# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HSP 2339: Human Relations in Organizations</th>
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<tbody>
<tr>
<td>DESCRIPTION</td>
<td>This course studies formal and informal organizations in terms of individual, group, and organizational perspectives with a focus on leadership, motivation, and general management concepts. Discussions and group practice sessions are alternated with individual projects and examinations to assess student proficiency and skill building.</td>
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<tr>
<td>PREREQUISITES</td>
<td>While no specific course has been identified as a prerequisite course, it is mandatory that course participants be students admitted to the Intensive Degree Program.</td>
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<tr>
<td>SEMESTER</td>
<td>Spring 2014, Term II</td>
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<tr>
<td>COURSE STARTS</td>
<td>March 11, 2014</td>
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<tr>
<td>CLASS HOURS</td>
<td>6:00–10:15 pm Tuesday</td>
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<tr>
<td>PUBLISHED TEXTBOOK INFORMATION</td>
<td>In accordance with the Federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.</td>
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<tr>
<td>INSTRUCTOR</td>
<td>Dr. Tish Davis-Wick</td>
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<tr>
<td>PHONE</td>
<td>650.347.0219</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:tishdw@dwcinc.com">tishdw@dwcinc.com</a>, <a href="mailto:pdaviswick@ndnu.edu">pdaviswick@ndnu.edu</a></td>
</tr>
<tr>
<td>OFFICE</td>
<td>Tabard Inn</td>
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**Assignment for the first night of class**—please read 1) pages 4-91 in the text and 2) complete the *Interpersonal Effectiveness* paper outlined in this syllabus on page 9.

**Consultation**
Students are welcome to meet with me 30 minutes before class hours or to schedule an appointment. If you are having difficulties with either the assignment or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.
Human Services Program Learning Outcomes (PLO)
1. Students will develop the ability to understand and demonstrate adherence to ethical principles
2. Students will demonstrate analytical, problem solving, and project management skills
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to serve people of diverse ethnic, cultural, gender and other backgrounds
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to inspire others with that love
5. Students will be able to communicate effectively, in writing and orally, and will be able to do so with clarity, correctness, and conviction

Learning Objectives
1. To increase your knowledge of and skills in human relations (PLO #4)
2. To build upon your abilities and talents in dealing effectively and ethically with other people, whether they are clients, colleagues, friends or family. (PLO #1) (PLO #4) (PLO #5) >
3. To learn about the human dynamics in organizations today and how future trends will affect the way we lead and manage in the future. (PLO #1) (PLO #3) (PLO #5)
4. To discover different management styles and how each can most effectively meet the needs of specific work environments. (PLO #5) (PLO #2)

Instructor Information
Tish Davis-Wick has worked and taught in academic institutions and in non-profit, public, and private sector organizations for over 30 years. Her areas of deepest interest lie in human relationships and interactions that significantly affect the lives and businesses of working adults. As such, she has worked with groups and individuals in a myriad of settings, teaching courses such as managing cultural and human diversity, human services, conflict management, leading organizational change, business strategy development, women in business, communication and stress management. She has worked and traveled throughout the world focusing primarily in the Pacific Rim—Korea, Japan, Okinawa, Indonesia and the Philippines. During that time, her focus was on helping U.S. Military employees understand and manage the cultural diversity facing them while stationed in a foreign country. She was also involved in and committed to the first "bussing" integration intervention in the Texas Public Schools, moving Caucasian, African American and Latino students into mixed "home schools", while she worked as a teacher and program administrator. Tish has owned her own business for the last 23 years, consulting in organizational and employee development, executive coaching and client services. She has a Bachelor's in Classical Languages from Texas Technological University, a Master's in Counseling Education from the University of Southern California and a Doctorate in Education and Business Administration, also from the University of Southern California.

Academic Honesty
Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all
relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

Privacy and Confidentiality
One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share any information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

Class Attendance
Your attendance is very important to your studies at the University. Nonattendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even one absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student's responsibility to initiate the drop or withdrawal. There are no exceptions.

Workload
In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

Distribution of Average Weekly Hours of Instruction/Study = Total of 18 per week

| Class Contact Hours | 4 |
| Text Readings and Note Taking | 4 |
| Research and Writing Assignments | 6 |
| Term Projects Research | 4 |

TOTAL NUMBER OF HOURS PER COURSE 126

Grading for Papers
All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the text and discussed in class, as well as integrating those concepts with her or his own ideas and experiences.
- The writing documents should have the appropriate sources, which integrates source material smoothly into the paper, and maintains the writer's critical voice, rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
• The paper has a logical, clear organization and transitions between sections which help the reader follow the writer’s logic.
• **Grammar and spelling do count.** Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings.

**Grading Criteria for Presentations**
PowerPoint presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

• Organization of material presented and use of time
• Logical thought process, in-depth analysis and persuasiveness
• Vocal variety—volume, inflection, enunciation and rhythm
• Eye contact—class involvement and interaction
• Use of gestures—body language, movement, posture, appropriate use of hands
• Use of audio-visual aids

**Participation**
This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

• Careful listening and building on others’ questions and comments
• Comments or questions informed by careful reading of the text and associated materials
• Connections made among readings, prior discussions and activities
• Efforts to foster participation and learning of other class members
• Questions and comments that promote understanding of and respect for different perspectives

**Syllabus Updates**
Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified about any changes made to the syllabus during class or on-line. In all circumstances University policies will be strictly adhered to.

**Class Format**
During the class period, a combination of teaching and learning techniques will be utilized. Textbook lessons and theory will be covered in a variety of methods. Group work case studies will occur throughout the class sessions. It is understood that, while the required reading is necessary, you will not receive a lecture on every chapter.

**Format for Writing Papers**
The School of Business and Management requires that all papers must follow the American Psychology Association (APA) publication guidelines as a standard of all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. They must be typed with a size 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number and date.
Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points will be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at http://www.apastyle.org/previoustips.html.

**Late Homework**
Assignments are to be completed and submitted at the start of each class meeting. Assignments not turned in on time are considered late. Late assignments will be accepted only for one week after the due date; after which time the assignment will not be accepted. Only up to two assignments may be turned in late during the duration of the class. Late assignments scores will incur a reduction of 10% of point value.

**Make-ups and Incompletes**
No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to complete a course. If you feel that you have a very special circumstance, you may write a letter describing that to the Dean and me. If the Dean and I agree that it was for a valid reason, you will get an incomplete "I" grade.

**Program for Academic Success and Services—PASS**
The Program for Academic Success and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. NDNU’s PASS, as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at pass@ndnu.edu or call 650-508-3778. In class, students who have differences that might influence their performance are encouraged to talk with the instructor about your needs during the first class meeting. We will work out how best to accommodate your needs.

**Course Assignments & Grading Criteria**
The course grade will be based on the following approximate distribution (totaling 100%)

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Grade Percentage</th>
<th>Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>All sessions</td>
</tr>
<tr>
<td>Individual first paper/presentation (informal)—Interpersonal Effectiveness</td>
<td>10%</td>
<td>3/11</td>
</tr>
<tr>
<td>Individual second paper/presentation (informal)—Organizations Trends and Human Relations</td>
<td>10%</td>
<td>3/18</td>
</tr>
<tr>
<td>Third paper/presentation (formal)—Leadership</td>
<td>10/10%</td>
<td>3/25</td>
</tr>
<tr>
<td>Individual book project paper/presentation (formal)</td>
<td>10/10%</td>
<td>4/15</td>
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Paper Assignments
Grading criterion and writing are enumerated in this syllabus. General guidelines follow, but students should select a specific focus for each assignment below, according to their individual interests. If you have questions about the appropriateness of your approach to any particular topic, be sure to contact the instructor with a brief description.

Interpersonal Effectiveness: Write a two- to three-page paper about your experiences in your current workplace as they relate to management styles and their effectiveness or ineffectiveness. If you have experienced different styles, you may compare and contrast them if you like. Also discuss how you personally lead others in challenging situations (or would do so if you have not yet done so in an organizational setting). Finally, indicate what you hope to learn from this class.

Organizational Trends and Human Relations: Write a three- to four-page research paper on organizational trends as they relate to human relations in organizations. Trends include (but are not limited to) organizational changes that are driven by a variety of external sources, from politics to economies to technology. Research several subjects that interest you and reflect on how virtual offices, globalization, traditional vs. paperless offices, generational expectations, or other dynamics place organizations in inevitable chaos and how this affects the people who work there. From your research, make some projections about what the workplace might look like in 10-20 years, both in positive ways and in other ways that might currently seem more negative. Have fun with the assignment, combining research with reflection on the people affected and your imagination about the future.

Leadership: In this course, we address many elements that affect leadership. Pick elements that interest you (team building, meeting planning, strategic management, human change management, managing conflict, etc.) and do some research on leaders (business, political, or religious) who have reflected on these elements of leadership. For instance, it has been said that Abraham Lincoln, President Kennedy
and President Obama intentionally put people who had strongly opposite perspectives on teams together, then watched as they engaged in battles over strategy or approach and learned, deciding what to do through observing their conflict. Mother Teresa was highly acclaimed for the results of her missionary work and the growth of her order, but criticized because she had an iron will that was misaligned with others' perceptions of what her directive style should be. Jack Welch wrote several books about his leadership approach; internally he relied heavily upon strategic milestones, which others criticized him for as having a competitiveness that undermined team building and long-term investment in people. Stay away from partisan inclination and be sure to support your reflections with research that is demonstrated in a four- to five-page paper exploring what you have learned. The intended result is a fascinating conversation about what leadership means and how it occurs—practical applications of human relations in organizations that go beyond the inspiration that we expect to more day-to-day interactions that are necessary for a vision to be fulfilled. Tap into what you find most relevant or fascinating about the leaders or leadership styles that interest you.

**Group Project**
Students will form a small group (approximately four to five people) early in the class to address an element of human relations that is addressed in the text and reflects an interest of the group. What problems have you seen in the workplace and how have they been dealt with? We learn from both positive and negative experiences, so draw upon both in creating your project.

Once the project subject has been selected, each group member will supplement his/her research for the group project with the selection of a book that will be helpful in developing the group project (see below).

Class time each will be allotted at the end of class for groups to work on planning and developing the presentations. Each group presentation should last 20-minutes and all group members should participate. In addition, a four- to five-page individual paper is due, reporting on the topic from an individual perspective.

**Book Project**
Each student will select a book related to his/her group project topic and prepare a three- to four-page paper and a 10-minute formal presentation about the book. The paper and presentation are not mere "book reports;" rather, each student will analyze the book from the perspective of the topics for this class and the topic for his/her group, reflecting on how it relates to effectively managing human relations in organizations. Include how the topic relates to future organizational implications. Topics could be related to conflict resolution, goal setting, communication, team building, empowerment, project management, coaching, and more. A one-paragraph description of the book is due on the second night of class; if you need help making a selection, please see the instructor or consult with librarian staff.
**TENTATIVE SCHEDULE**

*Details may change and will be announced in class*

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Written Assignment Due</th>
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</table>
| **Mar 11** | • Introduction and course overview  
               • Group work: form teams, develop list of possible topics for further research | Pgs 4-91        | Paper #1: informal, individual presentations and paper—Interpersonal Effectiveness |
| **Mar 18** | • Interpersonal effectiveness: understanding yourself  
               • Informal Presentations on organizational trends and human relations  
               • Group work: finalize topic and discuss roles, work, organization, etc. | Pgs 104-181     | • Paper #2: informal, individual presentations and paper—Organizational Trends and Human Relations  
                                             • Book project: one-paragraph description of book |
| **Mar 25** | • Interpersonal effectiveness  
               • Group work  
               • Formal Leadership presentations  
               • Book selections | Pgs 184-327     | • Paper #3: formal, individual presentations and paper—Leadership  
                                             • One-paragraph description of the individual book each student has chosen and reasons that it is relevant to the group’s topic |
| **Apr 1**  | • Understanding and working with others  
               • Group exercise | None            | None                   |
| **Apr 8**  | • Understanding and working with teams | Pgs 330-450     | None                   |
| **Apr 15** | • Leading individuals and groups  
               • Formal Book Project Presentation  
               • Group work: putting it all together | None            | Formal, individual book project presentations |
| **Apr 22** | • Formal Group presentations  
               • Conclusions | None            | Formal group presentations and individual paper |