

**Dixie State University  
Udvar-Hazy School of Business  
St. George, Utah**

**Human Relations  
Business 137002  
Course Syllabus**

**1.0 Course Designation**

- 1.1 Human Relations
- 1.2 School of Business
- 1.3 Three (3) semester hours
- 1.4 Undergraduate-level course

**2.0 Meeting Dates/Times**

- 2.1 Term: Fall 2013
- 2.2 Days: MWF
- 2.3 Times: 9:00 – 9:50 a.m.
- 2.4 Location: Udvar-Hazy Business Building, Room 230

**3.0 Instructor**

- 3.1 Name: Richard Harder, MS., Adjunct Instructor
- 3.2. Phone: (626) 252-7548
- 3.3 E-mail: rharder@dixie.edu

**4.0 Course Description**

Human Relations is designed to assist students in developing a positive attitude toward the world of work with an emphasis on personal growth and career success. Relationship skills are stressed with a focus on developing interpersonal skills through self-evaluation, methods of conflict resolution, behavioral concepts, and effective communication principles.

## 5.0 Course Objectives

The objectives of this course are assist students to improve awareness of and skills in maintaining positive human relations. Students who successfully complete this course will:

1. Recognize the importance of obtaining and maintaining a positive attitude and self-esteem in all aspects of life, particularly in management,
2. Identify different personality and communication types and learn to apply this knowledge in working with people,
3. Identify personal values and how they differ from others' values,
4. Understand the importance of communication as a continuous improvement process, as well as one's obligations for successful communication in a personal and business setting,
5. Understand the responsibilities involved in running an efficient business and the necessity of strong leadership and teamwork,
6. Be aware of different aspects of human relations in a business setting and how to most successfully manage those relations,
7. Provide professional quality written and oral presentations.

## 6.0 Course Expectations:

1. Success is your choice! If you choose to be successful, I will be happy to help you. . Every student has the potential to succeed at a high level in this class,
2. Respect is foundational for a productive learning environment. In class discussions, everyone should be courteous and respectful of others. Comments that are positive, constructive, insightful and encourage meaningful class participation is anticipated and expected from the Dixie University student,
2. One of the most important aspects of learning is being able to listen. As you listen to your classmates, you should be attentive and supportive. Everyone has something valuable to contribute to the class discussions,
3. Class discussion will build from the reading so it is necessary that you complete the reading before the assigned date. We will not be able to discuss everything covered in the readings, but your are responsible for mastery of the content,
4. I am open to your feedback about how I can best meet your needs as a student. I will actively solicit your feedback a few times in the semester through evaluations, but also welcome your comments at other times.

## **7.0 Class Discussions:**

The nature of this class requires serious analysis and discussion of the principles of positive human relations typical of high performance organizations. You all have human communications experience and sharing that experience with the rest of the class improves the quality of class discussion and student learning. For this reason, attendance and punctuality are important in this class, and students cannot do well if they are often absent or late. Also you will need to be on time because quizzes and assignments will be due at the beginning of the class. Being late for class may cause you to miss quizzes that can't be made up and assignments will be marked late.

## **8.0 Academic Dishonesty:**

Academic dishonesty in any form is not tolerated at Dixie State University, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Dixie State University faculty may discipline students proven guilty of academic dishonesty by: (1) giving a failing grade on the specific assignment where dishonesty occurred, (2) failing the student in the entire course, (3) immediately dismissing and removing the student from the course, and/or (4) referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student. (See DSC Policy 34.1.1-4). In addition, the Communication department may consider dropping such students from its academic degree program.

## **9.0 Disabilities Statement:**

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students must contact the center to receive assistance in the documentation process to determine the appropriate accommodations related to their disability. The DRC Coordinator determines eligibility for and authorizes the provision of services. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The office is located in the North Plaza Building.

**10.0 D-mail statement:** All DSC students are automatically assigned a D-mail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "D-mail," for complete instructions. You will be held responsible for information sent to your D-mail email, so please check it often.

## **11.0 Classroom Conduct:**

Using gadgets (tablets, mp3 players, laptops, etc.), texting, facebooking, twittering or reading the paper in class is considered disrespectful. You are adults, coming to class is voluntary. Bring the best that you have to offer in a university academic setting.

**12. Absences Related to College Functions:** In accordance with Dixie State's policy, students may be excused from class for legitimate college functions such as athletics and student leadership activities. However, any work and/or quizzes or exams that may take place during the student's absence must be completed before the student leaves for the required activity. In no case can quizzes or exams be taken late, and written assignments turned in after the due date will be considered late.

### **Course Assignments and Requirements:**

- 1. Exams and Chapter Quizzes:** Chapter quizzes will be given periodically at the discretion of the instructor. There will be a mid-term and final exam consisting of T/F and/or multiple choice questions and case studies. Quizzes and exams will be taken in class on the day they are administered. No make-up quizzes or exams will be given unless you have extreme circumstance. For this reason, attendance in class on those dates is essential to your success. Carefully reading your assignments is important since you may be quizzed on any material assigned and/or discussed prior to that date. The final exam will not be comprehensive.
- 2. Written Work:** All written work must be typewritten or word processed, double spaced, times new roman 12pt font with 1 in. margins. Every page of each assignment must bear your name, a page # and the assignment title. Do NOT bind your papers in any way, other than to staple pages together. See paragraph # 5 below. Length: 3-5 pages.
- 3. Timeliness of Papers:** Papers are due immediately at the beginning of class on the day that they are due. Late submission of assignments may result in a lowering of your grade. Be sure to write down the names and phone numbers of two of your classmates in case you want someone to submit your work when you are absent or have a question about class and can't reach me.
- 4. Learning Team Presentation:** You will be assigned a group of between 4-7 people for a presentation on a human relations topic. The goal is for you to do some of your own research on a topic that is interesting to you and share your findings with the class.
- 5. Research Papers on a Human Relations Topic:** Research papers are to take content discussions from the text and class discussions and find real world examples of them. They are due the day on the last day of class. Examples can be personal experiences, articles, ads, videos, speeches, etc of exemplify good or bad examples of human relations. In addition to writing a paper you will present the information in class. First let me know at the beginning of class you have something to share with us. You will introduce the example and then lead a brief (5 minute) conversation on the application of the example to the specific course concept. In-class presentations can be pre-scheduled with the instructor.

6. **Accelerated class learning activities:** Each student is expected to come to class prepared, if asked, to share or teach one (1) principle of effective human relations that they have taken from the assigned chapter readings.

## 7.0 Student Activities

- 8.1 Actively listen to presentations of instructor and visiting lecturers,
- 8.2 Participate in discussions of course material and case studies,
- 8.3 Read relevant books and articles,
- 8.4 Conduct electronic database searches and use library resources,
- 8.5 Prepare a written research paper and other assignments,
- 8.6 Give oral presentations of research paper and other assignments,
- 8.7 Take written midterm and final examinations,
- 8.8 Participate in course and instructor evaluation at end of term.

## 9.0 Assessment Plan

Outcomes will be evaluated by:

|     |                                    |            |
|-----|------------------------------------|------------|
| 9.1 | Attendance and class participation | 10%        |
| 9.3 | Response to 2 chapters             | 10%        |
| 9.4 | Quizzes and midterm examination    | 20%        |
| 9.5 | Learning team presentation         | 20%        |
| 9.6 | Final examination                  | <u>40%</u> |
|     |                                    | 100%       |

## 10.0 Grade Designation

### 10.1 Graduate Grading Guidelines

| Grade | Range  | Definition   |
|-------|--------|--|
| A     | 98-100 | Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.       |
| A-    | 96-97  |  |
| B+    | 91-95  | Exhibits professional competence in the subject matter and in all written and oral communication.                      |
| B     | 86-90  |  |
| B-    | 80-85  |  |
| C+    | 76-79  | Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication. |
| C     | 71-75  |  |
| F     | <70    | Quality and quantity of work in and out of class is unacceptable.  |

### 10.3 Incomplete Grade

The designation "Inc" (incomplete) is authorized only when it is impossible for a student to complete the course due to illness or other justifiable cause and only upon formal application from the student. .

### 10.4 Plagiarism

All written work associated with any class assignments submitted by a student implies that it is his or her own work. Use of anyone else's ideas, remarks, written material, opinions, etc. *without appropriate written credit* may risk failing the course.

**11.0 Textbook:** Required Textbook(s): Reece, Barry L., Effective Human Relations – Interpersonal and Organizational Applications, 2014

### 12.0 Class Meeting Schedule

**Please Note:** *The chapters indicated should be read by the date listed on the syllabus. We will not cover all material in class, but you are responsible for having read it and asking questions if you have them.*

| Week | Date      | Topic                                    | Readings/Assignments  |
|------|-----------|--|---|
| 1    | M Aug 19  | Student and course introductions         | Organize into Accelerated Learning Teams                    |
|      | W Aug 21  | Introduction to Human Relations          | Ch.1 -pgs. 3-9 – 1 learning point                           |
|      | F Aug 23  | Introduction to Human Relations          | Ch.1 –pgs. 10-15 - 1 learning point                         |
| 2    | M Aug 26  | Introduction to Human Relations          | Ch.1 –pgs. 15 – 22 – 1 learning point                       |
|      | W Aug 28  | Discuss course syllabus & expectations   | Assignments for 8/30/13 class                               |
|      | F Aug 30  | Accelerated Learning Team activity       | Discussion of key learning points                           |
|      | M Sept 2  | Labor Day Holiday – no class meeting     |   |
|      | W Sept 4  | Introduction To Human Relations          | Ch. 1, pgs. 15-22 + Critical Thinking Challenge, p. 19      |
|      | F Sept 6  | Improving Personal & Organizational Com. | Ch. 2, pgs. 23-45 + Self-Assessment Exercise, p. 42         |
| 4    | M Sept 9  | Understanding Your Communications Style  | Ch. 3, pgs. 49-73 + Below The Surface Exercise, p. 72       |
|      | W Sept 11 | Building High Self- Esteem               | Ch. 4, pgs. 75-82 + Critical Thinking Challenge, p. 92      |
|      | F Sept 13 | “ “ “                                    | Ch. 4, pgs. 82-95 + Self-Assessment Exercise, p. 92         |
| 5    | M Sept 16 | Personal Values & Ethical Choices        | Ch. 5, pgs. 97-117 + <b>hand out mid-term exam</b>          |
|      | W Sept 18 | No class meeting (self-directed study)   | Work on mid-term exam and research paper                    |
|      | F Sept 20 | No class meeting (self-directed study)   | Work on mid-term exam and research paper                    |
|      | M Sept 23 | No class meeting (self-directed study)   | Work on mid-term exam and research paper                    |
|      | W Sept 25 | Attitudes Can Change Your Life           | Ch. 6, pgs. 119-127 + <b>mid-term exams due</b>             |
|      | F Sept 27 | “ “ “ “ “                                | Ch. 6, pgs. 127-137 + Self-Assessment Exercise, p. 134      |
| 7    | M Sept 30 | Motivating Yourself and Others           | Ch. 7, pgs. 139-147 + Self-Assessment Exercise, p. 156      |
|      | W Oct 2   | No class meeting (self-directed study)   | Work on research papers                                     |
|      | F Oct 4   | Motivating Yourself and Others           | Ch. 7, pgs. 147-159   |
| 8    | M Oct 7   | Constructive Self-Discipline             | Ch. 8, pgs. 163-170 + Self-Assessment Exercise, p. 180      |
|      | W Oct 9   | No class meeting (self-directed study)   | Ch. 8, pgs. 170 – 183 + Critical Thinking Challenge, p. 180 |
|      | F Oct 11  | No class meeting (self-directed study)   | Ch. 9, pgs. 185 – 193 + Self-Assessment Exercise, p. 203    |
| 9    | M Oct 14  | Achieving Emotional Balance              | Ch. 9, pgs. 193-206 + Closing Case, p. 204                  |
|      | W Oct 16  | No class meeting (self-directed study)   | Ch. 10, pgs. 207-217 + Critical Thinking Challenge, p. 223  |
|      | F Oct 18  | No class meeting (self-directed study)   | Ch. 10, pgs. 217-226 + Self Assessment Exercise, p. 223     |
| 10   | M Oct 21  | Developing A Professional Presence       | Ch. 11, pgs. 227-232 + Critical Thinking Challenge, p. 244  |
|      | W Oct 23  | “ “ “                                    | Ch. 11, pgs. 232-248 + Self-Assessment, p. 245              |
|      | F Oct 25  | Team Building-A Leadership Strategy      | Ch. 12, pgs. 251-263 + Critical Thinking Challenge, p. 270  |
| 11   | M Oct 28  | “ “ “ “                                  | Ch. 12, pgs. 263-273 + Self-Assessment Exercise, p. 270     |

|    |               |   |   |
|----|---------------|---|---|
|    | W Oct 30      | Resolving Conflict & Difficult People           | Ch. 13, pgs. 275-282 + Are You Assertive Enough, p. 292   |
|    | F Nov 1       | “ “ “ “   | Ch. 13, pgs. 282-296 + Self-Assessment Exercise, p. 293   |
| 12 | M Nov 4       | Personal and Work-Related Stress                | Ch. 14, pgs. 299-307 + Critical Thinking Challenge, p. 318  |
|    | W Nov 6       | “ “ “   | Ch. 14, pgs. 307-322 + Self-Assessment Exercise, p. 319   |
|    | F Nov 8       | Valuing Work Force Diversity                    | Ch. 15, pgs. 323 – 325 + Critical Thinking Challenge, p. 334  |
| 13 | M Nov 11      | “ “ “   | Ch. 15, pgs. 325 – 345 + Self-Assessment Exercise, p. 342   |
|    | W Nov 13      | Changing Roles of Men & Women                   | Ch. 16, pgs. 347 – 354 + Critical Thinking Challenge, p. 367  |
|    | F Nov 15      | “ “ “   | Ch. 16, pgs. 354 – 370 + Self-Assessment Exercise, p. 367   |
| 14 | M Nov 18      | Life Planning & Effective Human Relations       | Ch. 17, pgs. 373 – 387 + Critical Thinking Challenge, p. 393  |
|    | W Nov 20      | “ “ “   | Ch. 17, pgs. 387 – 396 + Self-Assessment Exercise, p. 393   |
|    | F Nov 22      | Individual & Team Presentations                 |   |
| 15 | M Nov 25      | Individual & Team Presentations                 |   |
|    | W Nov 27      | Individual & Team Presentations                 |   |
|    | F Nov 29      | No class meeting (self-directed study)          | Work on research papers   |
| 16 | Dec 2, 4, & 6 | Overview of course & final exam                 |   |
| 17 | M Dec 9       | <b>In-class final exam</b><br>Last Day of Class | What I learned and how I will apply what I have learned in my human relationships. Exam: 10 a.m. to 12 noon |
|    |               |   |   |

**The course syllabus may be modified, verbally or in writing, at any time during the term at the discretion of the instructor or the department.**

Attachments:

Bio Sketch of Instructor

Richard Harder, MS

**Adjunct Instructor  
Dixie State University**

Richard Harder is principal of Richard Harder & Associates, a leadership development and consulting service that designs and presents interactive management and employee development workshops on a variety of topics related to effective leadership, management and positive employee relations within healthcare organizations. He consults with clients on human resource management and organizational development issues and problems. He also coaches executives and managers on leadership effectiveness.

Mr. Harder's leadership and management seminars are presented in both organizational and public settings. He has provided on-site management training and consulting services to numerous organizations throughout the United States and Canada.

Over the past 35 years, Mr. Harder has held key administrative, human resource management and consulting positions in medium to large health service, distribution, and manufacturing organizations. Prior leadership positions held include training and development manager, management development instructor, human resources director, vice-president of human resources, regional director of professional development and senior training consultant.

Mr. Harder is a former and continuing senior adjunct professor in the College of Business and Organizational Management at the University of La Verne, La Verne, California where he teaches at the graduate and undergraduate levels in the schools of Business & Economics, Health Services Management and Public Administration since 1980.

He is co-author of the fourth edition of the book entitled *"An Introduction to Healthcare Delivery: Organization, Functions, and Management"* published by the Health Administration Press, Chicago, Illinois, 1999 – authors, Robert M. Sloane, Beverly LeBov Sloane and Richard K. Harder. He has written numerous articles related to human resource management and leadership effectiveness and has made a number of presentations before professional association members.

Richard earned the master's degree in healthcare management at California State University, Los Angeles. His undergraduate degrees were earned from California State University, San Francisco, and the City College of San Francisco in business administration and hotel and restaurant management respectively. He is a member of the American Society for Training and Development where he previously served as a chapter president.

Business phone: (626) 252-7548

Website: [www.richardharderandassociates.com](http://www.richardharderandassociates.com)

E-mail: rharder3@dixiestate.edu