

ANDREW J. DUBRIN

Human Relations

FOR CAREER AND PERSONAL SUCCESS

Concepts, Applications, and Skills



Eleventh Edition

Human Relations for Career and Personal Success

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Human Relations for Career and Personal Success

Concepts, Applications, and Skills

Andrew J. DuBrin
Rochester Institute of Technology

Eleventh Edition

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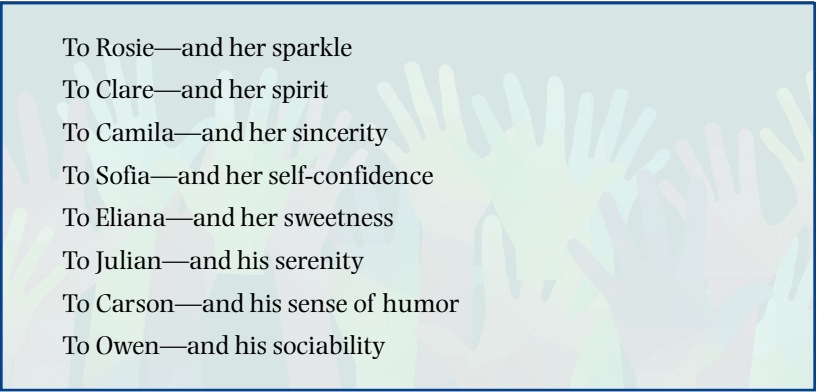
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To Rosie—and her sparkle
To Clare—and her spirit
To Camila—and her sincerity
To Sofia—and her self-confidence
To Eliana—and her sweetness
To Julian—and his serenity
To Carson—and his sense of humor
To Owen—and his sociability

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Brief Contents

Preface *xiii*

PART I	Understanding and Managing Yourself	
Chapter 1	Human Relations and You	2
Chapter 2	Self-Esteem and Self-Confidence	30
Chapter 3	Self-Motivation and Goal Setting	58
Chapter 4	Emotional Intelligence, Attitudes, and Happiness	90
Chapter 5	Values and Ethics	116
Chapter 6	Problem Solving and Creativity	144
PART II	Dealing Effectively with People	
Chapter 7	Personal Communication Effectiveness	172
Chapter 8	Communication in the Workplace	206
Chapter 9	Specialized Tactics for Getting Along with Others in the Workplace	234
Chapter 10	Managing Conflict	264
Chapter 11	Becoming an Effective Leader	296
Chapter 12	Motivating Others and Developing Teamwork	326
Chapter 13	Diversity and Cross-Cultural Competence	352
PART III	Developing Career Thrust	
Chapter 14	Getting Ahead in Your Career	382
Chapter 15	Learning Strategies, Perception, and Life Span Changes	414
Chapter 16	Developing Good Work Habits	444
PART IV	Staying Emotionally Healthy	
Chapter 17	Managing Stress and Personal Problems	472

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PART I	Understanding and Managing Yourself	
Chapter 1	Human Relations and You	2
	How Studying Human Relations Can Help You	5
	How Work and Personal Life Influence Each Other	7
	Human Relations Begins with Self-Understanding	11
	How the Human Relations Movement Developed	17
	Major Factors Influencing Job Performance and Behavior	21
Chapter 2	Self-Esteem and Self-Confidence	30
	The Nature of Self-Esteem, Its Development, and Its Consequences	32
	The Enhancement of Self-Esteem	38
	The Importance of Self-Confidence, and Its Sources	40
	Developing and Strengthening Your Self-Confidence	42
	Codependency and Its Link to Low Self-Esteem and Low Self-Confidence	49
Chapter 3	Self-Motivation and Goal Setting	58
	How Needs and Motives Influence Motivation	60
	How Goals Contribute to Self-Motivation	69
	Self-Motivation Techniques	75
	How to Develop the Self-Discipline to Achieve Goals and Stay Motivated	77
Chapter 4	Emotional Intelligence, Attitudes, and Happiness	90
	Emotional Intelligence	92
	The Components of Attitudes and How They Are Acquired and Changed	94
	Happiness and How It Can Be Acquired and Enhanced	102
Chapter 5	Values and Ethics	116
	Values as a Part of Understanding Human Relations	118
	The Importance of Being Concerned About Business Ethics	124
	Guidelines for Making Ethical Decisions and Behaving Ethically	131
Chapter 6	Problem Solving and Creativity	144
	Personal Characteristics That Influence Your Problem-Solving Ability	146
	The Problem-Solving and Decision-Making Steps	150

Creativity in Decision Making	154
Improving Your Creativity	158
How Critical Thinking Relates to Problem Solving and Creativity	163
How Multiple Intelligences Contribute to Problem Solving and Creativity	164

PART II Dealing Effectively with People

Chapter 7 Personal Communication Effectiveness 172

How Communication Takes Place	175
Nonverbal Communication (Sending and Receiving Silent Messages)	176
Using Social Media to Enhance Communication Effectiveness	181
Frequent Barriers to Communication	184
Building Bridges to Communication	188
Overcoming Gender Barriers to Communication	193
Enhancing Your Listening Skills	195
Personal Communication Style	198

Chapter 8 Communication in the Workplace 206

Formal Channels of Communication Within Organizations	208
Informal Channels of Communication Within Organizations	212
Challenges to Interpersonal Communication Created by Communication Technology	218
Doing an Effective Job of Conducting or Participating in a Business Meeting	226

Chapter 9 Specialized Tactics for Getting Along with Others in the Workplace 234

Developing a Good Relationship with Your Manager or Team Leader	236
Coping with a Problem Manager	241
Building Good Coworker Relationships	243
Building Good Relationships with Customers	252

Chapter 10 Managing Conflict 264

Why So Much Conflict Exists	266
The Good and Bad Sides of Conflict	273
Techniques for Resolving Conflict	275
Dealing with Difficult People	284
Suggestions for Managing Anger	286

Chapter 11 Becoming an Effective Leader 296

Traits and Characteristics of Effective Leaders	298
Behaviors and Skills of Effective Leaders	304
Leadership Style and Style Flexibility	308
Techniques for a Leader Getting Along Well with Subordinates	313

	Developing Your Leadership Potential	315
	Key Challenges of Being a First-Time Leader	317
Chapter 12	Motivating Others and Developing Teamwork	326
	Diagnosing Work Motivation	328
	Motivation Through Empowerment, Job Design, and Various Forms of Positive Reinforcement	328
	Strategies and Tactics for Building Teamwork	335
	Understanding Group Dynamics to Improve Teamwork Development and Motivation	339
	Characteristics of an Effective Work Group	344
Chapter 13	Diversity and Cross-Cultural Competence	352
	Major Dimensions of Differences in Cultural Values	354
	Approaches to Improving Cross-Cultural Relations	357
	Overcoming Cross-Cultural Communication Barriers	368
	Additional Ways in Which Organizations Use Diversity to Advantage	370
	Legal Aspects of Working in a Culturally Diverse Environment	372
PART III	Developing Career Thrust	
Chapter 14	Getting Ahead in Your Career	382
	The Basics of Conducting a Job Search	384
	Career Advancement Strategies and Tactics	396
	Developing Your Networking Skills	405
Chapter 15	Learning Strategies, Perception, and Life Span Changes	414
	Major Learning Strategies and Processes	416
	Several Different Learning Styles	420
	How Perception Influences Our Interpretation of the World	423
	How We Respond to Life Span Changes and Challenges	427
	Basic Concepts about Changing Careers	432
	Tactics for Coping with Change	435
Chapter 16	Developing Good Work Habits	444
	Dealing with Procrastination	446
	Proper Attitudes and Values to Develop for Productivity	448
	Effective Time-Management Techniques	451
	Overcoming Time Wasters	459
PART IV	Staying Emotionally Healthy	
Chapter 17	Managing Stress and Personal Problems	472
	The Physiology and Consequences of Stress	474
	Sources of Stress in Personal Life	477

Key Sources of Work Stress 480

Several Effective Approaches to Managing Stress 485

Two Key Perspectives on Understanding and Dealing with
Personal Problems 490

Appendix Comprehensive Assignment for Applying Human
Relations Knowledge 503

Glossary 507

Company and Organization Index 513

Name Index 515

Subject Index 517

New to This Edition

In addition to thoroughly updating material throughout the text, I have also made other key changes, which include the following:

- Many of the introductory cases, Human Relations in Practice inserts, and case studies have been replaced with new material.
- Sixteen chapter-introduction cases are new, and one has been updated. Seventeen new cases have been included to replace existing cases. Five Human Relations in Practice inserts have been replaced with new inserts, and two have been updated.
- The text has been streamlined in the form of deleting many concepts that cover the same idea as other concepts, and of reducing duplicate mention of some ideas. Part of the streamlining is to not include a human-relations-in-practice insert in every chapter.
- In many places within the text, I have removed some material to reduce complexity, as well as to make room for new material
- Many new self-assessments and class activities have been added to this edition including four new skill-building exercises, five new self-assessment quizzes, and two new class activities. Three Internet skill-building exercises have been replaced with new exercises.
- Eighteen new role-playing exercises (all of them linked to the case studies), and two new class activities.
- Many more examples throughout the text and case problems include job titles that refer to interesting positions that our readers now hold or aspire to including sports club manager, emergency room office manager, support center supervisor, building inspector, and construction supervisor.

Chapter 1: Human Relations and You

- Addition of the Internet and social media era as part of the history of human relations
- Factors related to the external environment, including the weather, that can influence job performance and behavior

Chapter 2: Self-Esteem and Self-Confidence

- Information about practicing public speaking to help develop self-confidence
- New and shortened self-discipline model

Chapter 3: Self-Motivation and Goal Setting

- Conscientiousness as a motive driving behavior
- Discussion of self-determination as part of employee engagement
- Self-Assessment Quiz 3-1, The Conscientiousness Quiz
- Self-Assessment Quiz 3-4, My Self-Discipline Tendencies, replaces the original version

Chapter 4: Emotional Intelligence, Attitudes, and Happiness

- New listing of several of the 100 Best Companies to Work For
- Self-Assessment Quiz 4-3, Your Decision-Making Style and Happiness

Chapter 5: Values and Ethics

- New survey about the extent of ethical problems in business
- Blowing the whistle on highly unethical and illegal conduct
- Applying Human Relations Exercise 5-2, The Ethics of Whistle-Blowing

Chapter 6: Problem Solving and Creativity

- Human Relations Self-Assessment Quiz 6-1, The Concentration and Focus Checklist, replaces the original from the previous edition.
- Engaging in creative problem solving when not at one's best in order to enhance creativity
- Applying Human Relations Exercise 6-2, Helping the Alliance Rubber Company Prosper
- Human Relations Class Activity, Creative Problem Solving and Potholes

Chapter 7: Personal Communication Effectiveness

- Section on interpersonal communication and relationship building has been deleted
- In Figure 7-3, a section on being more persuasive by speaking with a big-picture perspective instead of small details

Chapter 8: Communication in the Workplace

- Open workspaces and informal communication

Chapter 9: Specialized Tactics for Getting Along with Others in the Workplace

- Exerting emotional effort to please customers
- Providing the Wow Experience, a new component to Applying Human Relations Exercise 9-1

Chapter 10: Managing Conflict

- Brief information about racial harassment as a source of workplace conflict
- The destructive hero as a type of difficult person

Chapter 11: Becoming an Effective Leader

- Proactivity as a key leadership trait
- Engaging in face time as a behavior of effective leaders
- Leader political support as a method of attaining good relationships with subordinates

Chapter 12: Motivating Others and Developing Teamwork

- The two-factor theory of work motivation is now placed under the category of job design, rather than as a separate topic
- Self-managed work groups as a form of empowerment

Chapter 13: Diversity and Cross-Cultural Competence

- New objective data from McKinsey & Company about the organizational advantages stemming from cultural diversity
- The metacognitive (higher-order intelligence) as a new dimension of cultural intelligence

Chapter 14: Getting Ahead in Your Career

- Launching a job search with a positive attitude
- Importance of job search engines for job finding
- Helping others as a method of career advancement
- Being a star performer as a method of career advancement
- Appearing intelligent as a tactic of impression management

Chapter 15: Learning Strategies, Perception, and Life Span Changes

- MOOCs as part of e-learning
- Updated information about the teenage brain
- How knowledge sharing contributes to group learning

Chapter 16: Developing Good Work Habits

- Section on making good use of digital technology, including productivity tools (replaces section on making good use of office technology)

- The role of self-discipline in improving concentration on one key task at a time
- Human Relations Self-Assessment Quiz 16-1, A Checklist of Potential Distractions Stemming from Coworkers or Boss

Chapter 17: Managing Stress and Personal Problems

- More information about the role of wellness programs in managing job stress
- Use of www.ChooseMyPlate.gov for selecting a healthy diet, including Figure 17-7, which presents the related graphic
- New Internet Skill Builder, Stress Management Component of Wellness Programs

Welcome to the eleventh edition of *Human Relations for Career and Personal Success: Concepts, Applications, and Skills*. This new edition continues the emphasis of the tenth edition on developing effective human relations skills for the workplace, including material on teamwork and motivating and influencing others. The purpose of this text is to show how you can become more effective in your work and personal life through knowledge of and skill in human relations. A major theme of this text is that career and personal success are related. Success on the job often enhances personal success, and success in personal life can enhance job success. Dealing effectively with people is an enormous asset in both work and personal life.

This text is written to help students deal with human relations problems in the workplace and in personal life. It is designed to be appropriate for human relations courses taught in colleges, career schools, vocational–technical schools, and other postsecondary schools. Managerial, professional, and technical workers who are forging ahead in their careers will also find this text immediately useful in improving workplace and personal relationships.

The relevance of studying human relations and interpersonal skills is underscored by a survey of business leaders conducted by the New York Fed in 2015: 48 percent of the leaders indicated they had difficulty finding workers with interpersonal skills, and 42 percent had trouble finding punctual workers.* Most likely, employers in other regions are also looking for workers at all levels with good human relations and interpersonal skills.

Organization of the Book

The text is divided into four parts, reflecting the major issues in human relations.

Part I covers four aspects of understanding and managing yourself. Chapter 1 focuses on the meaning of human relations, self-understanding, and the interrelationship of career and personal success. Chapter 2 explains how self-esteem and self-confidence are important parts of human functioning. Chapter 3 explains how to use self-motivation and goal setting to improve your chances for success. Chapter 4 deals with the importance of emotional intelligence and attitudes and factors associated with being happy. Chapter 5 explains the contribution of values and ethics to effective human relations. Chapter 6 explains the basics of solving problems and making decisions, with an emphasis on creativity.

Part II examines the heart of human relations: dealing effectively with other people. The topics in Chapters 7 through 13 are, respectively, personal communication effectiveness; communication in the workplace; specialized techniques for getting along with others in the workplace; managing conflict; becoming an effective leader; motivating others and developing teamwork; and developing cross-cultural competence.

Part III provides information to help career-minded people capitalize on their education, experiences, talents, and ambitions. The topics of Chapters 14 through 16 are getting ahead in your career; learning strategies, perception, and life span changes; and developing good work habits.

Part IV deals with staying emotionally healthy; Chapter 17 covers managing stress and personal problems.

*Myles Udland, "Companies Can't Find Workers Who Can Hold a Conversation or Show Up on Time," *Business Insider*, <http://finance.yahoo.com>, April 17, 2015, p. 1.

About the Author



Stefanie Donaldson

An accomplished author, Andrew J. DuBrin, PhD, brings to his work years of research experience in human relations and business psychology. He has published numerous articles, textbooks, and professional books on such subjects as impression management and proactive behavior in the workplace. Dr. DuBrin received his PhD from Michigan State University and is Professor Emeritus at the Saunders College of Business, Rochester Institute of Technology, where he has taught organizational behavior, leadership, and career management.



Experience the DuBrin Total Learning System

Human Relations for Career and Personal Success is not simply a textbook. The eleventh edition contains a wealth of experiential exercises, including new cases and self-assessment quizzes that can be completed in class or as homework.

Chapter-Opening Cases Set the Stage

Chapter-opening cases introduce students to the topic and set the stage for the chapter narrative.

Pedagogical Features Relate Concepts to What's Happening Today, Personally and in the Workplace

- **Self-assessment quizzes** give students the opportunity to explore their own opinions, feelings, and behavior patterns as related to chapter topics. All chapters include one or more self-assessment quizzes.
- **Human Relations in Practice** boxes in all chapters illustrate real human relations business practices in today's business world.

Expanded Assignment Material

End-of-chapter assignment material is organized into two sections:

Concept Review and Reinforcement, featuring exercises that focus on concept retention and developing critical thinking skills, and **Developing Your Human Relations Skills**, focusing on developing skills that can be used immediately in life and on the job.

Concept Review and Reinforcement

Key Terms

Chapter Summary and Review provides an excellent detailed review of key chapter concepts.

Questions for Discussion and Review provide questions and stimulate thinking about the issues.

Web Corner provides informational websites and asks students to use the power of the web in researching outside resources. Three of the Internet Skill Builder exercises have been replaced by new exercises.

Developing Your Human Relations Skills

Skills Exercises tie together chapter topics and allow students to apply what they have just learned.

Role-Playing and Class Projects allow students to practice and model human relations situations in the classroom.

Two Human Relations Case Studies put students into a realistic scenario so they can practice making decisions in tough situations.

A decorative header at the top of the page featuring a row of stylized, colorful hands in various colors (pink, yellow, green, blue) reaching upwards. Below this is a solid green horizontal band.

Supplements for Teaching and Learning

Instructor Resources

At the Instructor Resource Center, www.pearsonhighered.com/irc, instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- Instructor's Resource Manual
- Test Bank
- TestGen[®] Computerized Test Bank
- PowerPoint Presentation



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Andrew J. DuBrin
Rochester, New York

Human Relations for Career and Personal Success

CHAPTER

1

Human Relations and You



Fotolia

Outline

- 1 How Studying Human Relations Can Help You 5**
- 2 How Work and Personal Life Influence Each Other 7**
- 3 Human Relations Begins with Self-Understanding 11**
 - General Information about Human Behavior 12
 - Informal Feedback from People 12
 - Feedback from Superiors 13
 - Feedback from Coworkers 13
 - Feedback from Self-Assessment Quizzes 14
 - Looking at the Self through the Johari Window 14
 - Two Self-Evaluation Traps 16
- 4 How the Human Relations Movement Developed 17**
 - Scientific Management 17
 - The Hawthorne Studies 18
 - The Threat of Unionization 19
 - The Philosophy of Industrial Humanism 19
 - Theory X and Theory Y of Douglas McGregor 19
 - The Internet and Social Media Era 20
 - Relevance of the History of Human Relations to Today's Workplace 21
- 5 Major Factors Influencing Job Performance and Behavior 21**

Beverly is the manager of building inspection in a metropolitan area with a population of approximately two million people. She has a staff of seven building inspectors and five support workers. Because the city has a strict building code in terms of safety, her staff is quite active. In addition to inspecting new buildings, the staff professionals also make periodic inspections of existing buildings. Beverly has a reputation of managing a department with exceptional productivity and high morale. Nevertheless, her unit was included in a 360-degree-feedback program in which every manager participates.

The feedback survey includes everybody who reports to the manager, along with a few people who use the output of the department. Survey participants rate the manager on ten different dimensions and are also requested to insert a few written comments. The 360-degree survey is done online, and anonymously. Beverly's manager, Beverly, and the survey administrator get to examine the feedback. The survey is designed to provide useful suggestions for improvement, but in Beverly's case there was not much room for improvement. She scored in the top 10 percent on all ten dimensions, and three of the written comments were as follows:

Beverly has got it as a manager. She is a great role model, and she helps us believe in the importance of inspecting buildings. But what I like best about Beverly is that she cares so much about my welfare. She always compliments me when I do something right, and gives me a gentle nudge when I do something wrong. She takes such great interest in my studying to obtain advanced certification in building inspection.

I've been a building inspector for fifteen years, and Beverly is no doubt the best supervisor I have ever had. Bev can be a little too motherly at times, like telling me to dress extra warm on one horribly cold day when I had to inspect a dilapidated factory. But it's great having a manager who really worries about me as a person.

Thanks for giving me the chance to write something about Beverly. I admire her talent and skills, but most of all I admire the way she cares about the entire staff. If you want me to criticize Beverly, okay. She should sometimes think more about her own good and not worry so much about us. If the building were burning down, she wouldn't leave until everyone else had escaped.

The comments made about this public-sector executive focus on the importance of effective human relations. Treating people with kindness helps Beverly deal effectively with her employees. This text presents a wide variety of suggestions and guidelines for improving your personal relationships both on and off the job. Most of them are based on systematic knowledge about human behavior.

We begin our study of human relations by inviting you to take Human Relations Self-Assessment Quiz 1-1, which will give you an opportunity to think through your attitudes about this field of study and practice.

Learning Objectives ►

After studying the information and doing the exercises in this chapter, you should be able to:

- 1.1** Understand how studying human relations will help you.
- 1.2** Pinpoint how work and personal life influence each other.
- 1.3** Understand how effective human relations begins with self-understanding.
- 1.4** Understand the timeline and development of the human relations movement.
- 1.5** Understand the major factors influencing job performance and behavior.

Human Relations Self-Assessment Quiz

1-1

My Attitudes toward Studying Human Relations

Indicate whether you think the following statements are mostly true or mostly false.

No. Statement about Human Relations

Mostly
True

Mostly
False

- | | | |
|---|-------|-------|
| 1. High-paying jobs are based on technical skills, so studying human relations will hold you back financially. | _____ | _____ |
| 2. Leadership positions usually require both human relations and intellectual skills. | _____ | _____ |
| 3. Having good people skills is mostly common sense. | _____ | _____ |
| 4. The best-known business schools now emphasize human relations skills in addition to analytical skills. | _____ | _____ |
| 5. Because everybody in business has a smartphone these days, you never really have to worry about dealing with people face to face. | _____ | _____ |
| 6. A lot of self-made millionaires are rude and mean, so studying human relations won't get you very far. | _____ | _____ |
| 7. Should I encounter any difficulties in dealing with someone on the job, I will simply find the right app on my smartphone and solve the problem. | _____ | _____ |
| 8. With the right emoticons, such as a smiley face, I will be able to solve almost all my problems involving people.☺ | _____ | _____ |
| 9. Taking a course in human relations is mostly a waste of time if it is not in your major. | _____ | _____ |
| 10. Good human relations skills help you hold onto a job, even in highly technical fields. | _____ | _____ |

Scoring and Interpretation:

The more questions you answered “incorrectly” as suggested by the scoring key, the more you are likely to benefit from studying human relations. The fewer questions you answered “correctly,” the more you need to study human relations.

- Mostly False.** It is definitely true that technical specialties pay much better to start than nontechnical specialties. Yet in the long run, those people who combine their technical skills with human relations skills generally get more promotions and earn more money than those people who rely exclusively on technical skills. (An exception here is that a great inventor can often get by almost exclusively on technical skill.)
- Mostly True.** Few people are promoted to leadership positions who do not combine interpersonal (or human relations) skills with intellectual skills. The highest level leaders in most fields are able to inspire other people and solve difficult business-related problems.
- Mostly False.** It would seem that having good human relations skills is common sense, but sadly this is not true. Relatively few people have good human relations skills. Also common sense is not so common, as indicated by all the problems people experience, including drunk driving, spending more than they earn, and not reading directions for the safe use of equipment.
- Mostly True.** During the past twenty years, the best-known business schools, such as those at Harvard, MIT, and the University of Pennsylvania, have recognized that they went too far in emphasizing analytical, technical, and financial skills. So now these schools place a heavier emphasis on soft skills such as leadership, motivation, and ethics.
- Mostly False.** Successful people in all types of organizations still take time to meet face to face with employees and customers and communicate with them. Even technology companies like Dell and IBM still maintain a large sales force that calls on customers.
- Mostly False.** It may be true that many self-made millionaires are rude and mean, but they are the exception. Mark Zuckerberg founded Facebook in his early twenties and is now one of world's best-known CEOs. He continues to refine his human relations skills by meeting regularly with his team to discuss ways in which he can improve his effectiveness with people.
- Mostly False.** Dealing with complex human relations problems takes more than a quick access to an app on your smartphone. Even if the app would point you in the right direction, such as an app for dealing with difficult people, you still need to have studied and practiced your skill before an immediate need arises, much like having practiced a maneuver in a sport before it is needed in a big game.

8. **Mostly False.** Emoticons may be cool and a form of nonverbal communication, but they cannot solve many human relations problems. Much more knowledge than sending an emoticon is needed to deal effectively with people when the issue is complex.
9. **Mostly False.** A course in human relations is rarely part of a student's major, but it is designed to supplement a major. The results from a course in human relations are never guaranteed, but anybody in any field can benefit from knowledge that might help him or her interact more effectively with others in the workplace.
10. **Mostly True.** During the past twenty-five years, large numbers of jobs have been outsourced to other companies, often located in other countries. To the extent that your job involves established relationships with people, the less likely it is to be outsourced. For example, a sales rep with good contacts in the industry is less likely to have his or her job outsourced to a firm that does sales and marketing for other companies.

Source: "My Attitudes Toward Studying Human Relations" by Andrew J. DuBrin.

How Studying Human Relations Can Help You

◀ Learning Objective 1.1 ▶

In the context used here, **human relations** is the art of using systematic knowledge about human behavior to improve personal, job, and career effectiveness. The field studies individuals and groups in organizations. Human relations is far more than "being nice to people," because it applies systematic knowledge to treating people in such a way that they feel better and are more productive—such as providing a more relaxed work atmosphere to enhance worker creativity.

From the standpoint of management, human relations is quite important because it contributes to **organizational effectiveness**, that is, the extent to which an organization is productive and satisfies the demands of interested parties, such as employees, customers, and investors. Steve Kent, an equities analyst (not a human relations specialist), made extensive observations about the importance of treating employees well (using principles of human relations). He found that treating employees with respect and paying them fairly contribute to developing an efficient and creative organization. Business firms that go the extra mile to treat employees well often derive tangible benefits, such as a high quality of customer service.¹

Human relations knowledge and skills are also potentially beneficial for the individual as well as the organization. The following case history illustrates how a career-minded person made effective use of human relations principles to resolve a difficult situation that seemed to be blocking her career. You might be able to use the same approach if you face a similar problem.

Ashley worked as a business analyst at a large hospital. Her responsibilities included searching for ways to improve work processes at the hospital, such as developing better forms for collecting information about patients and reducing the time outpatients spent in the waiting room. Ashley enjoyed her work and believed that she was gaining valuable experience toward her goal of becoming a hospital administrator.

Another contributor to Ashley's job satisfaction was her relationship with Paul, her boss. Ashley perceived her work relationship with him to be ideal. Paul kept feeding Ashley interesting assignments, gave her useful suggestions from time to time, and frequently praised her work. On her most recent performance evaluation, Ashley was described as "an ideal hospital business analyst with great potential."

Ashley's smooth working relationship with her manager quickly changed one January. Paul informed the group that the hospital had offered him a promotion to a much bigger role at the hospital and that although he enjoyed his present position, he felt obliged to accept the promotion. In Paul's place, the hospital appointed Jody, an experienced supervisor in another department within the hospital.

Human relations

the art of using systematic knowledge about human behavior to improve personal, job, and career effectiveness

Organizational effectiveness

the extent to which an organization is productive and satisfies the demands of interested parties, such as employees, customers, and investors

Within the first three weeks, Jody began criticizing Ashley's work. Jody told Ashley that her approach to improving business processes was not up to date, and that it lacked the kind of depth the hospital needed. Ashley then worked diligently on her next project to make the kind of improvements Jody suggested. Jody then found something else to criticize, this time telling Ashley that her PowerPoint presentations supporting her report were too complex, making them difficult for hospital administrators to follow.

Soon Jody found ways to criticize Ashley personally, in addition to the work she was performing. She suggested that Ashley should be careful to never wear heels higher than one and one-half inches to the office and that the tattoo on her neck was unprofessional. Jody also suggested to Ashley twice that she should make sure to use the Internet only for job-related purposes during working hours.

After five months of regular criticism from her boss, Ashley decided to talk over the strained relationship with David, a close friend. Ashley explained to David that the negative chemistry between her and her boss was giving her chest pains and interrupted sleep. Ashley also emphasized that she was worried about receiving such a poor evaluation that it would damage her career.

David advised Ashley to "do what she had to do," by confronting her boss about the unjustified criticisms. If that didn't work, Ashley should communicate directly with Jody's manager to get the problem resolved. David explained that "in the modern organization, you are expected to bring problems right out on the table."

Ashley thanked David for his advice and then did some careful reflection. On the surface, David's advice made sense, but with her career potentially at stake, Ashley did not want to operate on common sense alone. She remembered studying about attitude change somewhere in human relations or social psychology. A point that stuck in her mind was that favorable interactions lead to attitude change.

Ashley developed a game plan to look for ways to have positive interactions with Jody whenever possible. One day she thanked Jody for the suggestions she made about preparing less complicated PowerPoint slides. She also incorporated ideas from a recent article about business process reengineering into her next suggestion for improving the workflow in the hospital laundry. Another day Ashley complimented Jody about a business suit she was wearing. At a luncheon meeting with Jody and several other department members, Ashley wore a blouse that covered the tattoo on her neck.

Ashley's game plan of applying a little-known principle of human relations to improving her relationship with her boss soon started to pay off. Jody actually complimented Ashley's report and stated that she was a strong contributor to the hospital. The most concrete evidence of an improved relationship was that Jody rated Ashley as "exceeding expectations" the first time she formally evaluated her performance.

As the case history just presented indicates, another way of understanding the importance of human relations is to examine its personal benefits. A person who carefully studies human relations and incorporates its suggestions into his or her work and personal life should derive the five benefits discussed next. Knowledge itself, however, is no guarantee of success. Because people differ greatly in learning ability, personality, and life circumstances, some will get more out of studying human relations than will others. You may, for example, be getting along well with coworkers or customers, so studying this topic might seem unnecessary from your viewpoint. Or you may be so shy at this stage of your life that you are unable to capitalize on some of the suggestions for being assertive with people. You might have to work doubly hard to benefit from studying that topic. The major benefits from studying human relations are the following:

- 1. Acquiring valid information about human behavior.** To feel comfortable with people and to make a favorable impression both on and off the job, you need to understand how people think and act. Studying human relations will provide you with some basic knowledge about interpersonal relationships, such as the meaning of self-esteem, why goals work, and win-win conflict resolution. You will even learn such things as effective methods of dealing with difficult people.

- 2. Developing skills in dealing with people.** People who aspire to high-level positions or enriched social lives need to be able to communicate with others, work well on a team,

manage stress, and behave confidently. Relating well to diverse cultural groups is also an asset. Studying information about such topics, coupled with practicing what you learn, should help you develop such interpersonal skills.

3. Coping with job problems. Almost everyone who holds a job inevitably runs into human relations problems. Reading about these problems and suggestions for coping with them could save you considerable inner turmoil. Among the job survival skills that you will learn about in the study of human relations are how to deal with difficult people and how to overcome what seems to be an overwhelming workload.

4. Coping with personal problems. We all have problems. An important difference between the effective and the ineffective person is that the effective person knows how to manage them. Among the problems studying human relations will help you cope with are self-defeating behavior, dealing with a difficult coworker, overcoming low self-confidence, and working your way out of heavy job stress.

5. Capitalizing on opportunities. Many readers of this text will some day spend part of their working time taking advantage of opportunities rather than solving daily problems. Every career-minded person needs a few breakthrough experiences to make life more rewarding. Toward this end, studying human relations gives you ideas for developing your career, becoming a leader, and becoming more creative.

6. Demonstrating potential for advancement. As implied in the point just made, workers with skill and knowledge about human relations are more likely to be perceived as having advancement potential than workers who lack such skill and knowledge. Supervisors, managers, and other categories of leaders are typically selected from among those individual workers who have good human relations skills in addition to their technical skills and other types of job knowledge.

The Human Relations in Practice box on page 8 illustrates how human relations skill and understanding can be important in organized activity involving people. You are invited to take the Human Relations Self-Assessment Quiz 1-2 on page 9 to think through your current level of human relations effectiveness.

How Work and Personal Life Influence Each Other

◀ Learning Objective 1.2 ▶

Most people reading this text will be doing so to improve their job effectiveness and careers. Therefore, the text centers on relationships with people in a job setting. Keep in mind that human relationships in work and personal life have much in common. Several studies have supported the close relationship between job satisfaction and life satisfaction. One such study conducted by Timothy A. Judge, psychology professor at Notre Dame University, and Remus Ilies, psychology professor at Michigan State University, involved seventy-four university employees with administrative support positions, such as secretaries or office managers. The researchers collected reports of mood and job satisfaction at work, mood away from work, and job satisfaction. Data were collected using questionnaires posted on a website.

The major findings of the study were that mood influences job satisfaction, with a positive mood increasing satisfaction. The effect decreases rapidly because moods pass quickly. The researchers also found that employees' satisfaction with their jobs, measured at work, influences the mood at home. Workers who are more emotional by nature are more likely to experience these connections, such as joy or anger on the job spilling over into home life. A related finding was that a mood developed on the job spilled over to the home later in the day.² In short, this study confirmed the old cartoons about a worker who is chewed out by the boss coming home and swearing at his or her dog or kicking the furniture!

Human Relations in Practice

Kansas State Football Coach Bill Snyder Emphasizes the Human Touch

Bill Snyder is a successful major college football coach. Before the start of the 2015 season, he had won 187 games over twenty-three seasons as the head coach at Kansas State. His teams have won 66 percent of their games during Snyder's tenure. At age seventy-five, Snyder was inducted into the College Football Hall of Fame. He began his coaching at Kansas State by taking over one of the worst football teams in the country and has turned it into a team that regularly appears in bowl games (a postseason event open to about sixty-six teams from across the country).

Many factors have contributed to the success of Snyder's football teams, but two stand out: his unconditional support for his players and how he truly cares about them. Snyder is recognized for his ability to build a relationship of mutual trust and respect with team members. Snyder regularly works long hours and invests time in the lives of his players.

A symbol of Snyder's caring for members of his own team, and also members of competing teams, has been the letters he writes them, using a purple felt-tip pen and sending by postal mail. Each letter is individualized and sent to a player who had a great game or was injured. The letters arrive within a few days after the game, offering encouragement and expressing Snyder's admiration—whether or not the team has won. He sends these letters to players he believes have the right approach, as well as the right attitude about their lives and college football.

One of Snyder's touching letters received a lot of publicity because its recipient attached a photo of the letter to a tweet. The recipient was Clint Trickett, the quarterback of the West Virginia team who had to leave the game against Kansas State when he received a concussion. Part of Snyder's letter said, "I hope the symptoms are gone by now. That you will be back soon. Always appreciate you as a young man of great values, as well as being an excellent quarterback."

Part of Trickett's tweet said, "Coach Snyder is the epitome of college football coaches!"

Questions:

1. Who cares what a football coach does? This isn't a course in sports management. What relevance would his approach have to business and related fields?
2. In what way does Coach Snyder demonstrate good human relations skills?
3. In what way might writing notes by hand be considered a human touch?

Sources: The original story presented above was created based on facts presented in the following: Ian A. Boyd, "Demystifying Kansas State: When, Why, and How Are the Wildcats Good?" *Football Study Hall* (www.footballstudyhall.com), August 5, 2014, pp. 1–6; Pete Grathoff, "West Virginia Quarterback Touched by Letter He Received from K-State's Bill Snyder," *Kansas City Star* (www.kansascity.com), December 4, 2014, pp. 1–6; Chip Rouse, "K-State's Bill Snyder Adds Personal Touch to His Coaching," (<http://talking12.com>), January 8, 2015, pp. 1–3; David Skretta, "Snyder Puts Pen to Paper," Associated Press, December 26, 2014.

Human Relations Self-Assessment Quiz

1-2

Human Relations Skills

For each of the following statements about human relations skills, indicate how strong you think you are right now. Attempt to be as objective as possible, even though most of us tend to exaggerate our skills in dealing with people. To help obtain a more objective evaluation of your capabilities, ask someone who knows you well (family member, friend, or work associate) to also rate you on these factors. Use the following scale: (1) very weak, (2) weak, (3) average, (4) strong, (5) very strong.

Person

	Self-Rating	Rating by Other
1. Listen carefully when in conversation with another person.	_____	_____
2. Smile frequently.	_____	_____
3. Am tactful when criticizing others.	_____	_____
4. Am comfortable in dealing with people from a different generation than myself.	_____	_____
5. Am comfortable in dealing with a person from a different ethnic group than myself.	_____	_____
6. Am comfortable in dealing with a person from a different race than myself.	_____	_____
7. Let my feelings be known when I disagree with another person.	_____	_____
8. Let my feelings be known when I am joyful about something.	_____	_____
9. Have a neat, well-groomed appearance.	_____	_____
10. Congratulate the winner when I lose an athletic or any other type of contest.	_____	_____
11. Concentrate on another person when in conversation instead of accepting a call on my cell phone, making use of call waiting, or responding to e-mail.	_____	_____
12. Compliment others when a compliment is merited.	_____	_____
13. Have a good sense of humor.	_____	_____
14. Am patient with people who do not understand what I am saying.	_____	_____
15. Cooperate with others in a team effort.	_____	_____
16. Have a controllable temper.	_____	_____
17. Am respected for being honest and dependable.	_____	_____
18. Hug people when the situation is appropriate.	_____	_____
19. Am trusted by other people.	_____	_____
20. Motivate others to do something they hadn't thought of doing.	_____	_____
21. Am willing to talk to another person to resolve a problem rather than relying exclusively on text messaging.	_____	_____
Total Score	_____	_____
Combined Score (self plus other)	_____	_____

Scoring and Interpretation:

- Self-ratings:** If your self-rating is 85 or more, and your scoring is accurate, you have exceptional human relations skills. Scores between 60 and 84 suggest moderate, or average, human relations skills. Scores of 59 and below suggest below-average human relations skills in the areas covered in this quiz.
- Rating by other person:** Because people tend to judge us a little more critically than we judge ourselves in human relations skills, use the following scale: 80 or more suggests exceptional human relations skills; 55 to 79 suggests moderate, or average, human relations skills; 54 and below suggests below-average human relations skills.
- Combined ratings:** 165 or more suggests exceptional human relations skills; 115 to 163 suggests moderate, or average, human relations skills; 114 or below suggests below-average human relations skills.

Action plan: Whether you scored high, low, or medium on this quiz, there is always room for improvement, just as athletes, actors, and musicians are always looking to improve their art. Scores in the bottom category suggest a more urgent need for improvement in human relations skill.

Source: "Human Relations Skills" by Andrew J. DuBrin.

FIGURE 1-1

HOW WORK AND PERSONAL LIFE INFLUENCE EACH OTHER

Source: “HOW WORK AND PERSONAL LIFE INFLUENCE EACH OTHER” by Andrew J. DuBrin.

1. Job satisfaction enhances life satisfaction.
2. An unsatisfying job can damage physical health.
3. Relationships with people on and off the job influence each other.
4. Certain skills contribute to success in both work and personal life.
5. Workers who achieve a good balance between the demands of work and family life are likely to be more productive and satisfied.

Work and personal life influence each other in a number of specific ways, as outlined in Figure 1-1 and described next.

1. *The satisfaction you achieve on the job contributes to your general life satisfaction.* Conversely, if you suffer from chronic job dissatisfaction, your life satisfaction will begin to decline. Career disappointments have been shown to cause marital relationships to suffer. Frustrated on the job, many people start feuding with their partners and other family members.

2. *An unsatisfying job can affect physical health, primarily by creating stress and burnout.* Intense job dissatisfaction may even lead to heart disease, ulcers, intestinal disorders, and skin problems. People who have high job satisfaction even tend to live longer than those who suffer from prolonged job dissatisfaction. These benefits may be attributed to better physical health and passion for life. Finding the right type of job may thus add years to a person's life.

3. *The quality of your relationships with people at work and in personal life influence each other.* If you experience intense conflict in your family, you might be so upset that you will be unable to form good relationships with coworkers. Conversely, if you have a healthy, rewarding personal life, it will be easier for you to form good relationships on the job. People you meet on the job will find it pleasant to relate to a seemingly positive and untroubled person.

Another way of explaining the third point is that how we behave at work is closely related to how we behave at home. Psychologist John M. Gottman, executive director of the Relationship Research Institute, has been studying married couples for over thirty-five years. He and his colleagues have used devices such as camcorders, along with heart monitors and other biofeedback equipment, to measure what takes place when couples experience moments of conflict or closeness. The research results indicate that successful couples look for ways to emphasize the positive and attempt to say yes as often as possible. Successful couples use conflict as a way of working through personality differences rather than to attack each other.

A useful inference from research at the Relationship Research Institute is that the way people manage their relationships in the workplace is closely linked to the way they manage their personal ones. People who frequently use the word *yes* in communications at home are likely to do the same on the job. Also, people who are abusive on the job are likely to be abusive at home.³

Personal relationships on the job also influence personal relationships off the job. Interacting harmoniously with coworkers can put you in a better mood for dealing with family and friends after hours. Crossing swords with employees and customers during working hours can make it difficult for you to feel comfortable and relaxed with people off the job.

4. *Certain skills contribute to success in both work and personal life.* For example, people who know how to deal effectively with others and get things accomplished on the job can use the same skills to enhance their personal lives. Similarly, people who are effective in dealing with friends and family members and who can organize things are likely to be effective supervisors.

5. Workers who achieve a good balance between the demands of work and family life are likely to be more productive and have more job satisfaction.⁴ A repeated research finding related to this idea is that work can interfere with family life, and family life can interfere with work. The person who cannot attend a social event with friends and family because of work demands is likely to be frustrated. At the same time, a person who cannot work late into the night to meet a work deadline because of an event with friends and family is likely to be frustrated. When a person experiences conflict between work and family life, in the short run, the person will have a decrease in subjective (feelings of) well-being. However, many people seem to adjust to work–family conflict over time and experience fewer problems with subjective well-being.⁵

Another impact of the fit between work and family life is that when employees believe that they have a harmonious relationship between their work and personal responsibilities, they are more likely to stay with their employer. An American Psychological Association (APA) survey found that 67 percent of workers said they choose to stay with their employer because their job fits well with other aspects of their life.⁶

The discussion of balance between work and family will be discussed in Chapter 10. Can you think of other ways in which success in work and success in personal life are related to each other?

Human Relations Begins with Self-Understanding

Before you can understand other people very well and therefore practice effective human relations, you must understand yourself. You already know something about yourself. An important starting point in learning more about yourself is self-examination. Suppose that instead of being about human relations, this text were about dancing. The reader would obviously need to know what other dancers do right and wrong. But the basic principles of dancing cannot be fully grasped unless they are seen in relation to your own style of dancing. Watching a video of you dancing, for example, would be helpful. You might also ask other people for comments and suggestions about your dance movements.

Similarly, to achieve **self-understanding**, you must gather valid information about yourself. (Self-understanding refers to your knowledge about yourself, particularly with respect to mental and emotional aspects.) Every time you read a self-help book, take a personality quiz, or receive an evaluation of your work from a manager or instructor, you are gaining some self-knowledge.

In achieving self-understanding, it is helpful to recognize that the **self** is a complex idea. It generally refers to a person's total being or individuality. To help clarify the meaning of the self, a distinction is sometimes made between the self a person projects to the outside world and the inner self. The **public self** is what the person is communicating about himself or herself and what others actually perceive about the person. The **private self** is the actual person you may be.⁷ A similar distinction is made between the real self and the ideal self. Many people think of themselves in terms of an ideal version of what they are really like. To avoid making continuous distinctions between the two selves throughout this text, we will use the term *self* to refer to an accurate representation of the individual.

A current addition to knowledge about the self is that we are also influenced by what could have happened to us or who we could have been. “I could have been a contender” is a famous line from a movie about prize fighting that illustrates the idea of how we think about what our lives might have been. The **alternative self** is an understanding of the self, based on *what could have been* if something in the past had happened differently.⁸

Imagining what could have been can be a positive force. Tanya might think, “If I had studied math more carefully in the past I could now perform much better in a

◀ Learning Objective 1.3 ▶

Self-understanding

gathering valid information about oneself; self-understanding refers to knowledge about oneself, particularly with respect to mental and emotional aspects

Self

a complex idea generally referring to a person's total being or individuality

Public self

what a person communicates about himself or herself and what others actually perceive about the person

Private self

the actual person an individual is

Alternative self

an understanding of the self based on what could have been if something in the past had happened differently

FIGURE 1-2

SIX SOURCES OF INFORMATION THAT CONTRIBUTE TO SELF-UNDERSTANDING

Source: “Six Sources Of Information That Contribute To Self-Understanding” by Andrew J. DuBrin.

1. General information about human behavior
2. Informal feedback from people
3. Feedback from superiors
4. Feedback from coworkers
5. Feedback from self-assessment quizzes
6. The Johari Window

manufacturing job.” Tanya therefore begins to study basic math to serve as a foundation for new learning in manufacturing technologies. The alternative self might also be a negative force if it leads to discouragement. Brad might think, “If I hadn’t married and had a family so early in life, I could have taken more risks in my career. Now instead of having started my own business, I’m stuck in a dead-end job.”

Some scientific evidence suggests that the self is based on structures within the brain. According to the research of Joseph LeDoux at New York University, the self is the sum of the brain’s individual components, or subsystems. Each subsystem has its own form of memory, along with its interactions with other subsystems.⁹ Two examples of subsystems in the brain are the centers for speech and hearing. The implication to recognize here is that the self could be an entity that is both psychological and biological.

While we discuss the self in depth in the first chapter, the chapters that follow also deal with the self. Most of this text is geared toward using human relations knowledge for self-development and self-improvement. Throughout the text, you will find questionnaires designed to improve your insight. The self-knowledge emphasized here deals with psychological characteristics (such as personality traits and thinking style) rather than physical characteristics (such as height and blood pressure). As outlined in Figure 1-2, we discuss six types of information that contribute to self-understanding, along with potential problems in self-evaluation.

GENERAL INFORMATION ABOUT HUMAN BEHAVIOR

As you learn about people in general, you should also be gaining knowledge about yourself. Therefore, most of the information in this text is presented in a form that should be useful to you personally. Whenever general information is presented, it is your responsibility to relate such information to your particular situation, such as in studying sources of conflict. One such general cause is limited resources; that is, not everyone can have what he or she wants. See how this general principle applies to you. Here is an example involving others: “That’s why I’ve been so angry with Melissa lately. She was the one given the promotion, whereas I’m stuck in the same old job.”

In relating facts and observations about people in general to yourself, be careful not to misapply the information. Feedback from other people will help you avoid the pitfalls of introspection (looking into yourself).

INFORMAL FEEDBACK FROM PEOPLE

As just implied, **feedback** is information that tells you how well you have performed. You can sometimes obtain feedback from the spontaneous comments of others or by asking them for feedback. An auto-insurance claims investigator grew one notch in self-confidence when coworkers began to call him “Super Sleuth.” He was given this name because of his ability to quickly detect accident fraud. His experience illustrates that a valuable source of information for self-understanding is what the significant people in

Feedback

information that tells one how well he or she has performed

your life think of you. Although feedback of this type might make you feel uncomfortable, when it is consistent, it accurately reflects how others perceive you.

With some ingenuity you can create informal feedback. (In this sense, the term *informal* refers to not being part of a company-sponsored program.) For example, you might send an email or social media post to ten people in your social network asking them for a candid evaluation of your strengths and weaknesses. Make the promise that you will not retaliate if you don't like what you hear.

A few skeptics will argue that friends never give you a true picture of yourself; rather, they say flattering things about you because they value your friendship. Experience has shown, however, that if you emphasize the importance of their opinions, most people will give you a few constructive suggestions. You also have to appear sincere. Because not everyone's comments will be helpful, you may have to sample many people.

FEEDBACK FROM SUPERIORS

Virtually all employers provide employees with formal or informal feedback on their performances. A formal method of feedback is called a *performance evaluation*. During a performance evaluation (or appraisal), your superior will convey to you what he or she thinks you are doing well and not so well. These observations become a permanent part of your human resources record. Informal feedback occurs when a superior discusses your job performance with you but does not record these observations.

Many companies have moved toward supplementing annual performance evaluations with frequent informal feedback. Part of the reason for the shift to more frequent feedback is the growing number of Millennials (the latest generation) entering the workforce, many of whom prefer immediate and frequent feedback. Sussane Bond, director of professional services for Halogen Software Inc., says, "It's no longer a sit-down once a year. Performance reviews mean timely feedback face to face with employees."¹⁰

A recent tendency is for managers in many companies to soften negative feedback to avoid eroding the self-confidence of employees, and therefore hurting performance. "Accentuating the positive" has become the new mantra at many firms concerned about human relationships. Managers in these firms give frequent praise, encourage employees to celebrate small victories, and focus performance reviews on a worker's strengths.¹¹ As a result of this positive emphasis, feedback from employee reviews might not be so accurate in terms of pointing to areas for improvement.

When feedback obtained from superiors is reasonably candid, it can help you learn about yourself. For instance, if two different bosses say that you are a creative problem solver, you might conclude that you are creative. If several bosses tell you that you are too impatient with other people, you might conclude that you are impatient.

FEEDBACK FROM COWORKERS

A sometimes-used practice in organizations is **peer evaluations**, a system in which teammates contribute to an evaluation of a person's job performance. Although coworkers under this system do not have total responsibility for evaluating each other, their input is taken seriously. The amount of a worker's salary increase could thus be affected by peer judgments about his or her performance. The results of peer evaluations can also be used as feedback for learning about yourself. Assume that coworkers agree on several of your strengths and needs for improvement. You can conclude that others who work closely with you generally perceive you that way.

Teammates might rate each other on performance dimensions such as cooperation with other members of the team, customer service attitude, productivity, and contributions

Peer evaluations
system in which teammates contribute
to an evaluation of a person's job
performance

Developmental opportunity
area for growth or of weakness

to meetings. If several teammates rate you low in one of these dimensions, the ratings could indicate a **developmental opportunity**, an area for growth, or of weakness.

FEEDBACK FROM SELF-ASSESSMENT QUIZZES

Many self-help books, including this one, contain questionnaires that you fill out by yourself, for yourself. The information that you pick up from these questionnaires often provides valuable clues to your preferences, values, and personal traits. Such self-examination questionnaires should not be confused with the scientifically researched test you might take in a counseling center or guidance department or when applying for a job. Another source of useful self-assessment quizzes is www.queendom.com, which offers a variety of tests that contribute to self-understanding, including the classical intelligence quotient (IQ), mental toughness, risk-taking, and self-esteem tests, among many others.

The amount of useful information gained from self-examination questionnaires depends on your candor. Because no outside judge is involved in these self-help quizzes, candor usually is not a problem. An exception is that we all have certain blind spots. Most people, for example, believe that they have considerably above-average skills in dealing with people.

As a starting point in conducting self-examination exercises, you already completed Human Relations Self-Assessment Quiz 1-1. Quiz 1-3 gives you an opportunity to write some things down about yourself.

A general point about all forms of feedback is that it takes mental toughness to benefit from the negative type. Yet according to writer Karen Wright, without negative feedback we would be stuck in the Stone Age, unable to learn or improve our chances for attaining success. Negative feedback is useful for negotiating life and interpersonal relations. Much of our growth and development depends on interactions and other experiences that feel bad.¹² For example, suppose that early in his career, an information technology (IT) specialist keeps telling his coworkers how badly he is overloaded with work. Soon a few coworkers tell him essentially to shut up and stop complaining. The IT specialist might profit from the negative feedback and come to understand that he should spend much less time complaining to his coworkers about his heavy workload.

LOOKING AT THE SELF THROUGH THE JOHARI WINDOW

Johari Window

a grid showing how much information you know about yourself as well as how much other people know about you

A systematic approach to looking at yourself is through a model of communication called the Johari Window, which focuses on self-disclosure. The **Johari Window** is a grid showing how much information you know about yourself as well as how much other people know about you. (The term *Johari* came about because the method was created by Joseph Luft and Harry Ingram.)

The basics of the model are outlined in Figure 1-3. One axis of the grid is the degree to which information about you is known to or understood by you. The other axis is the degree to which information about you is known to others. The horizontal dimension involves soliciting, or obtaining, feedback from others about you; the vertical dimension involves feedback about you to others, or self-disclosure.¹³

The basic premise of the model, as well as the lesson it teaches, is that we can improve our personal and professional relationships through understanding ourselves in depth. But you also have to take the next step of selecting those aspects of the self that are appropriate to share with others. A packaging specialist might want to reveal to coworkers that he does his best creative thinking when jogging alone. However, he might not want to reveal that he finds coworkers to be an annoying distraction while he is attempting to think creatively.

Human Relations Self-Assessment Quiz

1-3

The Written Self-Portrait

A good starting point in acquiring serious self-knowledge is to prepare a written self-portrait in the major life spheres (or aspects). In each of the following spheres, describe yourself in about twenty-five to fifty words. For example, for the interpersonal sphere, a person might write, "I'm a little timid on the surface. But those people who get to know me well understand that I'm filled with enthusiasm and joy. My relationships with people last a long time. I'm on excellent terms with all members of my family. And my significant other and I have been together for five years. We are very close emotionally and should be together for a lifetime."

1. Occupational and school: _____

2. Interpersonal (interactions with people): _____

3. Beliefs, values, and attitudes: _____

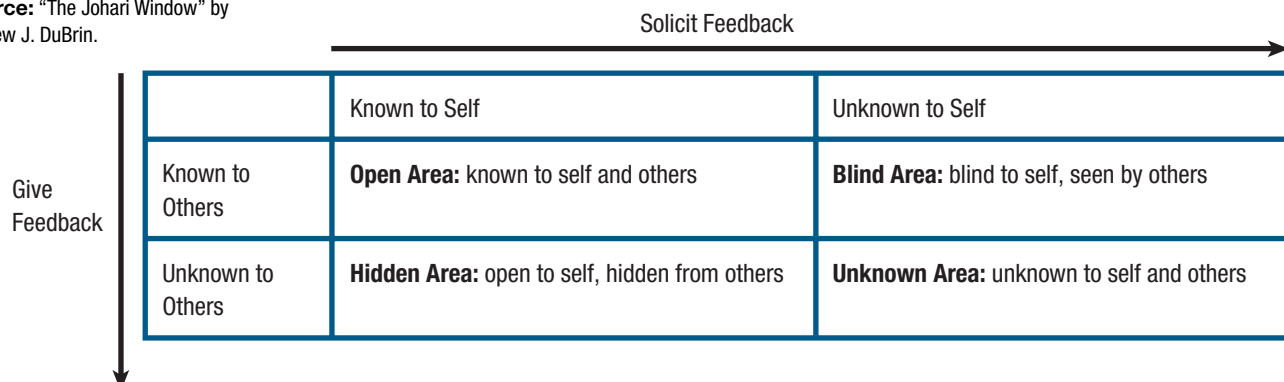
4. Physical description (body type, appearance, grooming): _____

Source: "The Written Self-Portrait" by Andrew J. DuBrin.

FIGURE 1-3

THE JOHARI WINDOW

Source: "The Johari Window" by Andrew J. DuBrin.



Another premise of the model is that the more we share of ourselves with others, the higher the probability of developing high-quality relationships. To develop these positive relationships, we need to be aware of the four areas (or four panes of the window) indicating what is known about us and what is hidden. Observe that the four areas, or panes, of the window are the basics of the communication model.

Open area

pane of Johari Window consisting of information that is known to us and others

Hidden area

pane of Johari Window that contains information known to us about ourselves but is hidden from others

Blind area

pane of Johari Window that contains information that others are aware of but we cannot see in ourselves in reference to both positive and negative qualities

Unknown area

pane of Johari Window that contains information that you and others do not know about you

- The **open area** consists of information that is known to us and others. Among these readily observable aspects would be hair color, skin color, physical appearance, and spoken communication skills. As a relationship builds we enlarge the open area by revealing more about ourselves. As the open area expands, relationships with others improve—unless you annoy others with too many details about your work and personal life.
- The **hidden area** contains information known to us about ourselves but is hidden from others. Frequent hidden areas are ambitions and dislikes of specific individuals. Over the long term, fewer hidden areas lead to more openness and closeness in relationships with others. Yet it is prudent to keep some areas hidden, such as describing a strong physical attraction toward your coworker's or manager's spouse.
- The **blind area** contains information that others are aware of but we cannot see in ourselves in reference to both positive and negative qualities. Many people suffer from thinking that they are not physically attractive, yet others in general have an opposite perception. In the opposite direction, many people perceive themselves to be highly skilled in getting along with other people, yet most people might have an opposite point of view. Feedback from others, if not blocked by defensiveness, will help reduce the blind area. As your blind area decreases, you are likely to enlarge your open area because you will have more accurate data to work with.
- The **unknown area** contains information that you and others do not know about you. It sometimes takes an unusual situation to bring out this unknown information, such as emerging as a leader when a crisis, such as a hurricane, hits your unit of the company.

The Johari Window is useful in reminding you of the importance of self-disclosure, such as in enlarging your open area. As you disclose more about yourself, others will reciprocate and disclose more about themselves. The mutual disclosures lead to enhanced positive feelings among people in both work and personal life.

TWO SELF-EVALUATION TRAPS

The theme of this section of the chapter is that self-awareness is a positive force in our lives. Yet self-awareness also has two negative extremes or traps. One of these extremes is that focusing on the self can highlight shortcomings the way staring into a mirror can dramatize every blemish and wrinkle on a face. Certain situations predictably force us to engage in self-reflection and become the object of our own attention. When we talk about ourselves, answer self-quizzes, stand before an audience or camera, or watch ourselves on a video, we become more self-aware and make comparisons to some arbitrary standard of behavior. The comparison often results in negative self-evaluation in comparison to the standard and a decrease in self-esteem as we discover that we fall short of standards.¹⁴ Keeping the self-awareness trap in mind will help you minimize needless underevaluation, thereby benefiting from gathering feedback about yourself.

In contrast to underevaluation, it is also true that many people tend to overestimate their competence, such as thinking they deserve a bigger raise or an A in every course. A particular area in which people overestimate their competence is in the moral domain. Many people suffer from a “holier than thou” syndrome. A study with college students, for

example, found that they consistently overrated the likelihood that they would act in generous or selfless ways. On one test, 84 percent of the students initially predicted that they would cooperate with their partner, but in reality, only 61 percent did.¹⁵

Cultural differences help explain at least some of the differences in underevaluation versus overevaluation. Several studies have shown, for example, that East Asians tend to underestimate their abilities, with an aim toward improving the self and getting along with others. North Americans are more likely to overestimate their abilities and not to be so prone to look for areas of self-improvement.¹⁶ Cultural differences reflect stereotypes that apply to the average individual from a culture.

The antidote to the twin self-evaluation traps is to search for honest and objective feedback from others to help you supplement your self-evaluation. Competing against peers, such as in school, sports, and contests on the job (for example, a sales contest or creative suggestion contest), can help you evaluate yourself more realistically. Next, we look more at human relations from the standpoint of the workplace rather than the individual.

How the Human Relations Movement Developed

◀ Learning Objective 1.4 ▶

The **human relations movement** began as a concentrated effort by some managers and their advisers to become more sensitive to the needs of employees or to treat them in a more humanistic manner. In other words, employees were to be treated as human beings rather than as parts of the productive process. As diagrammed in Figure 1-4, the human relations movement was supported directly by four different historic influences: the Hawthorne studies, the threat of unionization, and industrial humanism.¹⁷ Scientific Theory X and Theory Y management, which predated the growth of human relations in industry, contributed indirectly to the movement.

Human relations movement
movement that began as a concentrated effort by some managers and their advisers to become more sensitive to the needs of employees or to treat them in a more humanistic manner

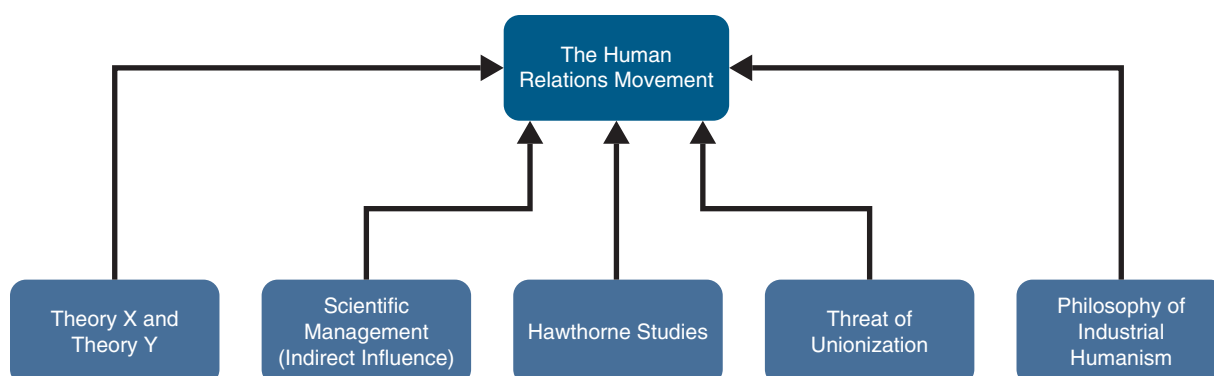
SCIENTIFIC MANAGEMENT

The study of management became more systematized and formal as a byproduct of the Industrial Revolution, which took place from the 1700s through the 1900s. Approaches to managing work and people needed to be developed to manage all the new factories that

FIGURE 1-4

INFLUENCES SUPPORTING THE HUMAN RELATIONS MOVEMENT

Source: "Influences Supporting the Human Relations Movement" by Andrew J. DuBrin.



Scientific management

theory that focuses on the application of scientific methods to increase individual workers' productivity

were a central part of the Industrial Revolution. The focus of **scientific management** was on the application of scientific methods to increase individual workers' productivity. Frederick W. Taylor, considered the father of scientific management, was an engineer by background. He used scientific analysis and experiments to increase worker output. Taylor's goal was to remove human variability so each worker could become essentially an interchangeable part. His model for human behavior was a machine, with inexpensive parts, each of which has a specific function. Using the principles of scientific management, a worker might assemble a washing machine with the least number of wasted motions and steps. United Parcel Service (UPS) relies heavily on the principles of scientific management to get the most productivity from carriers and shipping personnel, including tightly timing their deliveries.

With scientific management sounding so dehumanizing, how could the movement have contributed to good human relations? Taylor also studied problems such as fatigue and safety. He urged management to study the relationship between work breaks and the length of the workday and productivity. He convinced some managers that work breaks and shorter workdays could increase productivity. Furthermore, scientific management proposed that workers who produced more be paid more.

Scientific management also contributed to the human relations movement by creating a backlash against what many people thought was mistreatment of workers. The industrial engineer with his or her stopwatch and clipboard, hovering over a worker measuring each tiny part of the job and the worker's movements, became a hated figure.¹⁸ The objection to this approach called for a better way to treat people, which came to be known as the human relations movement.

THE HAWTHORNE STUDIES

The human relations school of management is generally said to have begun in 1927 with a group of studies conducted at the Chicago-area Hawthorne plant of an AT&T subsidiary. These studies were prompted by an experiment carried out by the company's engineers between 1924 and 1927. Following the tradition of scientific management, these engineers were applying research methods to investigate problems of employee productivity.

Two groups were studied to determine the effects of different levels of light on worker performance. As prescribed by the scientific method, one group received increased illumination, whereas the other did not. A preliminary finding was that when illumination was increased, the level of performance also increased. Surprisingly to the engineers, productivity also increased when the level of light was decreased almost to moonlight levels. One interpretation of these findings was that the workers involved in the experiment enjoyed being the center of attention. In other words, they reacted positively because management cared about them. Such a phenomenon taking place in any work or research setting is now called the **Hawthorne effect**.¹⁹

As a result of these preliminary investigations, a team of researchers headed by Harvard professors Elton Mayo and Fritz J. Roethlisberger conducted a series of experiments extending over a six-year period. The conclusions they reached served as the foundations for later developments in the human relations approach to management. It was found that economic incentives are less important than generally believed in influencing workers to achieve high levels of output. Also, leadership practices and work group pressures profoundly influence employee satisfaction and performance. An example of an effective leadership practice would be coaching and encouraging workers to higher performance. The researchers noted that any factor influencing employee behavior is embedded in a social system. For instance, to understand the impact of pay on performance, you have to understand the atmosphere that exists in the work group and how the leader approaches his or her job.

Hawthorne effect

applying research methods to investigate problems of employee productivity using the scientific method; in the study, employees reacted positively because management cared about them

A major implication of the Hawthorne studies was that the old concept of an economic person motivated primarily by money had to be replaced by a more valid idea. The replacement concept was a social person, motivated by social needs, desiring rewarding on-the-job relationships and being more responsive to pressures from coworkers than to control by the boss.²⁰ Do you believe that workers are more concerned with social relationships than with money?

THE THREAT OF UNIONIZATION

Labor union officials and their advocates contend that the benefits of unionization extend to many workers who themselves do not belong to unions. Management in nonunion firms will sometimes pay employees union wages to offset the potential advantages of unionization. A similar set of circumstances contributed to the growth of the human relations movement. Labor unions began to grow rapidly in the United States during the late 1930s. Many employers feared that the presence of a labor union would have negative consequences for their companies. Consequently, management looked aggressively for ways to stem the tide of unionization, such as using human relations techniques to satisfy workers.²¹

Today the threat of unionization is primarily in the public sector. Although unionization has declined considerably in manufacturing, about 35.7 percent of government workers, including those in education, are union members, compared with about 6.6 percent of workers in private-sector industries. In 1945, about 36 percent of the U.S. workforce was unionized, versus about 12.3 percent today.²² The decline of manufacturing jobs has contributed to the decline of union membership. Much of the decline can be attributed to the outsourcing of manufacturing jobs to other countries and the use of information technology to replace workers.

THE PHILOSOPHY OF INDUSTRIAL HUMANISM

Partly as a byproduct of the Hawthorne studies, a new philosophy of human relations arose in the workplace. Elton Mayo was one of the two key figures in developing this philosophy of industrial humanism. He cautioned managers that emotional factors (such as a desire for recognition) were a more important contributor to productivity than physical and logical factors. Mayo argued vigorously that work should lead to personal satisfaction for employees.

Mary Parker Follett was another key figure in advancing the cause of industrial humanism. Her experience as a management consultant led her to believe that the key to increased productivity was to motivate employees, rather than simply ordering better job performance. The keys to both productivity and democracy, according to Follett, were cooperation, a spirit of unity, and a coordination of effort.²³

THEORY X AND THEORY Y OF DOUGLAS MCGREGOR

The importance of managing people through more effective methods of human relations was advanced by the writings of social psychologist Douglas McGregor. His famous position was that managers should challenge their assumptions about the nature of people. McGregor believed that too many managers assumed that people were lazy and indifferent toward work. He urged managers to be open to the possibility that under the right circumstances people are eager to perform well. If a supervisor accepts one of these extreme sets of beliefs about people, the supervisor will act differently toward them than if he or she believes the opposite. These famous assumptions that propelled the human relations movement are summarized as follows:

Theory X Assumptions

1. The average person dislikes work and therefore will avoid it if he or she can.
2. Because of this dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth enough effort to achieve organizational goals.
3. The average employee prefers to be directed, wishes to shirk responsibility, has relatively little ambition, and highly values job security.

Theory Y Assumptions

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward reaching company objectives. Employees will exercise self-direction and self-control in the service of objectives to which they attach high valence.
3. Commitment to objectives is related to the rewards associated with their achievement.
4. The average person learns, under proper conditions, not only to accept but also to seek responsibility.
5. Many employees have the capacity to exercise a high degree of imagination, ingenuity, and creativity in the solution of organizational problems.
6. Under the present conditions of industrial life, the intellectual potentialities of the average person are only partially utilized.²⁴

The distinction between Theory X and Theory Y has often been misinterpreted. McGregor was humanistic, but he did not mean to imply that being directive and demanding with workers is always the wrong tactic. Some people are undermotivated and dislike work. In these situations, the manager has to behave sternly toward group members to motivate them. If you are a Theory Y manager, you size up your group members to understand their attitudes toward work.

THE INTERNET AND SOCIAL MEDIA ERA

As with every other field, human relations in organizations has been affected by the Internet, including social networks. Rather than being a new approach to human relations, these modern developments in information technology are incorporated into the work activities of the vast majority of workers at all levels in the organization. Rare exceptions do exist with respect to workers who do not have to use the Internet to accomplish their tasks. Among them are clam diggers, street food vendors, hotel housekeepers, and circus clowns. Following are three of hundreds of possible examples of how the Internet and social media influence human relations on the job:

- Workers communicate and collaborate with each other through company social media networks, as well as public networks such as Facebook, Twitter, and Instagram.
- Team leaders motivate subordinates by sending them electronic messages in place of face-to-face meetings.
- Job applicants do online most of the work preceding a face-to-face interview and also research their prospective employers online.

The focus of our approach in this text as to how the Internet and social media affect human relations will be in Chapter 8.

RELEVANCE OF THE HISTORY OF HUMAN RELATIONS TO TODAY'S WORKPLACE

Many of the pioneering ideas described in the history of human relations are still relevant, partly because human nature has not undergone major changes. Most of the core ideas in the history of the human relations movement are still part of the human relations and organizational behavior curriculum today, even though they have more research substantiation and new labels. A good example is the push toward creativity and innovation based on the involvement of many different workers, not only specialists from one department. The link to history is that Theory Y encourages empowering employees to use their ingenuity and creativity to solve organizational problems. Next is a bulleted summary of ideas from the human relations movement that still influence the practice of human relations today:

- Many principles of scientific management are useful in making workers more productive so business firms can compete better in a global economy.
- Ideas from the Hawthorne studies have helped managers focus on the importance of providing both congenial work surroundings and adequate compensation to motivate and retain workers.
- Industrial humanism is widely practiced today in the form of looking for ways to keep workers satisfied through such methods as flexible work arrangements, family leave, and dependent-care benefits.
- Theory Y has prompted managers to think through which style of leadership works best with which employees. Specifically, a modern manager is likely to grant more freedom to employees who are well motivated and talented. Spurred partially by Theory X, few managers today believe that being the “bull of the woods” is the best way to supervise all workers.

Major Factors Influencing Job Performance and Behavior

◀ Learning Objective 1.5 ▶

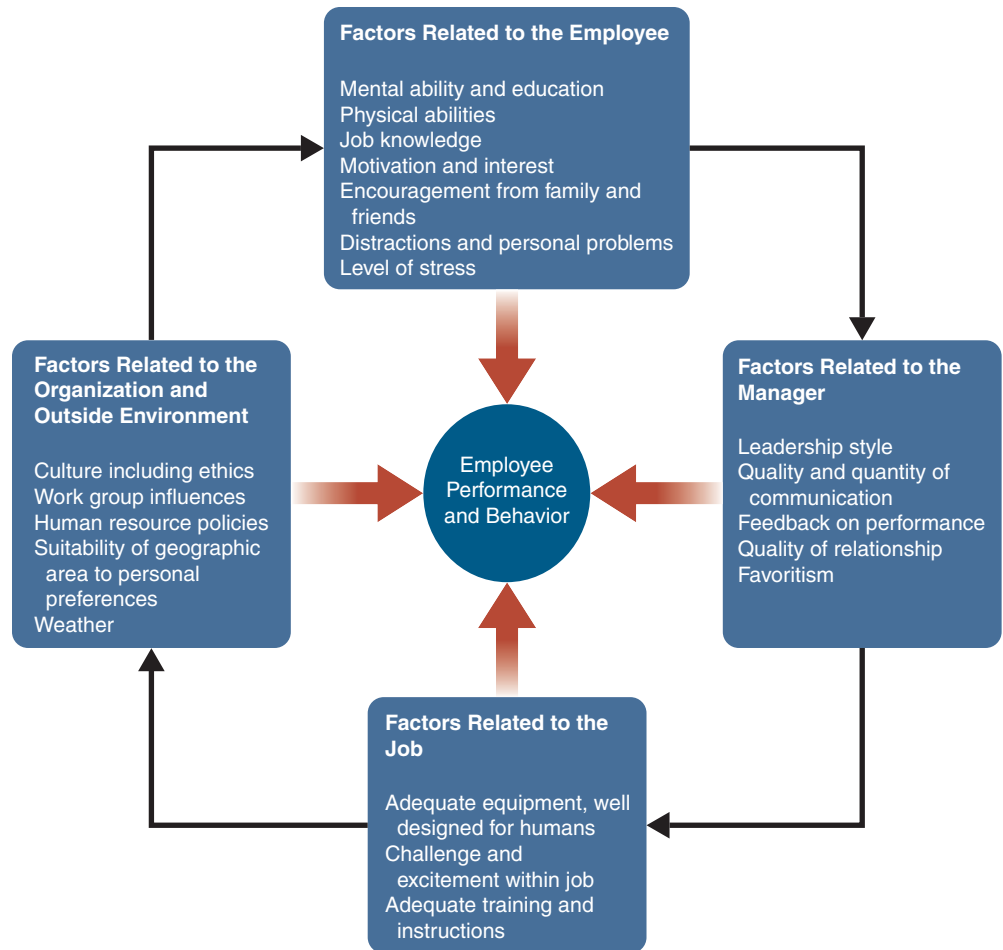
Part of understanding human relations is recognizing the factors or forces that influence job performance and behavior. In overview, the performance and behavior of workers is influenced by factors related to the employee, manager, job, and organization plus the external environment, as discussed next and outlined in Figure 1-5. Here we present a sampling of these many factors, because a comprehensive understanding of them encompasses the study of human relations, organizational behavior, and management.

- 1. Factors related to the employee.** The major influence on how a worker performs and behaves, or acts, on the job stems from his or her personal attributes. The worker's mental ability influences how quickly and accurately he or she can solve problems. Physical ability would influence some types of performance, such as the ability to stand up for long periods of time as a store manager or lift boxes as a warehouse attendant. Job knowledge is obviously important, such as a financial consultant being knowledgeable about a variety of investments. Employees who are well motivated and interested in the work are likely to perform better and behave in a more professional manner. Workers who receive encouragement from friends and family are likely to perform better. Being distracted, such as frequently accessing Facebook and Twitter during the workday or experiencing heavy personal problems, can influence

FIGURE 1-5

FACTORS CONTRIBUTING TO PERFORMANCE AND BEHAVIOR IN THE WORKPLACE

Source: “FACTORS CONTRIBUTING TO PERFORMANCE AND BEHAVIOR IN THE WORKPLACE” by Andrew J. DuBrin.



performance negatively. Having the right amount of stress can boost performance, whereas being overstressed can lower performance and lead to distracting behavior, such as being confused.

- 2. Factors related to the manager.** The manager, or supervisor, is another major influence on work behavior. A manager whose style or approach is warm and supportive is likely to bring out the best in many employees. But some workers require a more directive and demanding supervisor to perform at their best. Ample communication among the manager and group members is likely to enhance performance and guide employees toward doing what is expected of them. Most workers need considerable feedback from their supervisor to stay on track and be highly motivated. A high-quality relationship between the manager and group members leads to high performance, more loyalty, and lower absenteeism. Favoritism is another key factor related to the manager. A manager who plays favorites is less likely to gain the cooperation of the entire group.
- 3. Factors related to the job.** The job itself influences how well the worker might perform and behave. Given the right equipment, designed well for human use, a worker is likely to perform better, such as being less likely to have aches, pains, and wrist injuries as a result of many hours of keyboarding. A proven strategy for improving worker motivation is to give the employee an exciting, challenging job, such as the opportunity to make presentations to management about a project. Adequate training and instructions can also be a big boost to job performance. Information technology also has a major potential impact on the job. A good example is that when an organization

relies on one cohesive suite of productivity tools instead of workers using a wide range of devices of their own choosing, productivity will increase.²⁵

4. Factors related to the organization and the external environment. The organization as a whole can have a profound influence on the individual worker's performance and behavior. The *culture*, or atmosphere and values of a company, establishes an unwritten standard for how employees perform and behave. At Google, for example, employees are placed in an atmosphere where being creative and making suggestions are expected. And all Zappos.com employees know that having fun is supposed to be part of the job. The culture of the organization also influences the ethical behavior of employees, with some companies expecting honest treatment of workers and employees. Other companies are much less ethical and encourage tactics such as deceiving customers. The work group, as part of the organization, can influence the employee by encouraging teamwork and high productivity, among other approaches. Human resource policies are another notable influence on the individual. If your company offers you generous medical and dental benefits and allows time off for family emergencies, it becomes easier to concentrate on the job.

It is also possible for the external, or outside, environment to influence job performance and behavior. A positive example would be living in a geographic location so enjoyable that the setting tips your mood in a positive direction on many days. A negative example would be the necessity of a long and difficult commute to work when you dislike commuting.

A series of found studies conducted by a team of researchers supports the idea that the external environment influences individual productivity. The studies found that on days of inclement weather, productivity increased rather than decreased as common sense might predict. Rainy weather, according to the interpretation of the findings, creates fewer cognitive distractions and thus facilitates concentrating on work.²⁶ You have probably asked yourself at least once in your life, "Why am I working inside on this beautiful day?" Your distracting thought might have lowered your productivity for that day.

The four factors just listed often have a combined influence on the worker. Let us take an extreme example: Jack, a well-motivated and talented assistant hotel manager, reports to a manager with whom he has a great relationship, which includes giving Jack ample feedback on his performance. Jack finds his job challenging, and his hotel has the advanced equipment necessary for success. The hotel has a friendly climate, along with generous benefits. Jack also thinks the geographic setting of the hotel is superb. As a result of this combination of factors, Jack is an outstanding performer who approaches his job with a high degree of professionalism.

Concept Review and Reinforcement

Key Terms

Human relations, 5
Organizational effectiveness, 5
Self-understanding, 11
Self, 11
Public self, 11
Private self, 11

Alternative self, 11
Feedback, 12
Peer evaluations, 13
Developmental opportunity, 14
Johari Window, 14
Open area, 16

Hidden area, 16
Blind area, 16
Unknown area, 16
Human relations movement, 17
Scientific management, 18
Hawthorne effect, 18

Summary and Review

Human relations is the art and practice of using systematic knowledge about human behavior to improve personal, job, and career effectiveness.

From the standpoint of management, human relations is important because it contributes to organizational effectiveness. Treating employees with respect and paying them fairly contributes to developing an efficient and creative organization. Major benefits of studying human relations include the following:

- Acquiring information about human behavior
- Developing skills in dealing with people
- Coping with job problems
- Coping with personal problems
- Capitalizing on opportunities
- Demonstrating potential for advancement

Work and personal life often influence each other in several ways, as follows:

- Mood influences job satisfaction, but the effect passes quickly.
- Job satisfaction influences the mood at home, with more emotional employees more likely to experience this relationship.
- A high level of job satisfaction tends to spill over to your personal life. Conversely, an unsatisfactory personal life could lead to negative job attitudes.
- Your job can affect physical and mental health. Severely negative job conditions may lead to a serious stress disorder, such as heart disease.
- The quality of relationships with people at work and in one's personal life influence each other.

- Certain skills (such as the ability to listen) contribute to success at work and in one's personal life.
- How we behave at work is closely related to how we behave at home.
- Workers who achieve a good balance between the demands of work and family life are likely to be more productive and satisfied.

To be effective in human relationships, you must first understand yourself. Six sources of information that contribute to self-understanding are as follows:

1. General information about human behavior
2. Informal feedback from people
3. Feedback from superiors
4. Feedback from coworkers
5. Feedback from self-examination exercises
6. Looking at the self through the Johari Window

Be aware of the self-evaluation traps of highlighting your shortcomings and unrealistically overevaluating your competence. Cultural differences help explain some of the differences in underevaluation versus overevaluation.

The human relations movement was a concentrated effort to become more sensitive to the needs of employees and to treat them in a more humanistic manner. Along with the indirect influence of scientific management, the movement was supported directly by five historic influences, and a new influence has emerged:

1. Scientific management applied scientific methods to increase worker productivity.

2. The Hawthorne studies showed that concern for workers can increase their performance as much as or more than improving physical working conditions.
3. Employers used the threat of unionization, in which management employed human relations techniques to deter workers from joining a labor union.
4. The philosophy of industrial humanism, in which motivation and emotional factors are important.
5. Theory X and Theory Y of Douglas McGregor.
6. The Internet and social media have influenced heavily how people communicate and relate to each other in the workplace.

Many of the pioneering ideas described in the history of human relations are still relevant, partly because human nature has not undergone major changes. An example of a pioneering idea in use is that Theory Y has prompted managers to think through which leadership style works best with which employees.

Part of understanding human relations is recognizing the factors that influence job performance and behavior, as follows: factors related to the employee, manager, job, and the organization and external environment.

Discussion and Review Questions

- 1.1 Why do you think good human relations skills are so important for supervisors who direct the work activities of entry-level workers?
- 1.2 How might participation in team sports enhance an individual's human relations skills? How might such participation encourage a person to develop poor human relations skills?
- 1.3 Give an example from your own experience of how work life influences personal life and vice versa.
- 1.4 How might a person improve his or her personal life to the extent that the improvement would also enhance his or her job performance?
- 1.5 How might a person improve his or her job or career to the extent that the improvement would actually enhance his or her personal life?
- 1.6 Describe a situation in which making Theory X assumptions about employees might be accurate.
- 1.7 How do you think having good human relations skills and knowledge might add to your job security in a competitive workplace?
- 1.8 Identify a person in public life, including a television show character, who you think has outstanding human relations skills, and explain the basis for your conclusion.
- 1.9 Identify a person in public life, including a television show character, who you think has terrible human relations skills, and explain the basis for your conclusion.
- 1.10 Based on what you have studied so far, in what way does human relations involve more than "being nice to people"?

Web Corner

The Dale Carnegie organization has long been associated with teaching human relations effectiveness. The company stemmed from the work of Dale Carnegie, who many years ago popularized the idea of "winning friends and influencing people." Visit www.dalecarnegie.com to understand what type of skills Dale Carnegie Training teaches. Compare the course listing to subjects listed in the table of contents in this text. What similarities do you see?

INTERNET SKILL BUILDER

The Importance of Human Relations Skills in Business

One of the themes of this entire text is that human relations skills are important for success in business. But what do

employers really think? To find out, visit the websites of five of your favorite companies, such as www.wellsfargo.com. Go to the employment section and search for a job that you might qualify for now or in the future. Investigate which human relations or interpersonal skills the employer mentions as a requirement, such as "Must have superior spoken communication skills." Make up a list of the human relations or interpersonal skills you find mentioned. What conclusions do you reach from this exercise?

Developing Your Human Relations Skills

Human Relations Application Exercises

Applying Human Relations Exercise 1-1

Learning about Each Other's Human Relations Skills

A constructive way of broadening your insights about human relations skills is to find out what other people perceive as their strengths in dealing with others. Toward this end, class members come to the front of the class, one by one, to make a two-minute presentation on his or her best ability in dealing with people. To help standardize the presentations, each student completes the following sentence: "What I do best with people is _____."

In this exercise, and all other class presentation exercises contained in the text, students are asked to share only those ideas they would be comfortable in sharing with the class. Here, for example, you might be very good at doing something with people about which you would be embarrassed to let others know.

As the other students are presenting, attempt to concentrate on them and not be so preoccupied with your presentation that you cannot listen. Make note when somebody says something out of the ordinary. When the presentation is over, the class will discuss answers to the following questions:

1. What was the most frequent human relations capability mentioned?
2. To what extent do classmates appear to be exaggerating their human relations skills?
3. What omissions did you find? For example, were there any important human relations skills you thought a few students should have mentioned but did not?

Applying Human Relations Exercise 1-2

My Human Relations Journal

A potentially important aid in your development as a person with effective human relations skills is to maintain a journal or diary of your experiences. Make a journal entry within 24 hours of carrying out a significant human relations action or failing to do so when the opportunity arose. You will have entries dealing with human relations opportunities both capitalized on and missed. Here is an example: "A few of my neighbors were complaining about all the vandalism in the neighborhood. Cars were getting dented and scratched, and streetlights were being smashed. A few bricks were thrown into home windows. I volunteered to organize a neighborhood patrol. The patrol actually helped cut back on the vandalism." Or in contrast, given the same scenario: "I thought that someone else should take care of the problem. My time is too valuable." (In the first example, the key human relations skill the person exercised was leadership.)

Also include in your journal such entries as feedback you receive on your human relations ability, good interpersonal traits you appear to be developing, and key human relations ideas about which you read.

Review your journal monthly, and make note of any progress you think you have made in developing your human relations skills. Also consider preparing a graph of your human relations skill development. The vertical axis can represent skill level on a scale of 1 to 100, and the horizontal axis might be divided into time intervals, such as calendar quarters.

Human Relations Case Study 1-1

Amanda, the Rejected Job Candidate

Amanda had several years of experience in website development at one company. She also had studied website development at college and had five years of experience in developing websites for friends and family as a hobby. The company she worked for was acquired by a larger firm that had a website development staff of its own, so Amanda's position was eliminated.

Although she received two months of severance pay and would soon be eligible for unemployment insurance, Amanda began a job search immediately. She concentrated her online job search for website developer positions within fifty miles of the apartment that she shared with her sister. After sending twenty-one inquiries and job résumés, Amanda landed a job interview with Noble Properties, a large regional real-estate sales company.

The interview began with a discussion of Amanda's technical qualifications for the job. Amanda described her experience in website development and also accessed, on the interviewer's desktop computer and her smartphone, two different websites she had developed. During her presentation, Amanda noticed that she had a text message waiting from a friend. She motioned to the interviewer with her index finger and a nod that she would take a brief pause from the interview to read the message and respond. Amanda said to the interviewer, "My friends won't stop texting me."

Later in the interview, Amanda was asked how well she got along with other workers in her past employment. Amanda replied, "I'm kind of a lone wolf, but who cares? I'm not applying for a job in sales. I work best alone. When coworkers ask me questions, it breaks my concentration."

At approximately twenty-five minutes into the interview, the manager explained to Amanda that after a ten-minute break, she would have a group interview with several other Noble Properties staff members.

Amanda was called into a small conference room where four Noble staffers and the interviewing manager were waiting. At first, Amanda said nothing while she sat staring at her hands. She then said, "What do you want from me?"

The CEO said to Amanda, "One thing I would like from you is to remove your sports cap. It interferes with seeing your facial expressions." Amanda replied, "I would hate to take off my cap because my hair is awful today, but I'll do it anyway. But I don't see how facial expressions are important for a website developer."

The interviewing manager concluded the interview by asking Amanda if she had any questions or comments. Amanda responded, "Please text me with your decision. I really prefer text messages to talking on the phone."

After Amanda left the conference room, the interviewing manager said, "So what if this woman is an effective website developer? Her people skills are unsuited for Noble Properties. I recommend that we do not make her a job offer."

Questions

- 1.11** What evidence do you see from the information presented that Amanda has poor people (human relations) skills?
- 1.12** Why should the interviewing manager at Noble Properties care if a website developer has good human relations skills?
- 1.13** What advice might you offer Amanda to increase her chances of being more successful during an interview for the position of a website developer?

Human Relations Case Study 1–2

Calvin Struggles to Balance His Life

Calvin, age twenty-nine, is a physical therapist working at a sports medicine clinic. Most of his work is helping people who have suffered sports-related or automobile-accident-related injuries to rehabilitate and get back to normal functioning. Many of the patients he treats have torn knee ligaments or broken ankles. Calvin derives a lot of satisfaction from his work, but at times he feels overwhelmed.

"I want to help every patient get back on track," he says. "Yet my work can be so frustrating because progress can be so slow. Emily, a fourteen-year-old girl, is a good example. The poor kid badly tore the ACL on her left knee during a soccer match. Emily and her parents want her walking great and playing soccer as soon as possible. I have been working with her for ten months, and the progress is so slow. Sure Emily can walk, but her left knee is still far too weak. And she is in no shape to play soccer. The orthopedist on the case agrees."

Asked how the highs and lows of his work as a physical therapist affect his life outside of work, Calvin replied with heavy emotion: "What you hint at is the biggest struggle in my life right now. My wife Ashley has a demanding career as an executive assistant, and she does a better job of keeping

work and home life separate. We are also parents to Carter, who attends kindergarten.

"When I have a great day at the clinic, such as seeing a patient regain almost full strength, I feel like Superman. I come home to Ashley and Carter filled with love and warmth. I am ready to take my turn cooking for dinner and reading a bedtime story to Carter. But on days when the patients I work with have made no progress or feel frustrated and hopeless, I feel frustrated and hopeless. The problem is that when I arrive home in that down condition, I'm kind of a washout as a husband and father.

"What I would like to do is to be on more of an even keel and not let my work as a physical therapist have such an impact on my home life."

Questions

- 1.14** What does this case illustrate about the relationship between work and personal life?
- 1.15** What might Calvin do to soften the impact his professional life has on his personal life?
- 1.16** What role might Ashley play in helping Calvin with his struggle?

Human Relations Role-Playing Exercise

Here, as in all chapters, a role-playing (or role-assuming) exercise will be presented to provide practice in implementing a specific human relations skill or technique. The role-plays will typically be presented in front of others for about five to ten minutes. A natural and easy way of carrying out most of these role-plays is for you to get a general idea of the role and then spontaneously say and do what you think a person in that role might do and say. For many of the role-plays, it will be helpful for you to read the relevant text material to assist you in refining your skill. For these two introductory role-plays, just rely on whatever knowledge and skills you already have.

Scenario 1: Kindness at the Building Inspection Office

Getting back to the chapter-opening story, one person plays the role of Beverly, who is presented with what appears to be a way-off-base suggestion from a staff member. The staff member suggests that instead of making in-person visits to inspect buildings, robots should be programmed to make the inspections. Some of the inspections could be made late at night or early in the morning so as not to disturb workers in the buildings. One person plays the role of the staff member

who makes the suggestion. Another person plays the role of Beverly, who will reject the suggestion with kindness. Run the conversation for about six minutes.

Scenario 2: Having a Conversation about Work and Family Life

Getting back to Case Study 1-2, one person plays the role of Calvin, the physical therapist. Another person plays the role of Ashley, his wife. It is nine at night, and Carter is finally asleep. Calvin introduces the topic of not wanting to arrive home so frustrated and sullen when he falls short of meeting his expectations as a physical therapist that day. Ashley, who has become a little frustrated with Calvin's mood swings, is eager to have this conversation. One student plays the role of Calvin, and one student plays the role of Ashley.

For both scenarios, observers rate the role-players on two dimensions, using a scale of 1 to 5 from "very poor" to "very good." One dimension is "effective use of human relations techniques." The second dimension is "acting ability." A few observers might voluntarily provide feedback to the role-players in terms of sharing their ratings and observations. The course instructor might also provide feedback.

Human Relations Class Activity

The Unique People

Most of the self-assessment quizzes and human relations exercises presented throughout this text are performed by students working individually or in small groups. At the end of each chapter, we present an additional activity geared toward enhanced human relations knowledge or skill that is to be performed by the entire class, often interacting with each other. The unit of contribution might be you working alone, but at some point the contributions become collective.

Our first class activity is geared toward reinforcing the idea that part of effective human relations is to recognize that people are different in many ways, stemming from their group characteristics, culture, personality, problem-solving ability, experiences, and interests, among many other factors. Students in the class, or only those who volunteer, come up to the front of the class one at a time to make a

one-minute presentation about any way in which they are unique. Here are three statements of uniqueness among an infinite number of possibilities: "I graduated number one in my high school class of fifty-seven students"; "I was born and raised in China, but I don't like to eat in Chinese restaurants. I prefer Applebee's and Outback Steakhouse"; "I rigged up my house to be smart. I can use my Galaxy to start the air-conditioning or the oven in my house from miles away."

After the unique aspects of each class member are presented, volunteers might offer feedback to participants by completing the following statements:

1. "What really surprised me was _____."
2. "What made me really think positively about _____ was the fact that he (or she) _____."
3. "I really learned something about human relations today. Now I know that _____."

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CHAPTER 2

Self-Esteem and Self-Confidence



Fotolia

Outline

- 1 The Nature of Self-Esteem, Its Development, and Its Consequences 32**
 - The Development of Self-Esteem 32
 - The Consequences of Self-Esteem 34
 - Positive Consequences 34
 - Profiting from Negative Feedback 36
 - Serves as a Guide for Regulating Social Relationships 37
 - Potential Negative Consequences 37
- 2 The Enhancement of Self-Esteem 38**
 - Attain Legitimate Accomplishments 38
 - Be Aware of Personal Strengths 39
 - Minimize Settings and Interactions That Detract from Your Feelings of Competence 39
 - Talk and Socialize Frequently with People Who Boost Your Self-Esteem 39
 - Model the Behavior of People with High Self-Esteem 40
- 3 The Importance of Self-Confidence, and Its Sources 40**
 - The Importance of Self-Confidence and Self-Efficacy 40
 - The Sources of Self-Confidence 41
- 4 Developing and Strengthening Your Self-Confidence 42**
 - Take an Inventory of Personal Assets and Accomplishments 43
 - Develop a Solid Knowledge Base 44
 - Use Positive Self-Talk 44
 - Avoid Negative Self-Talk 45
 - Use Positive Visual Imagery 45
 - Set High Expectations for Yourself (the Galatea Effect) 45
 - Strive for Peak Performance 46
 - Behave as If You Feel Confident 46
 - Practice Public Speaking 47
 - Bounce Back from Setbacks and Embarrassments 47
 - Get Past the Emotional Turmoil 47
 - Find a Creative Solution to Your Problem 48
 - Regain Confidence by Relaxing a Little 48
 - Strive to Develop Positive Psychological Capital 48
 - Avoid Overconfidence 49
- 5 Codependency and Its Link to Low Self-Esteem and Low Self-Confidence 49**
 - Meaning of Codependency 49
 - Symptoms and Description of the Problem 50
 - How to Control and Overcome Codependency 51

Emilio Romano, an experienced media and aviation executive, was hired in 2014 by the giant Bank of America Corporation as the chief executive for Mexico. Upon his hiring, the Bank of America president and CEO for Latin America said, “Emilio is a natural and charismatic leader as well as a strong team player who will work to capture market opportunities to take our franchise in Mexico to the next level.” Prior to joining Bank of America, Romano was the president of Telemundo, the second largest Spanish-language television network in the United States. When Romano departed Telemundo, Joe Uva, the chairman of NBC Universal’s Hispanic enterprise and content, publicly thanked him for his contributions to the company. A specific contribution noted was that Romano had laid the foundation for growth with the rapidly growing millennial population. Uva also noted that Romano was a good business partner.

A proud and confident man, Romano said in a press release when he joined Telemundo that he was honored to be joining this team of professionals. He also expressed excitement about being part of the transformation taking place within the Hispanic/Latino media market in the United States.

Throughout his career, Romano has been confident enough to occupy a variety of roles. For three years he was CEO of Mexicana de Aviación airline. He has also served as the president and chief executive officer of Grupo Puerta Alameda (GPA), a real estate and investment company with operations in the United States and Mexico. An attorney by profession, he served as a professor in the doctoral program in tax law at the Escuela Libre de Derecho. He was well liked as a professor because of his passion for his work and the high standards he set for students.

Romano typically assumes a positive attitude toward any new challenge he faces, and his pride in taking on the challenge impresses his colleagues and subordinates. His typical business attire includes a fashionable suit and tie. He is an accomplished executive who keeps his ego in check.

The story just presented illustrates how self-confidence, such as being willing to take risks and try something new, helps a person succeed in a competitive field. Romano also has to have high self-esteem to think that his analytical skills are so good that he can compete in the worlds of aviation, real estate, Spanish-language broadcasting, and banking. Many other people you will meet in this text score high in self-esteem and self-confidence; otherwise they would never have been so successful. In this chapter the focus is on two of the biggest building blocks for more effective human relations: the nature and development of self-esteem and self-confidence.

Learning Objectives ►

After studying the information and doing the exercises in this chapter, you should be able to:

- 2.1** Describe the nature, development, and consequences of self-esteem.
- 2.2** Explain how to enhance self-esteem.
- 2.3** Describe the importance of self-confidence and self-efficacy.
- 2.4** Pinpoint methods of strengthening and developing your self-confidence.
- 2.5** Describe the problem of codependence and how it is linked to low self-esteem and self-confidence.

► Learning Objective 2.1 ►

Self-esteem

the experience of feeling competent to cope with the basic challenges in life and of being worthy of happiness

The Nature of Self-Esteem, Its Development, and Its Consequences

Understanding the self from various perspectives is important because who you are and what you think of yourself influence many facets of your life, both on and off the job. A particularly important role is played by **self-esteem**, the experience of feeling competent to cope with the basic challenges in life and being worthy of happiness.¹ In more general terms, self-esteem refers to a positive overall evaluation of oneself.

A useful distinction is that our self-concept refers to what we *think* about ourselves, whereas self-esteem is what we *feel* about ourselves.² People with positive self-esteem have a deep-down, inside-the-self feeling of their own worth. Consequently, they develop positive self-concepts. Before reading further, you are invited to measure your current level of self-esteem by taking the Human Relations Self-Assessment Quiz 2-1. Next, the nature of self-esteem and many of its consequences are examined.

THE DEVELOPMENT OF SELF-ESTEEM

Part of understanding the nature of self-esteem is to know how it develops. Self-esteem comes about from a variety of early life experiences. People who were encouraged to feel good about themselves and their accomplishments by family members, friends, and teachers are more likely to enjoy high self-esteem. The basis for a healthy level of self-esteem grows out of a secure attachment to a parent. Self-esteem later in life can be weak if a parent is inconsistently supportive or lacks empathy and concern for the child. Self-esteem is enhanced if the parent is emotionally supportive toward the child even when the child does something wrong, such as spilling a glass of diet soda on a beige carpet.³

As just implied, early life experiences play a key role in the development of both healthy self-esteem and low self-esteem, according to research synthesized at the Counseling and Mental Health Center of the University of Texas.⁴ Childhood experiences that lead to healthy self-esteem include the following:

- Being praised
- Being listened to
- Being spoken to respectfully
- Getting attention and hugs
- Experiencing success in sports or school

In contrast, childhood experiences that lead to low self-esteem include the following:

- Being harshly criticized
- Being yelled at or beaten
- Being ignored, ridiculed, or teased
- Being expected to be “perfect” all the time
- Experiencing failures in sports or school
- Often being given messages that failed experiences (losing a game, getting a poor grade, and so forth) were failures of one’s whole self

An outdated explanation of self-esteem development is that compliments, praise, and hugs alone build self-esteem. Many developmental psychologists seriously question this

Human Relations Self-Assessment Quiz

2-1

The Self-Esteem Checklist

Indicate whether each of the following statements is mostly true or mostly false as it applies to you.

	Mostly True	Mostly False
1. I love me.	_____	_____
2. Most of any progress I have made in my work or school can be attributed to luck.	_____	_____
3. I often ask myself, "Why can't I be more successful?"	_____	_____
4. When my manager or team leader gives me a challenging assignment, I usually dive in with confidence.	_____	_____
5. I believe that I am truly a person of high value.	_____	_____
6. I am able to set limits to what I will do for others without feeling anxious.	_____	_____
7. I regularly make excuses for my mistakes.	_____	_____
8. Negative feedback crushes me.	_____	_____
9. I care very much how much money other people make, especially when they are working in my field.	_____	_____
10. I feel like a failure when I do not achieve my goals.	_____	_____
11. Hard work gives me an emotional lift.	_____	_____
12. When others compliment me, I doubt their sincerity.	_____	_____
13. Complimenting others makes me feel uncomfortable.	_____	_____
14. I find it comfortable to say, "I'm sorry."	_____	_____
15. It is difficult for me to face up to my mistakes.	_____	_____
16. My coworkers think I am not worthy of promotion.	_____	_____
17. People who want to become my friends usually do not have much to offer.	_____	_____
18. If my manager praised me, I would have a difficult time believing the praise was deserved.	_____	_____
19. I'm just an ordinary person.	_____	_____
20. Having to face change really disturbs me.	_____	_____

Scoring and Interpretation:

The answers in the high self-esteem direction are as follows:

- | | | |
|-----------------|------------------|------------------|
| 1. Mostly True | 8. Mostly False | 15. Mostly False |
| 2. Mostly False | 9. Mostly False | 16. Mostly False |
| 3. Mostly False | 10. Mostly False | 17. Mostly False |
| 4. Mostly True | 11. Mostly True | 18. Mostly False |
| 5. Mostly True | 12. Mostly False | 19. Mostly False |
| 6. Mostly True | 13. Mostly False | 20. Mostly False |
| 7. Mostly False | 14. Mostly True | |

17–20 You have very high self-esteem. Yet if your score is 20, it could be that you are denying any self-doubts.

11–16 Your self-esteem is in the average range. It would probably be worthwhile for you to implement strategies to boost your self-esteem (described in this chapter) so that you can develop a greater feeling of well-being.

0–10 Your self-esteem needs bolstering. Discuss your feelings about yourself with a trusted friend or with a mental health professional. At the same time, attempt to implement several of the tactics for boosting self-esteem described in this chapter.

- Questions:**
1. How does your score on this quiz match your evaluation of your self-esteem?
 2. What would it be like to be married to somebody who scored 0 on this quiz?

Source: "The Self-Esteem Checklist" by Andrew J. DuBrin.

“Even the most accomplished, beautiful, and celebrated human beings don’t get a steady stream of compliments and positive feedback.”

—Harriet Brown

Assistant professor of magazine journalism at the S. I. Newhouse School of Public Administration, Syracuse University. *Psychology Today*, January/February 2012, p. 69.

perspective. Instead, they believe that self-esteem results from accomplishing worthwhile activities and then feeling proud of these accomplishments.⁵ Receiving encouragement, however, can help the person accomplish activities that build self-esteem.

The current view about self-esteem development in early life is that it should be done in moderation. Children should be praised but not with disregard for the outside world. For example, a child might be praised for improving his or her reading ability, but still using some outside standard such as the reading ability of his or her age-mates. Children who have a realistic—not exaggerated—perspective on how they are evaluated by others tend to be more resilient in dealing with setbacks. Occasional dips in self-esteem are also important for children, explains Mark Leary, professor of psychology and neuroscience at Duke University. Children feeling bad about themselves for having mistreated others will serve as a guide for relationships later in life.⁶

Although early life experiences have the major impact on the development of self-esteem, experiences in adult life also affect self-esteem. David De Cremer, of the Tilburg University (Netherlands), and his associates conducted two studies with Dutch college students about how the behavior of leaders and fair procedures influence self-esteem. The study found that self-esteem was related to procedural fairness and leadership that encourages self-rewards. The interpretation given of the findings is that a leader/supervisor can facilitate self-esteem when he or she encourages self-rewards and uses fair procedures.⁷ A takeaway from this study would be that rewarding yourself for a job well done, even in adult life, can boost your self-esteem a little.

THE CONSEQUENCES OF SELF-ESTEEM

No single factor is as important to career success as self-esteem, as observed by psychologist Eugene Raudsepp. People with positive self-esteem understand their own competence and worth and have positive perceptions of their abilities to cope with problems and adversity.⁸ Here we look at the major positive and negative consequences of self-esteem, as outlined in Figure 2-1.

POSITIVE CONSEQUENCES

The right amount of self-esteem can have many positive consequences, as described next.

Career Success

A major consequence of having high self-esteem is that you have a better chance of attaining career success, as mentioned at the beginning of this section, and supported by long-term research. The study in question was known as the National Longitudinal Survey of Youth, involving over 12,000 young men and women. The group was studied over a twenty-five-year period beginning in 1979. Human Relations Self-Assessment Quiz 2-2 gives you the opportunity to take the same survey used in the study to measure core self-evaluations.

The components of core self-evaluation include high self-esteem, self-efficacy (an aspect of self-confidence described later in this chapter), beliefs in personal control over events, and

FIGURE 2-1

CONSEQUENCES OF SELF-ESTEEM

Source: “CONSEQUENCES OF SELF-ESTEEM” by Andrew J. DuBrin.

1. Career success
2. Organizational prosperity
3. Good mental health
4. Profiting from negative feedback
5. Serves as a guide for regulating social relationships
6. Negative consequences: narcissism, envying too many other people, romance problems