

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

**Human Relations
Business 1370.01
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: Spring 2017
- 2.2 Days: MW
- 2.3 Times: 10:30 – 11:45 a.m.
- 2.4 Location: Udvar-Hazy Business Building, Room 243

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 to 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 personal and business settings**,
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 interpersonal relationships**,
7. Deliver professional quality written and oral presentations.

6.0 Course Expectations:

1. Success is your choice! If you choose to be successful, the instructor 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, students are expected to 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,
3. 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 in an accelerated learning environment,
4. Class discussion will build from the reading so it is necessary that students complete the reading before the assigned date. We will not be able to discuss everything covered in the readings, but you are responsible for mastery of the content,
5. The instructor is open to your feedback about how he can best meet your needs as a student. He will actively student feedback during the semester through evaluations, but also welcomes student comments during the course.

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 individuals and organizations. All students 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 cannot be made up and assignments will be marked late.

8.0 Academic Honesty:

Academic honesty is universally expected at Dixie State University. 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 D.S.U. Policy 34 -1.1-4). In addition, the Communication department may consider dropping such students from its academic degree program.

9.0 Disabilities Statement:

Students with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, must provide an official request of accommodation to the 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. Students 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 and select "D-mail," for complete instructions. Students will be held responsible for information sent to your D-mail email, so please check it often.

11.0 Classroom Conduct:

The use of technology (cell phones, tablets, laptops, texting, etc.), during class discussions is not allowed unless invited to do so by the instructor for specific learning purposes.

12.0 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 number and the assignment title. Do NOT bind your papers in any way, other than to staple pages together. See paragraph # 5 below. **Length: 5-7 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. **Accelerated Learning Teams:** You will be part of an accelerated learning team of between 4-7 students for in-class study and 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 and Presentations 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 which 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 share with us. Students will give a **5-7 minute verbal presentation** on the topic of their research paper. In-class presentations will 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	Individual in-class presentation	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 (Amended – 9 Sept 2013)

Grade	Range	Definition
A	95-100	Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.
A-	90-94	
B+	86-89	Exhibits professional competence in the subject matter and in all written and oral communication.
B	82-85	
B-	77-81	
C+	73-76	Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.
C	64-72	
D	60-63	Quality and quantity of work in and out of class is unacceptable. Failed course
F	59 or less	

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 causes 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): Living Forward by Hyatt & Harkavy & Whole Fit by DuPree. Recommended: Seven Habits of Highly Effective People by Stephen R. Covey.

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	Readings / Assignments	Topics / Class Exercises
1	M Jan 9th	Student, Instructor and course introductions	Course syllabus and Canvas
	W Jan 11th	Accelerated and Evidence of Learning	Organize into Accelerated Learning Teams
2	M Jan 16 th	Martin Luther King Holiday	No class meeting
	W Jan 18 th	Living Forward, Whole Fit & 7 Habits	Course overview & structure
3	M Jan 23rd	Living Forward Introduction	An Application For Life (end of class drop refund period)
	W Jan 25th	Seven Habits of Highly Effective People	Habit # 1 – Be Proactive
4	M Jan 30th	Living Forward – Ch. 1	Acknowledge The Drift
	W Feb 1st	Seven Habits of Highly Effective People	Habit # 2 – Begin With The End In Mind
5	M Feb 6th	Living Forward – Ch. 2	Understand The Mission
	W Feb 8th	Seven Habits of Highly Effective People	Habit # 3 – Put First Things First
	M Feb 13th	Living Forward – Ch. 3	Appreciate The Benefits (Hand Out midterm exams)
	W Feb 15th	Seven Habits of Highly Effective People	Habit # 4 – Think Win/Win (Midterm exams due)
6	M Feb 20th	President's Day	No class meeting
	W Feb 22nd	Seven Habits of Highly Effective People	Habit # 5 – Seek First To Understand, Then To Be Understood
7	M Feb 27 th	Living Forward – Ch. 4	Design Your Legacy (midterm grades due)
	W Mar 1 st	Seven Habits of Highly Effective People	Habit # 6 – Seek First To Understand, Then To Be Understood
8	M Mar 6th	Living Forward – Ch. 5	Determine Your Priorities
	W Mar 8th	Seven Habits of Highly Effective People	Habit # 6 - Synergize
	March 13-17	Spring Break	No class meetings
9	M Mar 20 th	Living Forward – Ch. 6	Chart The Course
	W Mar 22 nd	Seven Habits of Highly Effective People	Habit # 7 – Sharpen The Saw

10	M Mar 27 th	Living Forward – Ch. 7	Dedicate The Day
	W Mar 29 th	Whole Fit – Chapters 1 & 2	A Comprehensive Approach To Wellness
11	M Apr 3 rd	Living Forward – Ch. 8	Implement Your Plan
	W Apr 5 th	Whole Fit – Chapters 3 thru 6	Our Minds and Our Hearts
12	M Apr 10 th	Living Forward – Ch. 9	Keep It Alive (Registration for Fall 2017 opens for seniors)
	W Apr 12 th	Whole Fit – Chapters 7 thru 11	Our Bodies
13	M Apr 17 th	Living Forward – Ch. 10	Join A Revolution (Hand out take-home essay final exams)
	W Apr 19 th	Whole Fit – Chapters 12 thru 14	Our Relationships
14	M Apr 24 th	Whole Fit – Chapters 15 thru 17	Finding Life Balance (Essay final exams due)
	W Apr 26 th	Whole Fit – Chapter 18	A Personal Lifestyle Plan for Wellness (last scheduled class)
15	M May 1 st	In-class final exam + hand back essay final exams	Describe what you have learned and how you expect what you have learned to have a positive impact in your life.
16	Final grades	Will be posted to the D.S.U. website and Canvas by NLT Friday, May 12, 2017	

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 and *Lead Smart, St. George*, 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 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.

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