



**Course Prefix/Number/Title:** HRM 100/ Human Relations in Organizations.

**Number of Credits:** 3 semester hours

**Course Description:**

This course examines the importance of human relations and professional development. Students are provided the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job. The topics covered include the impact of personal and organizational values, motivation, attitudes, self-awareness, individual differences, goal setting, conflict management, diversity, cultural awareness, communications, and stress management.

**Pre-/Co-requisites:** None

**Course Objectives:** Upon successful completion of this course, the student should be able to:

1. Explain the nature, purpose, and importance of human relations in an organizational setting.
2. Identify major developments in the workplace that have given new importance to human relations.
3. Identify major forces influencing human behavior at work.
4. Understand the historical development of the human relations movement.
5. Identify seven basic themes that serve as the foundation for effective human relations.
6. Understand the communication process
7. Identify and explain the filters that affect communication.
8. Identify ways to improve personal communication, including non-verbal and developing listening skills.
9. Learn how to effectively communicate through technology.
10. Define self-esteem; understand how it is developed, individual characteristics, and ways to raise it.
11. Understand how personal values are formed, value conflicts, making ethical decisions, and corporate crime.
12. Understand employee attitudes, the ways people acquire attitudes, attitudes employers value, how to change your attitudes and the attitudes held by others, and organization adjustments to develop positive attitudes.
13. Explain the importance of professional presence and first impressions, image projection, and etiquette.
14. Understand diversity, discrimination, cross-cultural interactions, organizational cultures that value diversity, and affirmative action as it relates to the United States.
15. List and describe the causes of conflict, assertiveness skills, negotiation skills, the resolution process, emotions influencing behavior, emotional development, dealing with anger, and emotional control.
16. Understand positive reinforcement, expectancy theory, TA. Theory X/Y, and the Hierarchy of Needs theory as they apply to motivating people. Understand how a positive, nurturing person can influence coworkers, the skills and behaviors necessary for mentoring, coaching, and training. Identify interpersonal styles.
17. Develop positive political skills through the rules of business etiquette, building relationships with managers, coworkers and other work associates and diverse communities.
18. Identify the attitudes, values, skills, and techniques that affect productivity including procrastination, time wasters, stress, burnout, and how to manage stress effectively.

**Instructor:** Professor Russ Gagnon

**Office:** Minot State University Campus  
Administration Building Room #160

**Office Hours:** T 10:00 am -10:50am, W 12:00pm-12:50pm, W 1:00pm-1:50pm Virtual Office Hours by appointment, F-10:00am-10:50am

**Phone:** Office: 701-858-4338  
Home: 701-852-3463 do not call after 9 p.m. unless a dire emergency.

**Email:** russ.gagnon@dakotacollege.edu

**Lecture/Lab Schedule:** This is a face-to-face in-classroom course, Monday, Wednesday, and Friday 9:00-9:50

**Textbook(s):** *Human Relations Interpersonal Job-Oriented Skills*, by DuBrin, ISBN-13: 978-0-13-350682-2 and *Self-Assessment Library Insight into Your Skills, Interests, and Abilities* version 3.4 ISBN-13: 978-0-13-608375-7.

**Course Requirements:**

1. Completion of assignments, tests, and presenting the final paper are required.
2. Everyone will complete a final research paper or project based upon a Human Relations topic covered during the class. This paper should consist of an academic report, approximately 5–7 pages in length, including a cover page and reference page. You must use at least three references, one of which may be the textbook. Grading will be on such factors as applicability, effectiveness, and quality. In addition to the written paper, you will give a 5-10 minute overview of your paper to the class. The presentation is not graded; however, you must complete the presentation as part of the final.
3. Grading is the accumulation of assignments, quizzes, and tests for total points.

90-100= A 80-89=B 70-79=C 60-69=D below 60=F

**Tentative Course Outline:**

Group Problem Solving and Decision Making	Building Self-Esteem and Self-Confidence
Cross-Cultural Relations and Diversity	Interpersonal Communication
Resolving Conflicts with Others	Interpersonal Skills for the Digital World
Becoming an Effective Leader	Developing Teamwork Skills
Motivating Others	Understanding Individual Differences I
	Interpersonal Skill Development

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):** Employ Human Relations Skills

**Relationship to Campus Focus:** Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the “Human” nature.

**Classroom Policies:**

**Missed Classes:** Attendance is required. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

**Electronic Devices:** Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.