introduction of 1-3 sentences that explains what you are going to cover and the order the information will be covered. The body of the paper should provide support and development of ideas. End your paper with a brief conclusion, a 1-3 sentence summarizing your main points (not the introduction copied).
- DO NOT TURN IN YOUR FIRST DRAFT. 75% of your time writing should be spent first revising your first draft for organization and clarity and then proofreading your second draft for grammar and punctuation. Plan to review the paper 3-4 times before submitting a college level paper free of spelling and grammatical errors.
- Reference all the material in your work using MLA format. This includes the textbook, websites, articles, books, manuals, emails, or interviews. These citations should be made at the conclusion of the document (usually on a separate page) with a new heading titled “References,” “Bibliography” or “Works Cited.”
- Each out-of-class written assignment must have the title of the paper, your first and last name(s), the name of this course, and the date the assignment is due in the upper right corner.
- Staple the pages of your assignments before entering the classroom.
- Written work will not be accepted by e-mail, disk, or any other circumstances unless approved in advance by the me.
- Please work with the Tutorial Center if your writing is not at college level.

PLAGIARISM AND CHEATING

Plagiarism consists of copying work from another source in whole or in part, without citing the source or presenting information in a presentation without citing the source. Plagiarizing material, cheating on exams, or signing in another student who is not present, is unacceptable. Plagiarized materials or cheating will receive a zero score for that assignment. In addition, you will be reported to the Dean of Business, Computing and Applied Technology for further investigation, review and further disciplinary action by the college. If you have questions on what constitutes cheating, plagiarism, inadequate citation of sources, or inappropriate collaboration with other students, do not hesitate to ask.
CLASSROOM BEHAVIOR

- Behavior in a college class should assist you and your peers to maximize your learning potential and reach important academic goals.
- You have the right to be treated in a courteous, professional, and appropriate manner by faculty, staff, and other students. You are expected to demonstrate a level of maturity and mutual respect that will allow open discussion about diverse ideas with an open mind.
- It is your responsibility to be prepared by completing all assigned readings, exercises and assignments before coming to class.
- Electronic devices including mobile phones, headphones, pagers, I-Pods, PDA's, CD/DVD players and other communication and noise producing devices (with or without earphones) are to be turned off before entering the classroom and placed out of sight once class begins.
- Laptops are to be closed when not taking notes on current class topics.
- It is important to demonstrate respect to yourself, your peers, and your instructor. Arriving late, leaving and returning, and leaving class early is disrespectful and disruptive. If you arrive late or leave early, please sit close to the door to minimize disruption to the class.
- Respecting other students' time and educational investment also means not having side-discussions during class.
- During large and small group discussions, conflict occasionally arises. You and the instructor are expected to handle conflicts with respect, courtesy, and professionalism. If this does arise, I will use it an opportunity to further understand the course concepts.
- All in-class discussions, e-mails, and voicemails between you and me are to be professional and free of direct or indirect insults targeted towards any individual or group. This includes derogatory language, demands, profanity, demeaning comments, threats, slurs, and sexual connotations. If you feel uncomfortable in class for any reason, please see me.

STUDENTS' RESPONSIBILITIES

- Attend class on a regular basis.
- Complete all assigned readings, exercises and assignments before coming to class.
- Arrive on time, with your textbook and syllabus.
- Come prepared to be treated respectfully and to treat others in a professional and respectful manner.
- Be familiar with all test, assignment, and debate related due dates.
- Ask me questions when concepts, class materials, or assignments are unclear.
HUMAN RELATIONS TOPIC
TEAM PEER EVALUATIONS

Your Name ____________________________

Team # and Name ______________________ Topic ____________________

Instructions
Using the scale below, rate each team member for their overall level of contribution to the Human Relations team presentation and outline by circling a number. Consider attendance at meetings, contribution during discussions, completion of tasks, professional interpersonal behavior, maintaining communications with team members, preparation for the presentation, and participation during presentation. Do not rate yourself.

1 = No Contribution  3 = Some Contribution  5 = High Level of Contribution

Member #1: _____________________________________________

1  2  3  4  5
Comments:

Member #2: _____________________________________________

1  2  3  4  5
Comments:

Member #3: _____________________________________________

1  2  3  4  5
Comments:

Member #4: _____________________________________________

1  2  3  4  5
Comments:

Member #5: _____________________________________________

1  2  3  4  5
Comments:
CONFIDENTIAL STUDENT INFORMATION
HUMAN RELATIONS IN BUSINESS SPRING 2012

The information which you provide on this form is for my use only and will be kept strictly confidential. Do not answer any questions that you are not comfortable with.

Name (Please print) ______________________________

Telephone #___________________________ Email address________________________________

What is your current declared major or major(s) you are considering?

What is your educational goal?

☐ Transfer with an AA/AS ☐ Transfer without an AA/AS ☐ AA/AS degree only
☐ Acquire job skills ☐ Personal development ☐ Other

How many semesters have you been attending Las Positas College?

☐ Less than 2 semesters ☐ 2-3 Semesters
☐ 4-6 semesters ☐ 7 or more semesters

What areas would you like emphasized most in this course? Are there content issues you hope will be addressed?

What are 5 behaviors, qualities, or attitudes you expect from me?

What are 5 behaviors, qualities, or attitudes you expect from yourself?

Answer the question, what helps me learn the best is...

Are there any difficulties you expect to encounter with the course or content? Is there any information you wish for me to know that may relate to your performance in this course? Please describe.

I have read and understood the course syllabus and understand the requirements, exam policy, and attendance policy for this course.

Signature of Acknowledgement (sign below) ________________________________ Date:____