Human Relations in Organizations

Applications and Skill Building

Robert N. Lussier

Eleventh Edition

HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

ELEVENTH EDITION

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HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

ELEVENTH EDITION

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I would like to dedicate this book to my wife, Marie, and our children, Jesse, Justin, Danielle, Nicole, Brian, and Renee, for their loving support.

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In his book *Power Tools,* John Nirenberg asks: "Why are so many well-intended students learning so much and yet able to apply so little in their personal and professional lives?" Is it surprising that students can neither apply what they read nor develop skills when most textbooks continue to focus on reading about concepts and examples, rather than taking the next step and teaching them how to apply what they read and develop the skills required for using the concepts? I wrote this book to give students the opportunity to apply the concepts and develop skills used in their personal and professional lives.

I wrote the first edition back in 1988, prior to AACSB calls for skill development and outcomes assessment, to help professors develop their students' ability to apply the concepts and develop organizational behavior/human relations skills. Unlike competitors, I don't just tell you about the concepts. With networking, for instance—the way most people get jobs and promotions today—I tell you step-by-step how to network and provide you with self-assessment exercises, application exercises, skill development exercises, and, often, videos. So, rather than simply knowing the concepts, you can actually develop skills.

But is the skills approach any good? John Bigelow compared skills texts in his article, "Managerial Skills Texts: How Do They Stack Up?" in the *Journal of Management Education,* and he gave *Human Relations in Organizations* a top rating for a general OB course. Reviewers continue to say it is the best "how to work with people" textbook on the market. Although competing texts now include exercises, reviewers continue to say that no competitor offers the quality and quantity of application and skill-building material.

ENGAGING NETGEN STUDENTS

Today's traditional students are being called Digital Millennial or NetGen learners. Being brought up on the Internet, they have different preferred learning styles than students in prior generations. NetGens prefer active, collaborative, and team-based learning. *Human Relations in Organizations,* Eleventh Edition, is designed to be flexible enough to be used with the traditional lecture method while offering a wide range of engaging activities to select from that best meet students' and professors' educational goals and preferred teaching/learning styles. Below is a list of learning preferences of NetGens and how this text can be used to engage them both in and out of the classroom.

INTEGRATION WITH FLEXIBILITY

This book continues to have a balanced three-pronged approach:

- A clear, concise understanding of human relations/organizational behavior (HR/OB) concepts (second to none);
- The application of HR/OB concepts for critical thinking in the business world (there are nine types of applications, including videos and the Test Bank and Instructor's Manual); and
- The development of HR/OB skills (there are eight types of skills-activities, including videos and the Test Bank and Instructor's Manual).

In addition to this text and its ancillary package to support these distinct but integrated parts, there are tests to

NetGen Learning Preference	How *Human Relations in Organizations* Engages NetGens
Reading: Students prefer active learning to reading.	Students find the text easy to read and understand.
Attention and variety through applications and skill-building exercises: Breaking reading and class time into "chunks" helps keep their attention and improve learning.	The text is broken into "chunks," with concepts, followed by interactive applications and skill-building exercises (see below). Each section consists of a major heading with concepts and application material. Unlike many books with exercises that are simply discussion-based, *Human Relations* develops actual skills that can be used immediately.
Directions: Students benefit from checklists, formulas, and recipes for learning and for life.	*Human Relations* is the most "how to" textbook available, including behavioral model steps for handling common human relations issues, such as conflict, and exercises to develop skills.
Internet: NetGens are comfortable with online environments.	Connect (connect.mheducation.com) provides chapter review material and interactive exercises.

Source: Erika Matulich, Raymond Papp, and Diana Haytko, "Continuous Improvement Through Teaching Innovations: A Requirement for Today's Learners," *Marketing Education Review* 18(1) 2008: 1–7.

assess student performance in all three areas. I wrote almost every application and skill exercise in this text and the Instructor's Manual to ensure complete integration and a seamless course experience.

The concepts, applications, and skill-building material are clearly identified and delineated in this preface, text, and IM/test bank. Our package offers more quality and quantity of application and skill-building material to allow professors to create their unique courses using only the features that will achieve their objectives in the classroom or online. Thus, it is the most flexible package on the market. Next is an explanation of features to choose from for concepts, applications, and skill building.

CONCEPTS

- *Research-based and current*. The book is based on research, not opinion. The eleventh edition has been completely updated. There are more than 925 new references, for an average of 78 per chapter, resulting in 91 percent new references. This is from 30 to 50 percent more references per chapter than major competitors. Earlier references are primarily classics, such as the motivation (Maslow) and leadership (Fiedler) theories.

- *Comprehensive coverage*. The text includes more topics than most competing texts.

- *Systems orientation*. The text is organized in two ways. First, the parts of the book are based on the competency model of managerial education, building from intrapersonal skills, to interpersonal skills, to leadership skills. Second, it also follows the levels of behavior approach, going from individual, to group, to organizational levels of behavior. The systems effect is discussed throughout the book. Cases from Chapters 2 through 12 have questions based on previous chapters to integrate the concepts of multiple chapters.

- *Recurring themes*. Chapters 2 through 12 begin with a discussion of how the chapter concepts affect behavior, human relations, happiness, and performance. Chapters include a discussion of how the concepts differ globally.

- *Pedagogy*. Each chapter contains the following: (1) Learning outcomes at the beginning and in the body of the chapter where the objective can be met. A summary of each learning outcome is given in the Review section at the end of the chapter. (2) Key terms at the beginning of each chapter and again at the end of the Review. The key terms appear in **boldface** and *are defined within the chapter in italic* so they are easy to find. (3) Exhibits, some of which contain multiple concepts or theories. (4) Review. The unique feature of the Review is that it is active in two ways. Students first

answer true/false questions. Then they must fill in the blanks with the appropriate key terms in one of three ways: from memory, from a list of key terms at the end of the review, or from the key terms at the beginning of the chapter.

- *Test bank assessment of concepts*. The test bank includes true/false and multiple-choice questions for the concepts, including the key terms, presented in each chapter. The test bank also includes the learning outcomes from each chapter, which can be used as short-answer questions to test concept understanding. A summary of the learning outcomes appears in the Review, the Instructor's Manual, and the test bank.

APPLICATIONS

1. *Opening Case.* Each chapter opens with a case. Throughout the chapter, the ways the text concepts apply to the case are presented so that students can understand the application of the concepts to actual people in organizations.

2. *Work Applications.* Throughout each chapter there are approximately 11 questions (more than 140 total) that require the students to apply the concepts to their own work experience. Work experience can be present or past and may include part-time, summer, or full-time employment. Work applications require the students to think critically and bridge the gap between the concepts and their world.

3. *Application Situations.* Each chapter contains two to six boxes, each with 5 to 10 questions (300 total) that require students to apply the concept illustrated in a specific, short example. The questions develop critical thinking skills through the application process.

4. *Cases—with Internet video and cumulative questions; plus role-play exercises.* Each chapter has a case study from a real-world organization. At the end of the case, the organization's Web site is given so that students can visit the Web to get updated information on the case. Some of the cases also include Web sites to view case manager interviews/talks. Chapters 2 through 12 include cumulative questions. Cumulative questions include concepts from previous chapters. Thus, students continually review and integrate concepts from earlier chapters. Following each case is a role-play exercise to develop skills based on the concepts illustrated in the case.

5. *Objective Cases.* At the end of each chapter there is a short objective case. The unique feature is the "objective" part, with 10 multiple-choice questions, followed by one or more open-ended questions. These cases require students to apply the concepts to people and organizations.

6. *Communication Skills Questions.* There are more than 125 communication skills questions, an average of approximately nine per chapter, which can be used for class discussion and/or written assignments.

7. *Test Bank Assessment of Applications and Instructor's Manual.* The test bank includes the work applications from the text as well as multiple-choice questions, similar to the Application Situations and case questions, to evaluate critical thinking skills. The Instructor's Manual includes the recommended answers for all the application features above, except the opening case, which is illustrated throughout the chapter text.

SKILL BUILDING

1. *Self-Assessment Exercises.* Each chapter has between one and five (more than 45 total, an average of three per chapter) self-assessment exercises to enable students to gain personal knowledge. Some of the exercises are tied to skill-building exercises to enhance the impact of the self-assessment. All information for completing and scoring, and self-assessment, is contained within each exercise. A unique new feature includes determining a personality profile (in Chapter 3); in all other chapters, students find out how their personality relates to their use of the chapter concepts.

2. *Skill-Building Exercises.* There are more than 50 exercise (average of 4 per chapter). Each exercise states if it is individual or group focused, and if it is appropriate for *in-class and/or online class activitie*s.

3. *Individual and Group Skill-Building Exercises.* Around 60 percent of the skill-building exercises focus primarily on individual skill building, most of which is done outside class as preparation for the exercise. However, in-class and/or online work in groups or as a class using the concepts and sharing answers can enhance skill building. Thus, the instructor has the flexibility to (1) simply have students complete the preparations outside class and during class or online discussion, and then go over the answers, giving concluding remarks and/or leading a class discussion without using any small-group time, or (2) spend group class time as directed in the exercise.

4. *Role-Play Skill-Building Exercises.* Around 10 percent of the skill-building exercises focus primarily on developing skills through behavior modeling, as discussed next. Thus, breaking into groups and role-playing is required. Again, all 12 cases include a role-play exercise.

5. *Models, Behavior Model Videos, and Skill-Building Exercises.* Throughout the book are more than 25 models with step-by-step instructions for handling day-to-day human relations situations. How to use several of the models is illustrated in the behavior-modeling videos. For example, students read the model in the book and watch people send messages, give praise, resolve conflicts, handle complaints, and coach an employee, following the steps in the model. After viewing the video, students role-play how they would handle these human relations situations. Students may also give each other feedback on the effectiveness of their role-plays. Videos can also be used as stand-alone activities.

6. *Test Bank Assessment of Skill-Building and Instructor's Manual.* The test bank includes skill-building questions to assess skill building. The Instructor's Manual gives detailed instructions on using all skill-building exercises and answers to skill-building exercises. It also states how students can be tested on the exercises and provides instructions to give to students.

7. *Skill-Building Objectives and AACSB Competencies.* Each skill-building exercise states its objective and the Association to Advance Collegiate Schools of Business (AACSB) competencies developed through the exercise.

SUMMARY OF INNOVATIONS

- The three-pronged approach to the text: concepts, applications, skills.
- The three-pronged test bank: concepts, applications, skills.
- Eight types of applications, clearly marked in the text, for developing critical thinking skills.
- Eight types of skill-building exercises, clearly marked in the text, that truly develop skills that can be used in one's personal and professional lives.
- Flexibility—use all or only some of the features; select the ones that work for you.

OVERALL REVISIONS

Reorganization and Title Changes

- Chapter 4, Time and Career Management, from the tenth edition has been moved to a new Appendix A. The new Appendix also includes the etiquette section from Chapter 9 in the tenth edition. The new combined Appendix A is "Time, Career, and Etiquette Management."
- Chapter 1 title now includes "Being Happy." How to be happy is presented in Chapter 1 and discussed throughout the rest of the book.
- Chapters 5–13 are now 4–12, as the first part loses a chapter to Appendix A.

- The title of Part 3 has been changed to "Leadership Skills: Influencing to Help Yourself and Others Succeed."

- Chapter 8 title has been changed by dropping Etiquette, which has been moved to Appendix A.

- Chapter 12 title is now "Valuing Diversity and Inclusion Globally," to emphasize the increased coverage of inclusion.

- Chapter 12 has been reorganized to include more coverage of the various types of diversity groups and global differences.

- In Chapter 1, the Assessing Your HR Abilities and Skills 43 questions have been changed to reflect the revised contents. The assessment now has 12 questions. In Appendix B, the same assessment appears for a pretest and posttest comparison. However, there is also a new, longer 36 question assessment.

Updated and New

- The book is completely updated with more than 825 new current references, for a total of more than 925 references; over 91 percent of the references are new to this edition. References include a balance of scholarly journals (including the *Academy of Management Journal, Academy of Management Review, Academy of Management Perspectives,* and *Academy of Management Learning & Education*) to provide research support for the text concepts and business publications (including *Business Week, Forbes, Fortune,* and *The Wall Street Journal*) to provide advice and examples of how the concepts are used in all types of organizations.

- There are more than 100 new people and organization examples of how they use the text concepts.

- There is a new, shorter 12 question pretest and posttest assessment, and a longer 36 question assessment for course learning comparisons.

- Five (42 percent) of the end-of-chapter cases are new to this edition, and the other cases have been updated.

- Most of the new cases, and some of the updated cases, now have suggested video links and new questions related to the case.

- There are three new Application Situation boxes, adding 15 new questions.

- There is a new Skill Building Exercise, Developing New Habits, stating in Chapter 1 and repeated continuing through Appendix A. Based on the chapter concepts, the exercise requires selecting any one habit to change following the three step model.

- AACSB standards have been updated using the 2016 AACSB Business Accreditation Standards, General Skills Areas. The listing of AACSB skills developed in each of the Skill Building Exercises throughout the book has also been updated.

- ACBSP (Accreditation Council for Business Schools and Programs), and IACBE (International Assembly for Collegiate Business Education) are now included in Chapter 1.

- New concepts discussed in the new edition include Five-Factor Model, OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism), Human-Metrics, Test Your Stress Smarts, relativism ethics, bullying, idea and personal conflict, authentic leadership, LMX leadership, altercast, networks of teams, multi-team systems, healthy and unhealthy cultures.

- There is less of a management focus so that everyone can clearly understand how to improve human relations and happiness in their personal and professional lives, regardless of their position in the organization.

- Virtually all of the major chapter sections have minor updates, most have revisions, and some sections have been rewritten, as described below.

CHANGES BY CHAPTER

Chapter 1
- The entire chapter has been updated with 62 (88 percent) new references to this new edition, keeping the 6 classic historic references, for a total of 76 references.

- There are 18 new people and company/brand examples: Zappos, Fortune Editor Alan Murray, Wells Fargo, Yahoo, Home Depot, Sonja Lyubomirsky, Booker T. Washington, B.C. Forbes, Neil Pasricha, Facebook's Sheryl Sandberg, Sealed Air, Kirk Douglas, Nike, ACBSP (Accreditation Council for Business Schools and Programs), IACBE (International Assembly for Collegiate Business Education).

- The major change to this chapter is the addition of a new title including Being Happy. There is a new section "Happiness and Relationships" that explains the importance of how relationships affect happiness.

- There is a new subsection "New Habits" that discusses how to make positive habits to improve relationships. Plus, there is a new Skill Building Exercise 1-4, Developing a New Habit to develop this skill.

- Another major change is "Assessing Your HR Abilities and Skills." There is now a short version in Chapter 1 and a longer version in Appendix B. The assessment in Chapter 1 now only has 12 questions, one per chapter and Appendix A (down from 43 questions). The longer version now has 36 questions, three per chapter and Appendix B (down from 43 questions).

- A short paragraph before the opening case now includes an explanation of why we open with a case and how to use the case.

- The section "What's in It for Me?" has been expanded to include how readers can benefit from the book in their personal and professional lives with all new references.

- In the Myths and Reality section, Myth 2 now includes the importance of developing relationships, which is the focus of the book.

- The section "Human Relations: Past, Present, and Future" subsection "Current and Future Challenges in the 21st Century," has been rewritten with all new updated references.

- In addition to AACSB, this section now also states the it meets the core professional components of **ACBSP** (Accreditation Council for Business Schools and Programs), and **IACBE** (International Assembly for Collegiate Business Education) standards.

- The end of chapter case has been updated.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- Skill Building Exercise 1-3 has revised questions to focus more on the positives of human relations content.

Chapter 2

- The entire chapter has been updated with 53 (82 percent) new references to this new edition, for a total of 65 references.

- There are 13 new people and company/brand examples: Google, Lowe's, McDonald's, RadioShack, Xerox, OCEAN, Bill Gates, Steve Jobs, Human Metrics**,** APA (American Psychological Association) "Test Your Stress Smarts!," PepsiCo CEO Indra Nooyi.

- The "Big Five Model of Personality" states that is it commonly called the Five-Factor Model by academics, and that it is also known as OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism).

- In the "Myers-Briggs Type Indicator (MBTI), it now states that you can also take a free 64 question survey at the **HumanMetrics** website link (http://www.humanmetrics.com/cgi-win/jtypes2.asp).

- The key term stressors has been moved from the "What Is Stress?" section introduction to the subsection "Problems Associated with Too Much Stress."

- The "Signs of Stress" section now states that the **APA** (American Psychological Association) has the "Test Your Stress Smarts!" you can take for free at http://www.apa.org/helpcenter/stress-smarts.aspx to assess how much you know about stress.

- Work Application 2-3 now includes the question, "How does your stress personality type enhance and/or hurt your performance?"

- The section "The Learning Organization" has been rewritten with two new subsections "The Need for Individual Learning" and "Group and Organizational Learning" to separate and expand on these topics.

- In the "Perception" section, there is a new description of why we have perception differences and how to improve obtaining perceptual congruence.

- The section "Developing Positive First Impressions" now includes Image Management to stress the importance of a continuing positive impression.

- The subsection "Nonverbal Communications" now has level 3 heading to identify "Facial expressions," "Eye contact," and "Handshake" discussions.

- The end of chapter case has been updated.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 3

- The entire chapter has been updated with 88 (94 percent) new references to this new edition, for a total of 94 references.

- There are 15 new people and company/brand examples: Jessica Herrin, Founder of Stella & Dot, Intel, IBM, Twitter, Google, Steve Jobs Apple, Pixar, Countrywide Financial, Wells Fargo Bank, Indra Nooyi CEO of PepsiCo, Royal Dutch Shell,

- The first section title now includes Happiness—How Attitudes, Job Satisfaction, Self-Concept, Values and Ethics Affect Behavior, Human Relations, Happiness, and Performance.

- The Self-Concept section now discusses the importance of having a positive self-concept in getting a job.

- The Building a Positive Self-Concept section now includes using habits to change behavior.

- The beginning of the Values section has been reorganized and much of it rewritten.

- The entire Ethics section has been expanded as follows:

  - In the Ethics section, the first section has been rewritten with expanded coverage. It is now titled "Why Do People Behave Unethically and Does Ethical Behavior Pay?" The first subsection is "Why Do Good People Do Bad Things," followed

by "Individual Ethics," "Organizational Business Ethics," and "Caution Against Escalation of Unethical Behavior, with Relativism Ethics."

- The "How People Justify Unethical Behavior" section now includes key terms for the examples of unethical behavior.

- The "Human Relations Guides to Ethical Decision Making" now includes subheads to clearly identify the prior three guidelines, with two new topics discussing "Discernment and Advice" and "Application of Ethical Guides."

- The "Global Ethics" section is now "Managing Ethics Globally." It now has a section discussing how to manage ethics.

- The end of chapter case is new.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 4
- With the reorganization of the book, Chapter 4 was Chapter 5 in the tenth edition.

- The entire chapter has been updated with 90 (97 percent) new references to this new edition, for a total of 93 references.

- There are new people and company/brand examples: LinkedIn, Broadcom CEO Scott McGregor, Yahoo, Home Depot, Apple Senior Vice President of Retail and Online Stores Angela Ahrendts.

- The Introduction section title now includes Happiness and has been rewritten with all new references.

- The subsection "Social Media," in the Digital Information Technology section, has expanded coverage.

- In the "Cross-Cultural Communications" section, coverage of nonverbal communications has been expanded.

- The introduction to the "Receiving Messages" section has been rewritten with all new references.

- The Emotions subsection "Global Difference" now includes a discussion of crying at work and global differences of its acceptance.

- In the Emotions subsection "Getting Criticism," there are new suggestions on how to get feedback from your boss and better performance reviews.

- The end of chapter case is new.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual

focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 5
- With the reorganization of the book, Chapter 5 was Chapter 6 in the tenth edition.

- The entire chapter has been updated with 44 (90 percent) new references to this new edition, for a total of 49 references.

- There are 3 new people and company/brand examples: Bridgewater Associates, CEO Los Angeles Opera, Christopher Koelsch.

- The Introduction section title now includes Happiness and has all new updated references.

- The "Anger and Violence" section now discussed bullying in the subsections.

- The "Conflict Management Styles" first subsection has been changed to "Reasons for and Types of Conflict." It also has two third level headings "Psychological Contract" and "Idea and Personal Conflict" that explain the difference in positive conflicts of ideas for improvement versus personal conflict that tends to be negative and hurt relationships.

- The "Accommodating Conflict Style" section now includes a discussion of its importance in our personal life.

- The introduction to the "Resolving Conflict" section has been rewritten with all new references improving the integration with the prior section "Conflict Management Styles."

- The end of chapter case is new: Trying Times for Uber's Co-founder & CEO Travis Kalanick.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

Chapter 6
- With the reorganization of the book, Chapter 6 was Chapter 7 in the tenth edition.

- The entire chapter has been updated with 70 (86 percent) new references to this new edition, for a total of 81 references.

- There are new people and company/brand examples: General Electric (GE), Integrate CEO Jeremy Boom, New York Times bestselling Author Lewis Howes, Meg Whitman, CEO of IBM, Gene Lee CEO of Darden Restaurants.

- The introduction to the opening section "How Leadership Affects Behavior Human Relations, Happiness, and Performance" has been rewritten with all new references. There is also a new level three heading "Leadership in Your Personal" to make students realize they use leadership skills virtually every day to influence others to get what they want. There is also a new level three head "Participative Leadership" to help students realize the trend is to teamwork and shared leadership, so leadership skills are important to employees too.

- The subsection of "Behavioral Leadership Theories" now includes authentic leadership and LMX leadership.

- The introduction to the "Trust" section has been rewritten with all new references and better ties the topics of leadership and trust.

- The end of chapter case has been updated.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 7

- With the reorganization of the book, Chapter 7 was Chapter 8 in the tenth edition.

- The entire chapter has been updated with 60 (85 percent) new references to this new edition, for a total of 71 references.

- There are 16 new people and company/brand examples, including Acuity insurance, Facebook, Google, Kimberly-Clark, GE, Wells Fargo, Johnson & Johnson, Apple, Tesla, AB InBev, GM CEO Mary Barra, Berkshire Hathaway CEO Warren Buffett, Foot Locker CEO Ken Hicks.

- The section "How Motivation Affects Behavior, Happiness, Human Relations, and Performance" title now includes Happiness, and the section is completely rewritten with all new updated references.

- The "Equity Theory" section now has more discussion of how to treat people fairly and expanded coverage of how to "Motivate with Equity Theory."

- The two sections "Job Enrichment" and "Job Design" have been combined to "Job Enrichment and Design."

- In the "Putting the Motivation Theories Together" section there is a new level two heading "Self-Motivation" with two level three headings "Interpersonal Skills"

and "Career Success" to discuss the importance of interpersonal skills to self-motivation and two major factors to career success. The second level two heading is "The Self-Motivation Model."

- The end of chapter case is updated.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 8

- With the reorganization of the book, Chapter 8 was Chapter 9 in the tenth edition.

- Included in the re-organization of the eleventh edition contents, the material covering Etiquette has been moved to the new Appendix A: Time, Career, and Etiquette Management.

- The entire chapter has been updated with 71 (97 percent) new references to this new edition, for a total of 73 references.

- There are three new people and company/brand examples: Actor Steve Martin, Racecar champion Mario Andretti, Zig Ziglar.

- The opening section has been rewritten with all new references.

- Because the "Business Etiquette" section has been moved to Appendix A, we now state that it is part of organizational politics in the level two heading "Developing Political Skills" as a level three head "Business Etiquette," stating that the topic will be discussed in Appendix A.

- The "Power" section "Influencing Tactics—Ingratiation" now includes how to altercast and ask for a favor.

- The tenth edition section "Customer Satisfaction and Etiquette" is now "Customer Satisfaction and Complaints." There is a new section heading "Dealing with Customer Complaints."

- The tenth edition section "Do Power, Politics, and Etiquette Apply Globally?" is now "Do Power and Politics Apply Globally."

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 9

- With the reorganization of the book, Chapter 9 was Chapter 10 in the tenth edition.
- The entire chapter has been updated with 35 (88 percent) new references to this new edition, for a total of 40 references.
- There are 21 new people and company/brand examples, including www.ideed.com, Shark Tank, CEO of Pixel Mobb Christopher Perilli, Microsoft, JPMorgan Chase, Healthcare Business Women's Association, Pricewaterhouse Coopers, The Principal Financial Group, New York State Bar Association, National Association of Women Lawyers, BS MoneyWatch, NPR, Martha Stewart Living Radio, Newsday, Cosmopolitan Magazine, Women's Health, The New York Times, Sheryl Sandberg, COO of Facebook, *Lean In: Women and the Will to Work,* Yahoo.
- The Introduction section has been rewritten with all new references.
- "The Why and Reality of Networking" now has a new level three head "The Networking Process" to identify the steps.
- The "Developing Your Network" section has been expanded. It now has level three heads: "Primary Contacts," "Secondary Contacts," "Using Your Self-Sell," "Expanded Contacts," "Starting Conversations," and "Job Search Networking Form." To extend the how to networking approach, 19 Questions have been added that can be used to start a conversation in any setting, at a networking event, and at a conference.
- The opening section of "Negotiating" has been revised with all new references.
- In the "Negotiating Planning" section BANTA is now clearly defined.
- The case has been renamed "Carol Frohlinger: President of Negotiating Women," and updated, taking out prior discussion of Deborah Kolb who is no longer listed on the website.
- The Objective Case has been revised and now provides more positive information on Amway.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 10

- With the reorganization of the book, Chapter 10 was Chapter 11 in the tenth edition.

- The entire chapter has been updated with 90 (100 percent) new references to this new edition, for a total of 90 references.
- The Introduction section has been rewritten with all new references.
- In the "Types of Teams" "Functional Teams" subsection, the new terms *networks of teams* also called *multiteam systems* has been added.
- There is a new introduction to the "Team Development Stages and Leadership" that states the relationship between team dynamics and development, and that everyone should contribute to team development.
- The "Leadership Skills in Meetings" section subsection "The First Meeting" now includes Setting Ground Rules, emphasizing the need to start and end meetings on time.
- The case has been updated.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise "New Habits" to develop skills related to change.

Chapter 11

- With the reorganization of the book, Chapter 11 was Chapter 12 in the tenth edition.
- The entire chapter has been updated with 83 (99 percent) new references to this new edition, for a total of 84 references.
- The Introduction section has been updated with twice as many references.
- The "Change Model" section now includes a new third model under the new subheading "Habit Changing Model—Overcoming Your Resistance" to focus on how we can overcome our own resistance to change and develop new habits.
- The "Organizational Culture" subsection "Positive and Negative Cultures" now includes healthy and unhealthy cultures.
- The case is new—Elon Musk.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Chapter 12

- With the reorganization of the book, Chapter 12 was Chapter 13 in the tenth edition.

- The title has been changed to include "Inclusion."

- This chapter has major revisions. The material on human relations issues has been decreased, while the coverage of diversity and inclusion and global diversity have been expanded with new coverage discussed below.

- The entire chapter has been updated with 98 (84 percent) new references to this new edition, for a total of 116 references.

- The Introduction section has been updated and now has three level two heads to emphasize the importance of diversity: "Diversity in America, Global Diversity, and Is Diversity and Inclusion Really Important?"

- The second section "Prejudice and Discrimination" now has three subsections: Prejudice, Discrimination, and Common Areas of Employment Discrimination. The prior subsection "Valuing-Diversity/Inclusion Training" has been deleted, with content moved to other sections.

- The third section "Equal Employment Opportunity for All" has an expanded list of those protected under the law enforced by the EEOC. Exhibit 12.1, Federal Employment Laws, has been revised. The laws are now presented in chronological order, and the less relevant laws have been deleted, and the Genetic Information Act of 2008 has been added. The Learning Outcome and answer have been changed to include the seven major diversity laws enforced by the EEOC. Also, the subsection "From AA to Valuing Diversity to Inclusion" has been moved to the end of the fourth section.

  - The fourth section has been remained "Dimension of Diversity and Inclusion" and rewritten with multiple changes to expand coverage of diversity.

  - The prior first subsection has been replaced and expanded with "Diversity Types and Discrimination" and list the EEOC eight protected groups, plus an extended list of other types of diversity. Therefore, prior coverage of alcohol and drug abuse and AIDS has been deleted. There is a new Work Application question 12-5 and a new link to a self-assessment exercise on diversity.

  - The second section is now "Gender, Sexual Orientation, and Sexual Harassment" with increased updated coverage of these topics including discussing the difference between sex and gender, and the long EEOC definition of harassment has been deleted while quid pro quo and hostile work environment sexual harassment have been added.

- The last section is "From Affirmative Action to Valuing Diversity to Inclusion" with expanded coverage focusing on inclusion. Its Work Application question 12-8 now includes valuing diversity and inclusion.

- The fifth section title is the same, but it has major revisions with three subsections, instead of five. Women in the Workforce and Women and Minority Managers is now combined and rewritten, titled: "Women and Minority in the Work Force and Advancement." Work and Family Balance is now a subsection of How Families and Gender Roles Are Changing.

- The sixth section is now "Global Cultural Diversity and Relations." There is a new subsection "National Culture and GLOBE" discussing these two new topics. There is a new Learning Outcome 12-6 and a new Application Situation box 12-5 to apply GLOBE dimensions.

- The prior "Managing Diversity" section has been deleted and is now "Managing Diversity Globally" and has been rewritten replacing U.S. human resource material with inclusion and global coverage. There are two new Work Applications 12-14 and 12-15.

- The case is still Google, but it is new because it has been rewritten with all new questions.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Appendix A

- Appendix A Time and Career Management are from Chapter 4 of the tenth edition, and the Etiquette section is from Chapter 9.

- The Appendix has been updated with 25 new references to this new edition, for a total of 58.

- The case Jay-Z is not used in this edition. The appendix does not include a case.

- The Objective Case "Overworked" from prior Chapter 4 has been retained.

- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

- There is a new Skill Building Exercise "New Habits" to develop skills related to the chapter topics.

Appendix B

- This was Appendix A in the tenth edition.

- The Assessment from Chapter 1 is repeated in Appendix B for a direct comparison of pre and post

assessment of HR abilities and skills. Plus, there is a new 36 question end of course Assessment.

- Changing behavior through the changing habits guidelines has been added to this Appendix.

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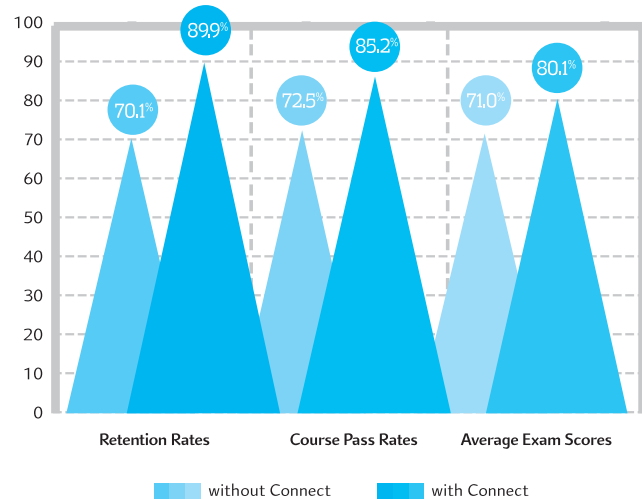
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15.4%	F	9.9%
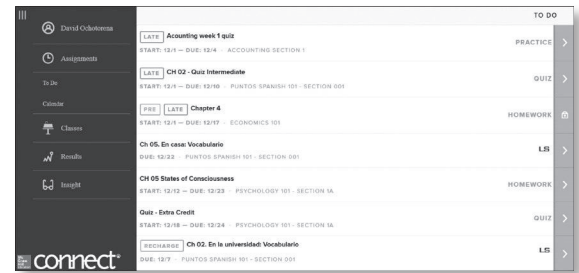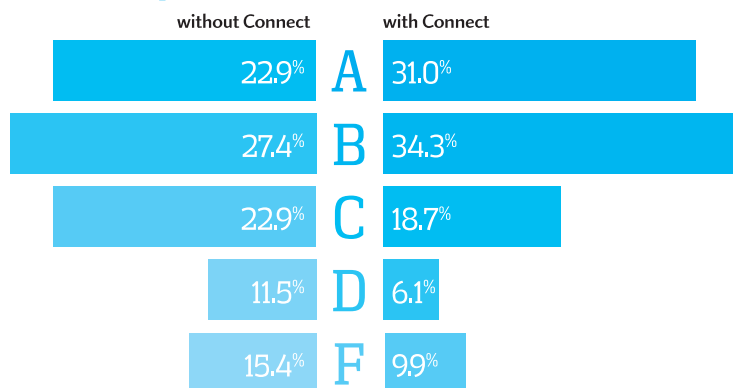
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Cheryl Guiff, *Taylor University Online*

CONTACT ME WITH FEEDBACK

I wrote this book for you. Let me know what you think of it. Write to me and tell me what you did and/or didn't like about it. More specifically, how could it be improved? I will be responsive to your feedback. If I use your suggestion for improvement, your name and college will be listed in the acknowledgment section of the next edition. I sincerely hope that you will develop your human relations skills through this book.

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Intrapersonal Skills: Behavior, Human Relations, and Performance Begin with You

Understanding Behavior, Human Relations, and Performance and Being Happy

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LEARNING OUTCOMES

After completing this chapter, you should be able to:

LO 1-1   Explain why human relations skills are important.

LO 1-2   Discuss the goal of human relations.

LO 1-3   Describe the relationship between individual and group behavior and organizational performance.

LO 1-4   Briefly describe the history of the study of human relations.

LO 1-5   State some of the trends and challenges in the field of human relations.

LO 1-6   List 10 guidelines for effective human relations.

LO 1-7   Identify your personal low and high human relations ability and skill levels.

LO 1-8   Identify five personal human relations goals for the course.

LO 1-9   Define the following 17 key terms (in order of appearance in the chapter):

human relations (HR)	performance
goal of human relations	systems effect
win–win situation	Elton Mayo
total person approach	Hawthorne effect
behavior	Theory Z
levels of behavior	intrapersonal skills
group behavior	interpersonal skill
organization	leadership skill
organizational behavior (OB)	

OPENING CASE WORK SCENARIO

We begin each chapter with an opening short case to give you an overview of the human relations (HR) topics covered in the chapter using a work scenario. Within the chapter, we explain how these HR topics are applied to the opening case with the heading / / / Opening Case Work Scenario. The symbols / / / and / / / identify the beginning and end of the case work scenario.

/ / / When Olin Ready graduated from college, he accepted his first full-time job with IBM. As he drove to work on his first day, he thought: How will I fit in? Will my peers and new boss Nancy Westwood like me? Will I be challenged by my job? Will I be able to get raises and promotions?

At about the same time, Nancy was also driving to work thinking about Olin: Will Olin fit in with his peers? Will he be open to my suggestions and leadership? Will Olin work hard and be a high performer?

What would you do to ensure success if you were Olin? What would you do to ensure Olin's success if you were Nancy? Meeting employees' needs while achieving the organization's objectives is the goal of positive human relations in any organization. / / /

WHY HUMAN RELATIONS SKILLS ARE SO IMPORTANT

Learning Outcome 1-1

Explain why human relations skills are important.

We begin by discussing what's in this book for you, followed by a look at some of the major myths about human relations and the realities of why human relations skills are so important. We then discuss the goal of human relations and the total person approach to human relations.

What's in It for Me?

It's natural to be thinking, What can I get from this book? What's in it for me?[1] This are common questions in all human relations, although they are seldom directly asked and answered.[2] Here is the short, bottom-line answer: The better you can work with people—and that is what the course is all about—the more successful you will be in your personal and professional lives.[3] Life is about relationships.[4] This may be one of the few courses you take in which you can actually use what you learn during the course in your personal life.

If you want to be a manager, this course is clearly relevant. But if you aren't or don't want to be a manager, 70% to 90% of all work is done by non-managers.[5] The current trend is participative management, Zappos has even dropped the title "manager,"[6] so organizations are recruiting people with management skills,[7] which you can develop in this course.

You don't need to wait until you graduate to apply what you learn and develop your human relations skills.[8] Now let's expand on what's in it for you by exploring some of the myths and realities surrounding human relations.

Myths and Realities about Human Relations

There are three myths about human relations: (1) technical skills are more important than human relations skills; (2) it's just common sense; and (3) leaders are born, not made.

Myth 1: Technical Skills Are More Important Than Human Relations Skills   Some people believe that a human relations or organizational behavior (OB) course is less important than more technical courses, such as computer science and accounting. Yes, technology is important, but it is people who develop the tech.[9] Fortune editor Alan Murray says, "Today, human capital is the most valuable capital in every company, no matter what industry it is in."[10] The new management model's emphasis is on "soft skills" or people skills.[11] Thus, the job market's most sought-after skills are people skills.[12] People skills will continue to increase in importance in the knowledge-based environment.[13] If you can't work effectively with coworkers, you could be fired.[14] Thus, management education is placing more emphasis on people and leadership skill development,[15] and again this course is all about developing people and leadership skills. /// **In the opening case,** by studying human relations, you will learn soft skills that will help you in situations like Nancy's and Olin's. ///

Myth 2: Human Relations Is Just Common Sense   Some people believe that human relations is simple and just common sense. Do you always get along well with your family and friends and coworkers—no conflicts? If human relations is just common sense, then why don't we all always get along? How do human relations affect your personal and job satisfaction? Developing good relationships is critical to personal and professional success,[16] and that's a skill you can develop through this course.

Myth 3: Leaders Are Born, Not Made   Leadership skills are crucial for success in today's business world.[17] The question "Are leaders born or made?" has been researched over the years. Leadership experts generally agree that some people have more natural leadership ability but that leadership skills can be developed.[18] Regardless of your natural ability, using the material in this book, you can develop your human relations skills.

CS

Communication Skills
Refer to CS Question 1.

Throughout this book we use many important, or key, terms. To ensure that you have a clear understanding of these terms, when a key term first appears, we present it in **bold letters** with its definition *italicized.*

Goal of Human Relations

The term **human relations** means *interactions among people*. Organizations can't function without human relations. /// **In the opening case,** when Olin Ready arrives at IBM on his first day of work, he will interact with his new boss, Nancy. Next, a variety of people will help orient and train Olin. Later, as he performs his daily tasks, Olin will interact with Nancy and his coworkers, as well as with people from other departments and with customers. Olin's success at IBM will be based on human relations, and his job satisfaction will affect his personal life.///

The **goal of human relations** is to *create a win–win situation by satisfying employee needs while achieving organizational objectives*. A **win–win situation** occurs when *the organization and the employees both get what they want*. When we wonder, What's in it for me?, we are expressing what we want. When employees' and organizational goals align, performance tends to follow.

When we are not in a win–win situation, we are usually in conflict. In Chapter 5, you will learn how to create win–win situations when facing conflicts.

The Total Person Approach

The **total person approach** realizes that *an organization employs the whole person, not just his or her job skills*. It is important to understand the whole person. Holistic thinking helps us to better understand and work better with others.[19] People play many roles throughout their lives, indeed, throughout each day. /// **In the opening case scenario,** Olin, therefore, is more than just an employee; he is also a father, a member of the PTA, a scout leader, a jogger, a student, and a fisherman. At work, Olin will not completely discard all his other roles to be a worker only. His off-the-job life will affect his job performance at IBM. Thus, if Olin has a bad day at work, it may not be related to his job, but to another of his life's roles. Also, a bad day at work can affect personal life satisfaction.///

BEHAVIOR, HUMAN RELATIONS, AND ORGANIZATIONAL PERFORMANCE

Levels of Behavior

The study of human relations looks closely at the way people behave, why people behave the way they do, or what makes them and the people around them tick. **Behavior** is *what people do and say*. Human relations fuel behavior. The three **levels of behavior** are *individual, group, and organizational*. Human relations take place at the individual, group, and organizational levels.[20]

Individual- and Group-Level Behavior   It is individuals, not large organizations, that drive progress.[21] ///In the opening case scenario, As Olin types a letter on the computer or fills out requisition forms, he is engaged in individual behavior./// **Group behavior** consists of *the things two or more people do and say as they interact*. Individual behavior influences group behavior. For example, as ///Olin and Mary work on a project together or attend department meetings, their actions are considered group behavior. /// Studying the chapters in this book, particularly Chapters 1 through 3, should help you understand and predict your own behavior, and that of others, in an organizational setting. In addition, Chapter 10 will help you gain a better understanding of how your behavior affects others, and how their behavior affects you in teams.

Organizational-Level Behavior   An **organization** is *a group of people working to achieve one or more objectives*. This book focuses on human relations in both profit and nonprofit

organizations in which people work to make a living. Organizations are created to produce goods and services for the larger society. If you have ever worked, you have been a part of an organization. You also come into contact with organizations on a regular basis, such as when you go into a store, school, church, post office, or health club.

As individuals and groups interact, their collective behavior constitutes the organization's behavior. Thus, **organizational behavior (OB)** is *the collective behavior of an organization's individuals and groups*. ///IBM is an organization, and its collective behavior is based on Olin's behavior, the behavior of Nancy's department, and the behavior of all other departments combined.///

This book explores all three levels of behavior. Chapters 2 and 3 focus primarily on individual behavior, Chapters 4 through 9 examine the skills influencing all three levels of behavior, and Chapters 10 through 12 focus on group and organizational behavior.

Exhibit 1.1 illustrates the three levels of behavior. The focus of level three is on the organization as a whole. At this level, the responsibility of the board of directors and the president is to focus on the entire organization. The focus of level two is on the behavior and human relations within and between groups such as the marketing, production, and finance departments. The focus of level one is on the behavior of any one person in the organization.

EXHIBIT 1.1 | Levels of Behavior
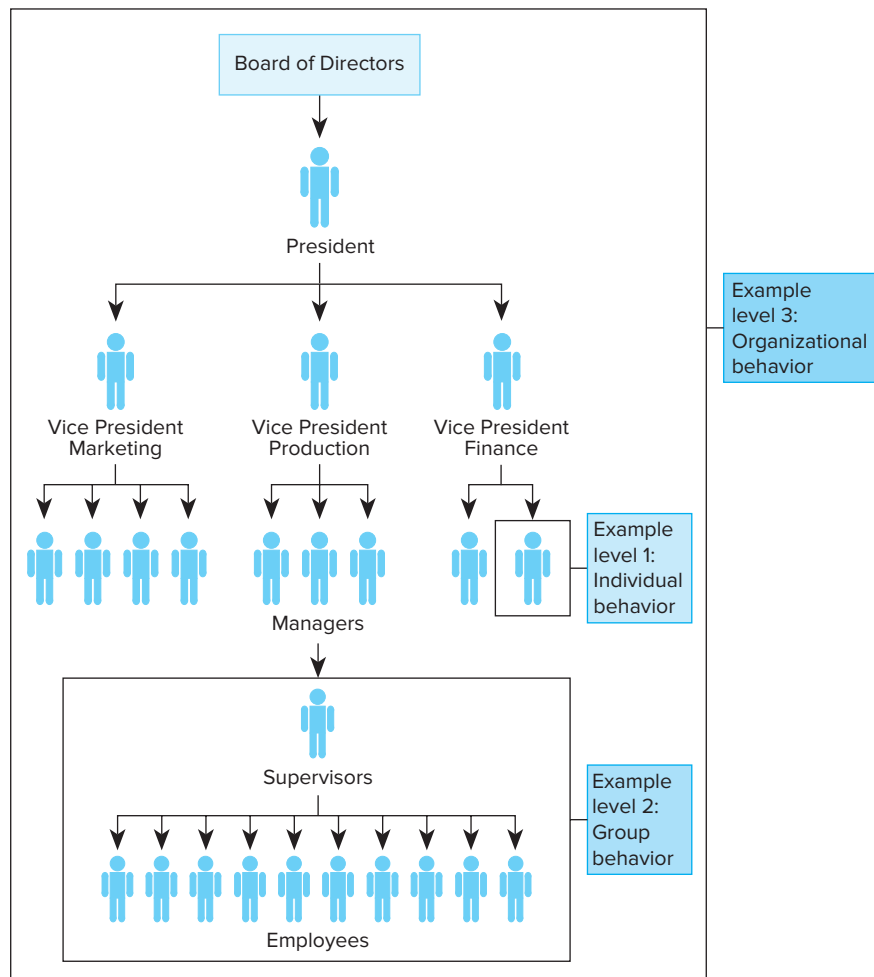
Each manager would have one or more supervisors reporting to him or her, and each supervisor would have several employees reporting to him or her.

Exhibit 1.1 is a formal organization structure showing authority and reporting relationships. However, it does not show the multiple possible human relations that exist outside the formal structure. For example, the president could interact with any employee, an employee could interact with a manager, and a supervisor could interact with a vice president's administrative assistant.

The Relationship between Individual and Group Behavior and Organizational Performance

Learning Outcome 1-3

Describe the relationship between individual and group behavior and organizational performance.

Throughout this course you will learn how human relations affects individual and group behavior, and the resulting effects on organizational performance. **Performance** is *the extent to which expectations or objectives have been met. Performance* is a relative term. Performance levels are more meaningful when compared to past performance or the performance of others within and/or outside the organization. Since relationships are the lifeblood of organizations, poor relations impede individual, group, and organizational performance.

A P P L I C A T I O N   S I T U A T I O N S   / / /

Understanding Important Terms   **AS 1-1**

Identify each statement by its key term.

A. Behavior   C. Human relations   E. Performance

B. Goal of human relations   D. Organization   F. Total person approach

_____ 1. It's near quitting time and Karl boxed up the last package to be sent out today.

_____ 2. "I've been working hard to do a good job. I got a raise; now I can buy that new iPhone I've been saving for."

_____ 3. Jack and Wanda are discussing how to complete a project they are working on together.

_____ 4. Julio is quietly working alone on a report.

_____ 5. All the people listed above are members of a(n) _____.

The Systems Effect   A system is a set of two or more interactive elements. The systems approach, developed by Russell Ackoff, focuses on the whole system with an emphasis on the relationships between its parts.[22] For our purposes, under the **systems effect** *all people in the organization are affected by at least one other person, and each person affects the whole group or organization.* The organization's performance is based on the combined performance of each individual and group. To have high levels of performance, the organization must have high-performing individuals and groups. Groups are the building blocks of the organization. As a result of the systems effect, the destructive behavior of one individual hurts that group and other departments as well.[23] In addition, the destructive behavior of one department affects other departments and the organization's performance.

The challenge to management is to develop high-performing individuals and groups. In a sense, individuals and groups are the foundation of an organization. If either is ineffective, the organization cannot stand. See Exhibit 1.2 for a graphic illustration.

Just as people are the foundation of the organization, behavior and human relations are the foundation supporting performance. If either is ineffective, performance will fall. Exhibit 1.3 gives a graphic illustration.

EXHIBIT 1.2 | The Relationship between Individual and Group Behavior and Organizational Performance

Ineffective individuals   Ineffective groups
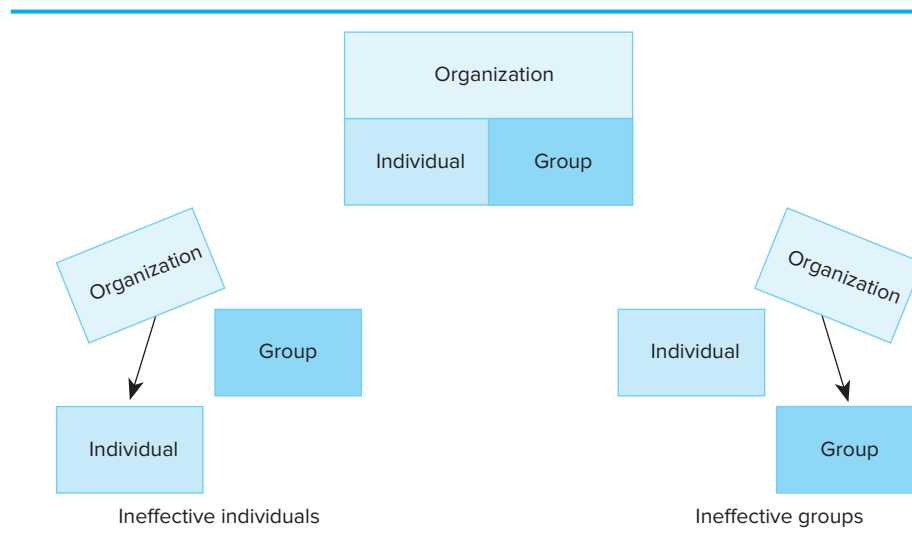
A P P L I C A T I O N   S I T U A T I O N S / / /

Focus of Study   **AS 1-2**

Identify the focus of study in each statement below by selecting two answers. First select the level of behavior:

A. Individual   B. Group   C. Organizational

Then select the scope of study:

A. Behavior   B. Human relations   C. Performance

_____ 6. Apple has just completed its income statement for the year.

_____ 7. The sales department exceeded its sales quota for the year.

_____ 8. Juan and Peg are working on a project together.

_____ 9. The organization chart shows the management hierarchy from the president down to the functional departments to the employee level.

_____10. Latoya is writing a letter to a customer regarding a complaint.

HUMAN RELATIONS: PAST, PRESENT, AND FUTURE

Learning Outcome 1-4

Briefly describe the history of the study of human relations.

Human Relations Is a Multidisciplined Science

Popularly called *organizational behavior* and rooted in the behavioral sciences, the science of human relations was developed in the late 1940s. It is based primarily on psychology (which attempts to determine why individuals behave the way they do) and sociology (which attempts to determine how group dynamics affect organizational performance); social psychology, economics, and political science have also contributed to organizational behavior.

During the 1950s, research in human behavior was conducted in large organizations. By the late 1970s, organizational behavior was recognized as a discipline in its own right, with teachers, researchers, and practitioners being trained in organizational behavior itself. Organizational behavior is a social science that has built its

EXHIBIT 1.3 | The Relationship between Behavior, Human Relations, and Performance
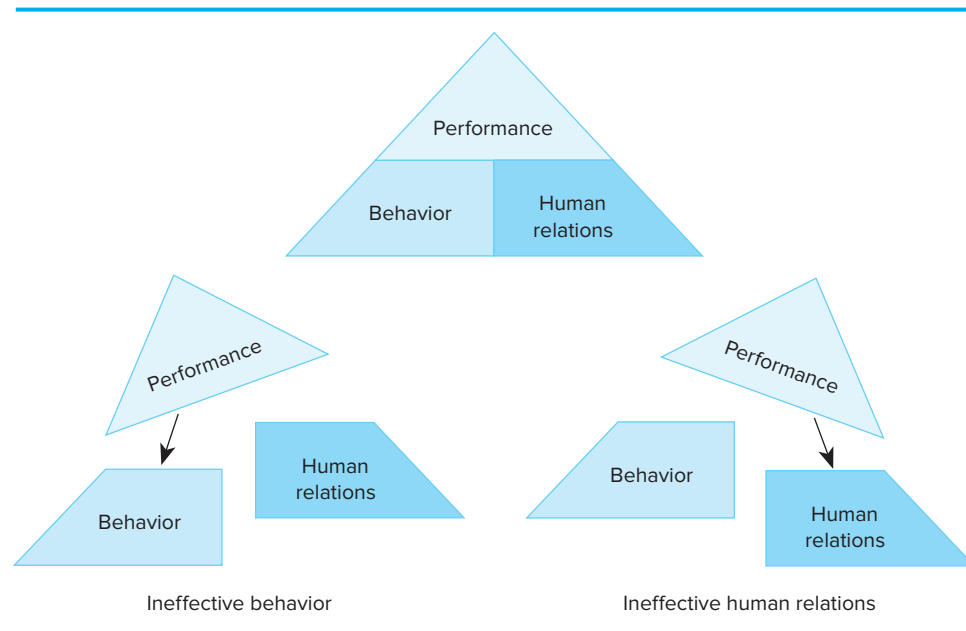
knowledge base on a sound foundation of scientific theory and research. Human relations takes a practical, applied approach. It attempts to anticipate and prevent problems before they occur and to solve existing problems of interpersonal relations in organizations.

The Early Years: Frederick Taylor and Robert Owen

In early America, most people worked on farms or were self-employed tailors, carpenters, shoemakers, or blacksmiths. Then, during the Industrial Revolution, people left the farms to work in factories that were privately owned. These businesses were concerned with profits, not employees, and managers viewed people only as a source of production. Most of the early owner-managers gave little thought to the working conditions, health, or safety of their employees. Working conditions were very poor—people worked from dawn until dusk under intolerable conditions of disease, filth, danger, and scarcity of resources. They had to work this way just to survive; there was no welfare system—you worked or you starved.

Frederick Taylor   Frederick Taylor, an engineer known as the "father of scientific management," focused on analyzing and redesigning jobs more efficiently in the late 1800s and early 1900s, which led to the idea of mass production. Scientific managers focused on production, not people.[24] They assumed that workers always acted rationally and were motivated simply by money. Also, Taylor failed to recognize the social needs of employees and placed them in isolated jobs.

Robert Owen   In 1800, Robert Owen was considered the first manager-entrepreneur to understand the need to improve the work environment and the employee's overall situation. In 1920, Owen was called "the real father" of personnel administration.[25] He believed that profit would be increased if employees worked shorter hours, were paid adequately, and were provided with sufficient food and housing. He refused to employ children under the age of 11. (In the early 1800s, children went to work full-time at the age of 9.) Owen taught his employees cleanliness and temperance and improved their working conditions. Other entrepreneurs of that time did not follow his ideas.

Elton Mayo and the Hawthorne Studies

From the mid-1920s to the early 1930s, Elton Mayo and his associates from *Harvard University* conducted research at the Western Electric Hawthorne Plant near Chicago. The research conducted through the Hawthorne Studies has become a landmark in the human relations field. In fact, **Elton Mayo** is called the *"father of human relations."* As a consequence of these studies, the Hawthorne effect was discovered.[26]

The **Hawthorne effect** refers to *an increase in performance caused by the special attention given to employees, rather than tangible changes in the work.* During the research, Mayo changed the lighting and ventilation. To his surprise, performance went up regardless of the working conditions. Through interviews, Mayo realized that the control group during the research felt important because of all the attention it got; therefore, performance increased because of the special attention given to employees. With the knowledge of the results of the Hawthorne Studies, some managers used human relations as a means of manipulating employees, while others took the attitude that a happy worker is a productive worker. Studies have shown that happy workers are usually, but not always, more productive than unhappy workers.

The 1930s to the 1990s

During the depression of the 1930s, unions gained strength and in many cases literally forced management to look more closely at the human side of the organization and meet employees' needs for better working conditions, higher pay, and shorter hours.

During the 1940s and 1950s, other major research projects were conducted in a number of organizations. Some of the research was conducted by the *University of Michigan,* which conducted studies in leadership and motivation; *Ohio State University,* which also studied leadership and motivation; the *Tavistock Institute of Human Relations* in London, which studied various subjects; and the *National Training Laboratories* in Bethel, Maine, which studied group dynamics. *Peter Drucker's management by objectives* was popular in the 1950s and is still used today.

During the 1960s, *Douglas McGregor* published *Theory X and Theory Y.*[27] A discussion of his theories, which contrast the way managers view employees, appears in Chapter 3. In the same time period, *Eric Berne* introduced *transactional analysis (TA).* (See Chapter 5 for a detailed discussion of TA.) Sensitivity training was popular in the 1960s.

During the 1970s, interest in human relations probably peaked. Quality circles were popular. By the late 1970s, the term *human relations* was primarily replaced with the more commonly used term *organizational behavior.*

In the 1980s, the U.S. rate of productivity was much lower than that of Japan. William Ouchi discovered that a few particularly successful firms did not follow the typical U.S. model. After years of research and investigation, Ouchi developed Theory Z.[28] **Theory Z** *integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.*

In their book *In Search of Excellence,* Thomas Peters and Robert Waterman conducted research to determine the characteristics of successful organizations.[29] During the 1980s, their work was criticized as companies identified as excellent began to have problems. Total quality management was popular in the 1980s.

In the 1990s, the trend toward increased participation of employees as a means of improving human relations and organizational performance continued. This trend included greater levels of participation at the lowest level of the organization. As a result, employees have more input into management decisions and how they perform their jobs. The use of groups and teams also became popular in the 1990s and continues today.

Communication Skills
Refer to CS Question 2.

APPLICATION SITUATIONS / / /

Human Relations History   AS 1-3

Identify the following people with their contribution to human relations:

A. Eric Berne   C. William Ouchi   E. Tom Peters

B. Elton Mayo   D. Robert Owen   F. Frederick Taylor

——————— 11. Transactional analysis.

——————— 12. The father of personnel administration.

——————— 13. The Hawthorne Studies.

——————— 14. Excellence in American corporations.

——————— 15. Theory Z.

Current and Future Challenges in the 21st Century

Learning Outcome 1-5

State some of the trends and challenges in the field of human relations.

We've discussed the history of human relations; now let's briefly discuss its current and future trends and challenges. In Chapters 2 through 12, we will discuss these topics in detail.

- **Globalization, change, innovation, and speed.** Chief executive officers (CEOs) rate globalization as the top challenge to business leadership in the 21st century.[30] The trend toward globalization has clearly changed the speed at which and the way we do business today.

- **Technology.** The CEOs listed technology (which is moving two to three times faster than management and includes *big data*) as their second major concern.[31] People are using more social media technology to communicate. Are you addicted to your cell phone?

- **Diversity.** With globalization, firms need to adapt to a diversity of cultures.[32] Even domestic companies face a diversity challenge as the American workforce becomes increasingly diversified.[33]

- **Learning and knowledge.** The key to success today is using knowledge effectively to continually innovate to compete in the new mobile global economy.[34]

Communication Skills
Refer to CS Question 3.

- **Ethics.** Trust in business today is low,[35] as media coverage of **Wells Fargo** and other business scandals has heightened awareness of the need for ethical business practices and decisions.[36]

WORK APPLICATION 1-7

Explain how one of the above trends or challenges could personally affect your human relations.

- **Crises.** CEOs also listed cybersecurity (which is based on tech and also includes privacy) that can lead to crises as a top four concern.[37] **Yahoo!**, **Home Depot**, and others had customer data hacked. Safety (including terrorist) and security issues have led to changes in human relations.

As stated, we will talk more about all of these challenges in later chapters.

APPLICATION SITUATIONS / / /

Trends and Challenges of Human Relations   AS 1-4

Identify the factor in each statement as:

A. Global, Change, Innovation, and Speed   C. Diversity   E. Ethics
B. Technology   D. Learning and Knowledge F. Crises

(continued)

_____ 16. Most of the recently hired people are minorities.

_____ 17. Our company has a code to help guide us to make the right decisions.

_____ 18. We just got a new software program a few months ago. Do I really have to use the new one?

_____ 19. I liked the old days when we could get through the line and on the plane a lot faster.

_____ 20. I'm not comfortable texting, so can you just call or e-mail me?

HAPPINESS AND DEVELOPING HUMAN RELATIONS SKILLS

In this section, we discuss happiness and guidelines that will improve your relationships. We end by discussing how to handle human relations problems. But first let's discuss how this book can help you if you apply what you learn.

This book gives you suggestions, guidelines, and models to follow to improve your people skills. Although these guidelines do not guarantee success, they will increase your probability of being happy with successful human relations in organizations.

Knowing is not enough; we must apply what we learn.[38] Human relations is one of the few courses you can use immediately. Most of the material you will learn can and should be used in your daily personal life with your family, friends, and other people with whom you interact. If you work, use this material on the job to develop your human relations skills.

Happiness and Relationships

Organizations realize that generally happy and engaged workers do a better job,[39] and that work relationships form the foundation of an array of processes, such as how managers and employees lead and how we manage our careers.[40] Organizational performance, perhaps its survival, depends on relationships.[41] Some firms, including **Zappos**, makes employees' happiness a top goal.[42] But let's focus on your happiness here.

Ever wonder why people do stupid things, or why we do the things we do? It's usually because we believe it will make us happy. Are you a happy person? Could you be happier? Where does most of your happiness come from? For most people the answer is relationships—with God, loved ones, family, friends, coaches and teammates, bosses and coworkers, etc. So to be happier, we should develop better relationships, which is the focus of this book. Also, we tend to rise or fall to the level of our relationships.

American society tends to promote two isms that are believed to bring happiness, but they actually tend to lead to unhappiness. First is individualism: being selfish by just looking out for yourself, taking advantage of others, and only doing things that have something in it for you. Second is hedonism: don't do it if you don't feel like doing it; just do what makes you feel good. Do you know any selfish people? Do you like them? Are they really happy? Will they ever be happy?[43]

According to happiness expert **Sonja Lyubomirsky**, happy people are not as self-centered as unhappy people.[44] Booker T. Washington said, "Those who are happiest are those who do the most for others." B.C. Forbes said, to be happy, strive to make others happy.[45] Making sacrifices for others brings true happiness.[46] Author **Neil Pasricha** developed[47] the _Happiness Equation: Want Nothing + Do Anything = Have Everything._

Pleasure is a feeling, whereas happiness (and love) is a decision. A decision to do what? To do what is right that will make you the best version of yourself by creating win-win situations and by simply helping others. Do you always want to do your work—for the job, school, etc.? If you procrastinate until the last minute or don't do your work, do you really feel happy, especially if you don't do your best and get a poor job review or low grade?

Doing things you don't really want to do to help others goes against individualism and hedonism, but isn't this an important part of true family, friendship, and success? So, to be happy, don't be selfish; be selfless by putting others ahead of yourself, and you will be happier and have better relationships. Easier said than done, but every chapter in the book has material that will help you develop better, more productive relationships that can help make you happier in your personal and professional lives. Let's move on to 10 specific guidelines that improve human relations.

Human Relations Guidelines

Learning Outcome 1-6

List 10 guidelines for effective human relations.

Being likable is important to personal happiness and career success, and it is helpful but not necessary for managers to be liked. Are you the kind of person others enjoy being around? Find out by completing Self-Assessment Exercise 1-1. Then read on.

/ / / Self-Assessment Exercise 1-1 / / /

Likability

Select the number from 1 to 5 that best describes your use of the following behavior, and write it on the line before each statement.

(5) Usually   (4) Frequently   (3) Occasionally   (2) Seldom   (1) Rarely

_____   1. I'm an optimist. I look for the good in people and situations, rather than the negative.

_____   2. I avoid complaining about people, things, and situations.

_____   3. I show a genuine interest in other people. I compliment them on their success.

_____   4. I smile.

_____   5. I have a sense of humor. I can laugh at myself.

_____   6. I make an effort to learn people's names and address them by name during conversations.

_____   7. I truly listen to others.

_____   8. I help other people cheerfully.

_____   9. I think before I act and avoid hurting others with my behavior.

_____   10. If I were to ask all the people I work/worked with to answer these nine questions for me, they would select the same responses that I did.

To determine your likability, add the 10 numbers you selected as your answers. The total will range from 10 to 50. Place it here _____ and on the continuum below.

Unlikable   10 -------- 20 -------- 30 -------- 40 -------- 50   Likable

If you want to get ahead in an organization, it is important to do a good job. But it is also important that people like you. If people like you, they will forgive just about anything you do wrong. If they don't like you, you can do everything right and it will not matter. Many hardworking, talented people have been bypassed for promotion and fired simply because their bosses or other high-level managers didn't like them.

No one can tell you exactly how to be likable. People who try too hard are usually not well liked. However, in this section you will learn guidelines for being likable through successful human relations. The guidelines are based on the behavior of successful, likable people who possess human relations skills. Although general in nature, these guidelines apply to most situations. Throughout the book, you will learn specific skills for dealing with a wide variety of people issues listed in Exhibit 1.4 and discussed below.

The 10 human relations guidelines are as follows:

Be Optimistic   People who are optimistic and grateful for what they have and focus on the good things in their lives are happier, healthier, and less stressed. Ungrateful people tend to

EXHIBIT 1.4 | Ten Guidelines to Effective Human Relations
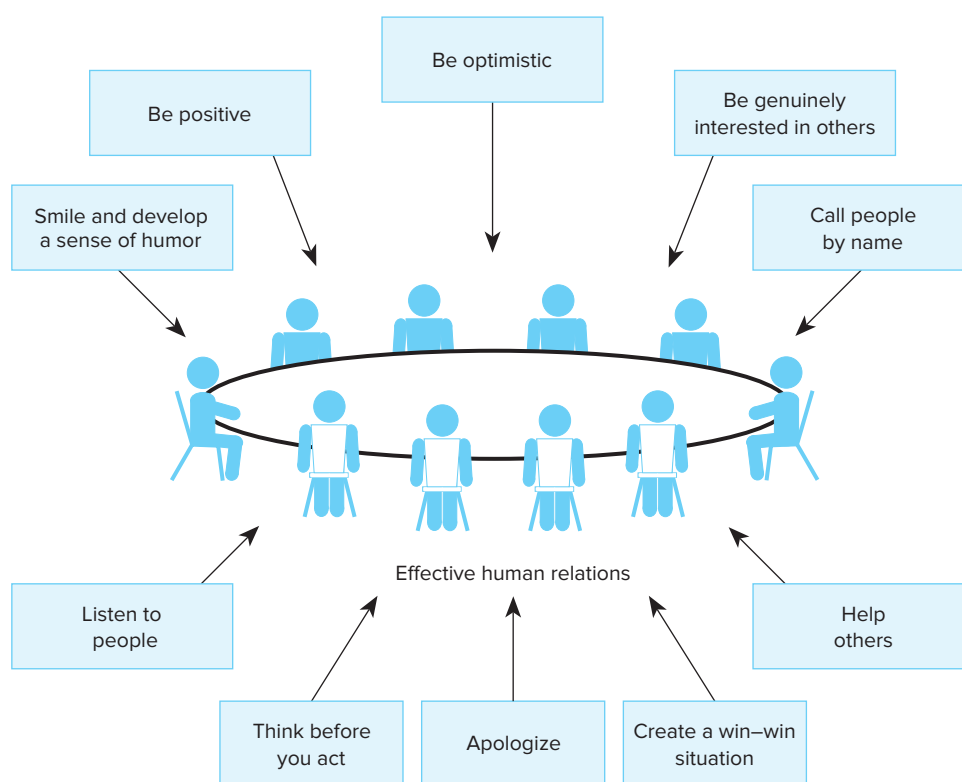
be dissatisfied with what they have and are never happy because no matter how much they get, it is never enough.[48] Former football coach **Lou Holtz** has said that you choose to be optimistic (happy) or pessimistic (sad). Happiness is nothing more than a poor memory for the bad things that happen to you. If you act happy, you can improve your mood and be happier.[49] We usually find what we're looking for. If you look for, and emphasize, the positive, you will find it. Most successful people are optimistic. Do you like being with pessimistic, ungrateful people? Are you optimistic or pessimistic?

Be Positive   Praise and encourage people. People generally don't like to listen to others complain. People often avoid complainers, and you should too. Associating with complainers will only depress you. Don't go around criticizing (putting people down), condemning, or spreading rumors. Do you like negative people who criticize you? To be happier, **Facebook's Sheryl Sandberg** writes down three positive things that happened each day.[50] **Sealed Air CEO Jerome Peribere** says to "Clear your mind so you can see things positively."[51] Are you positive or negative?

Be Genuinely Interested in Other People   Think about your favorite boss and friends. One of the reasons you like them is that they show a genuine interest in you. One of the reasons people fail is the "it's all about me" syndrome. People who feel as though you don't care about them will not come through for you. What is really important is to be able to truly care about other people and to sacrifice for them.[52] Do you care about people? Do you like self-centered people?

Smile and Develop a Sense of Humor   A smile shows interest and caring. It takes fewer muscles to smile than it does to frown. You have probably noticed that frowners are usually

unhappy and pessimistic. When we smile, we feel happier; and when we feel angry, we act that way and tend to hurt relationships.[53] Has anyone ever smiled at you and it made you happier? Well, pass it on.

Develop a sense of humor.[54] Relax, laugh, and enjoy yourself. Be willing to laugh at yourself. Likable people do not take their jobs or themselves too seriously. Do you like people who always frown and never laugh? Do you smile and have a sense of humor?

SB

Skill-Building Exercise 1-1
develops this skill.

Call People by Name   Calling people by the name they prefer shows an interest in them and makes them feel important. If you're not good at remembering names, work at it. Like any skill, it takes a conscious effort and some practice to develop. One simple technique you can use to help you remember people's names when you are introduced is to call them by name two or three times while talking to them. Then call them by name the next time you greet them. If you forget a person's name, whenever possible, ask someone else what it is before contacting the person. Remember that in some cultures, however, it is not polite to call a person by his or her first name. In such a culture, use last names, titles, or positions, as expected. Do you like people who don't call you by your name? Do you make an effort to learn people's names?

Listen to People   The ability to listen is an important skill.[55] We learn more by listening than we do by talking. Show respect for the other person's opinions. Don't say "You're wrong" even when the other person is wrong. Such statements only make people defensive and cause arguments, which you should avoid. Saying you disagree has less of an emotional connotation to it. However, when you are wrong, admit it quickly. Admitting you're wrong is not a sign of weakness and is often interpreted as a strength. However, not admitting you are wrong is often interpreted as a weakness.

Encourage others to talk about themselves. This gives you the opportunity to listen and learn while making people feel important. Listening also shows your interest in people. Do you like people who don't listen to you? Are you a good listener?

Help Others   If you want to help yourself, you can do so by helping others. It's a basic law of success. People who use people may be somewhat successful in the short run, but those being used usually catch on. Open and honest relationships in which people help each other meet their needs are usually the best ones. Help others, but don't pry when help is not welcomed. Do you like people who don't help you when you need help? Former actor Kirk Douglas said, "You haven't learned how to live until you've learned how to give."[56] Do you help others?

Think Before You Act   Feel your emotions, but control your behavior. Try not to do and say things you will regret later. Watch your language; don't offend people. It is not always what you say but how you say it that can have a negative impact on human relations. Before you say and do things, think about the possible consequences. Follow a 10-second rule—take 10 seconds before reacting and ask yourself, Would the person I most admire like what I'm about to do or say?[57] Being right is not good enough if it hurts human relations. Conduct your human relations in a positive way. Do you like impulsive people who hurt others? Do you think before you act to avoid hurting others?

Apologize   We all sometimes do or say things (behavior) that offend or hurt others in some way. To truly repair relationships, the best starting point is to admit mistakes and give a "sincere" apology.[58] Even if you don't believe you did anything wrong, you can apologize for offending or hurting the other person. For example, you can say in a sincere voice, "I'm sorry I upset you with my (state the specific behavior, i.e., comment); I will try not to do it again." Just saying you are sorry isn't enough. We need to do our best to not repeat the offense. It takes only a minute to express regret, and apologizing can help develop, maintain, and repair human relations. Think about it: If someone offends or hurts you, are you more

willing to forgive and forget and maintain an effective relationship if the person sincerely apologizes? Do you apologize to others when you offend them?

Create Win–Win Situations   Human relations is about how we behave and treat others. The goal of human relations is to create win–win situations. The best way to get what you want is to help other people get what they want and vice versa. Throughout the book you will be given specific examples of how to create win–win situations. Do you like people who win at your expense? Do you help others succeed?

/// **In the opening case scenario,** if Olin follows these 10 human relations guidelines at IBM, he will increase his chances of success. /// If you follow these general guidelines, you too will increase your chances of success in all walks of life. These guidelines are just the starting point of what you will learn in this course. For a review of the 10 guidelines to effective human relations, see Exhibit 1.4.

Remember that what you think about affects how you feel, and how you feel affects your happiness, behavior, human relations, and performance. So think about and actually use these guidelines to improve your human relations.

Handling Human Relations Problems

Even though you follow the human relations guidelines, in any organization there are bound to be times when you disagree with others. And you will more than likely have to interact with people who do not follow the guidelines.

Human relations problems often occur when the psychological contract is not met.[59] The *psychological contract* is the shared expectations between people. At work you have expectations of the things your boss and coworkers should and should not do, and they in turn have expectations of you. As long as expectations are met, things go well. However, if expectations are not met, human relations problems occur. Thus, when people share information and negotiate expectations, have clear roles, and are committed to meeting others' expectations, things go well. We'll focus on sharing information and negotiating expectations throughout this book.

When you encounter a human relations problem, you have to decide whether to avoid the problem or to solve it. In most cases, it is advisable to solve human relations problems rather than ignore them. Problems usually get worse rather than solve themselves. When you decide to resolve a human relations problem, you have at least three alternatives:

1. Change the Other Person   A sure-fire way to become unhappy is to assume that life is fair and that other people will change at your request.[60] Whenever there is a human relations problem, it is easy to blame others and expect them to make the necessary changes in behavior to meet your expectations. In reality, few problems can be blamed entirely on one party. Both parties usually contribute to the problem. Blaming the other party without taking some responsibility usually results in resentment and defensive behavior.

Many self-centered people view themselves as nearly perfect and in no need of personal change. The more you force people to change to meet your expectations, the more difficult it is to maintain effective human relations. Jacob M. Braude says, "Consider how hard it is to change yourself and you'll realize what little chance you have in trying to change others." Do you expect others to change?

2. Change the Situation   If you have a problem getting along with others at work, you can try to change the situation by asking for a change in jobs. There are cases where this is the only solution. However, when you complain to the boss, the boss may decide that you, not the other party, are the problem. Blaming the other party and trying to change the situation enables you to ignore your own behavior, which may be at least part of the problem.

Have you ever noticed that people who have a hard time getting along well with others in one situation, also have trouble in other situations? People who change jobs are often no

WORK APPLICATION 1-9

Which 2 of the 10 human relations guidelines need the most effort on your part? Which two need the least? Explain your answers.

happier in the new position. The late Zig Ziglar said, "You can't change what's going on around you until you start changing what's going on within you."

3. Change Yourself   Throughout this book, particularly in Part 1, you will be examining your own behavior. Knowing yourself is important in good human relations through self-assessment. In many situations, your own behavior is the only thing you can control.[61] In most human relations problems, the best alternative is to examine others' behavior and try to understand why they are doing and saying the things they are; then examine your own behavior to determine why you are behaving the way you are.[62]

In most cases, the logical choice is to change your own behavior. But that does not mean doing whatever other people request. In fact, you should be assertive. You will learn how to be assertive in Chapter 5. You are not being forced to change; rather, you are changing your behavior because you elect to do so. When you change your behavior, others may also change. In fact, you can also resolve differences through both of you agreeing to change your behavior, and you will learn how to resolve conflicts in Chapter 5. To increase happiness, we need to change our behavioral habits.[63]

New Habits   Let's face it, we are bound by our habits of routine.[64] If you can't change your mind and embrace change, you cannot change anything.[65] Easier said than done, right? The first step is to realize that we need to take a positive attitude about changing our behavior and actually develop positive habits to improve our relationships. It helps to realize that our brains cling to habit at the exclusion of all else, including common sense. Do you ever do things you know you will regret and make you unhappy later? So we have to change our thoughts and make the change a habit to improve.[66] Change your routine first, and your emotional health and relationships will follow suit.[67] When we change our habits, we change our lives, and successful people have good habits that are the behaviors driving their success.

The reason most people don't keep their New Year's resolution is they don't make it a habit. If you say you will exercise more but don't make a scheduled time to work out (routine habit), you won't work out. Developing a habit takes conscious planning and effort—schedule time to work out, and as Nike say, Just Do It. A habit has three parts, and the following are three examples. Item A is an example of a positive habit to develop, B is a bad habit to break, and C is a behavioral change to improve a relationship.

1. **Cue**. Reminds you to do your new habit (A. Running shoes left near your bed; B. Feel sad; C. Joe yells at you).

2. **Routine**. Do the new habit (A. Run first thing in the morning; B. Eat and/or drink; C. You get upset and yell back at Joe).

3. **Reward—Change**. Positive thing to reinforce new habit (A. Feel good about yourself and healthier, weight loss and more energy, healthy breakfast; B. Temporary escape from sadness, which often doesn't work and can lead to other problems and bad habits—instead, change and get together with family and friends; C. Change by not yelling back at Joe and calming discuss the issue—reward that you don't get upset and stressed—you will learn how to do this in Chapter 5, Dealing with Conflict).

Think about it. Are there any good habits you should develop, or bad self-destructive ones you should drop or replace? Will you work at being more positive about improving your relationships by developing good habits? Skill Building Exercise 1-4, Developing a New Habit, can help.

To finalize the importance of human relations, if you don't like working with people and don't want to improve your people skills, it most likely will hurt your career progression. If you like working with people and think you are good at it, as the standards continue to increase, you will need to continually improve. Changing our behavior and habits is not easy or comfortable, but people skills are critical to personal and professional happiness and success.[68] So make it a new habit to apply what you learn in this book to develop your people skills.

WORK APPLICATION 1-10

Give a specific example of a human relations problem in which you elected to change yourself rather than the other person or situation. Be sure to identify your changed behavior.

WHAT'S IN THE BOOK

Let's discuss what we are trying to do throughout this book (objectives) and how we are going to do it (organization).

Objectives of the Book

Managers and academics agree that students need to learn relevant people skills,[69] but that students tend to lack the ability to apply what they learn.[70] Therefore, there is a need to focus on applying what you learn.[71] This is the overarching objective of the book. Unlike most other courses that teach you concepts, this course takes you to the next level, as you apply the concepts and develop your human relations skills.

As indicated in the title of the book, it has a three-pronged approach to the objectives:

- To teach you the concepts and theories of human relations.
- To develop your ability to apply the human relations concepts through critical thinking.
- To develop your human relations skills in your personal and professional lives.

This book offers some unique features related to each of the three objectives; these features are listed in Exhibit 1.5. To get the most from this book, turn back to the preface and read the descriptions of these features.

Flexibility   There are so many features that your professor will most likely not use every feature with every chapter. Students have different learning style preferences. There is no one right way of doing things, and you have the flexibility to use your own approach. You may also use features that your professor does not include in the course requirements.

AACSB Learning Standards

It is important to develop human relations competencies.[72] So how do you know what specific competencies will be important to your career success? For the answer, we have turned to the Association to Advance Collegiate Schools of Business (AACSB), which gives accreditation to business schools, that states that "students engage in experiential and active learning designed to improve skills and the application of knowledge in practice is expected." Below is the list of "General Skills Areas" students are expected to develop taken from the 2016 AACSB Accreditation Standards.[73] In addition to AACSB, this book also meets the core professional components of ACBSP (Accreditation Council for Business Schools and Programs)[74] and IACBE (International Assembly for Collegiate Business Education) standards.[75]

EXHIBIT 1.5 | The Three-Pronged Approach: Features of the Book

Learn the Concepts	+	Apply the Concepts	+	Develop Skills	=	Effective Human Relations
• Research-based and current • Comprehensive coverage • Systems-oriented • Learning outcomes • Key terms • Exhibits • Chapter review and glossary		• Opening cases • Work applications • Application situations • Cases • Objective cases		• Self-assessment exercises • Skill-building objectives and AACSB • Skill-building exercises (three types) • Role-playing exercises • Behavior models • Behavior model videos • Manager's hot seat videos		

Analytical and reflective thinking competencies are developed throughout the book. The following competencies are developed in the specific chapter listed. Written and oral *communication*s (Chapter 4), *Ethical* understanding and reasoning (Chapter 2), *Interpersonal relations* (all chapters) *teamwork* (Chapter 10), and *Diverse and multicultural* work environments (Chapter 12). The last skill listed is *Application of knowledge*, and you are given the opportunity to apply what you learn in every chapter through the features listed in Exhibit 1.5. Each of the skill-building exercises indicates the AACSB learning standard skill(s) to which the exercise relates.

Organization of the Book

The book is organized in two ways. The first is by the *levels of behavior*. The parts, as well as the chapters within each part, progress from the individual, to the group, to the organizational levels of behavior.

Second, the parts of the book are based on the *domain model of managerial education*. In this model the concept of *skills* has evolved into the concept of competencies. *Competencies* are performance capabilities that distinguish effective from ineffective behavior, human relations, and performance: they are the underlying characteristics of a person that lead to or cause effective and outstanding performance. Every current competency model can be organized in terms of four competency domains: intrapersonal skills, interpersonal skills, leadership skills, and business skills.[76] The first three are human relations skills, and the last is a technical skill.

The three human relations domains, which are discussed below, as well as the levels of behavior are reflected in the table of contents and the profile form on pp. 483–484. This form lists the parts and the chapters within each part.

Part 1. Intrapersonal Skills: Behavior, Human Relations, and Performance Begin with You   *Intra* means "within"; thus, **intrapersonal skills** are *within the individual and include characteristics such as personality, attitudes, self-concept, and integrity*. Intrapersonal skills are the foundation on which careers are built. You will learn about, apply, and develop intrapersonal skills in Chapters 2 to 3. We end the book by coming back to intrapersonal skills in Appendix B, by developing a plan for applying human relations skills.

Part 2. Interpersonal Skills: The Foundation of Human Relations   *Inter* means "between"; thus, interpersonal skills are between people, as are human relations. **Interpersonal skill** is *the ability to work well with a diversity of people.* Clearly, interpersonal skills are based on, and overlap to some extent, intrapersonal skills. You will learn about, apply, and develop interpersonal skills in Chapters 4 and 5.

Part 3. Leadership Skills: Influencing Others and Part 4. Leadership Skills: Team and Organizational Behavior, Human Relations, and Performance   **Leadership skill** is *the ability to influence others and work well in teams*. You will learn about, apply, and develop leadership skills in Chapters 6 through 12. Leadership skills are based on intrapersonal and interpersonal skills. Thus, the sequence of parts in the book, as well as the chapters within each part, constitutes a logical set of building blocks for your competency and skill development.

It's time to assess your intrapersonal skills, interpersonal skills, and leadership skills. Together, these skills are called human relations skills. The following section focuses on self-assessment, an important intrapersonal skill. People with good intrapersonal skills use self-assessment as the basis for improving their human relations skills, which we will be doing throughout the book.

CS

Communication Skills
Refer to CS Question 6.

ASSESSING YOUR HUMAN RELATIONS ABILITIES AND SKILLS

For each of the 12 statements below, record in the blank the number from 1 to 7 that best describes your current level of ability or skill. You are not expected to have all high numbers. This assessment will give you an overview of what you will learn in this course.

Appendix B contains the same assessment and a longer version of this assessment to enable you to compare your skills at the beginning and end of the course.

Low ability/skill   High ability/skill

1	**2**	**3**	**4**	**5**	**6**	**7**

_____ 1. I understand my personality profile, preferred learning style, how to handle stress, and my perception bias.

_____ 2. I know my attitudes and value, how to improve my self-concept, and guidelines to handling ethical dilemmas.

_____ 3. I understand the communications process, how to deal with emotions, and how to give and received criticism to improve performance.

_____ 4. I understand transactional analysis, how to be assertive, and how to resolve conflicts without hurting relationships.

_____ 5. I understand leadership theories, types of trust, and how to develop trust.

_____ 6. I understand the motivation process and the difference among content, process, and reinforcement theories.

_____ 7. I know how to gain and use organizational power and politics.

_____ 8. I know the professional networking process and can negotiate deals that create a win-win situation.

_____ 9. I understand team dynamics and their stages of development, how to conduct a meeting, and how to follow steps in making effective decisions.

_____ 10. I know reasons why people resist change and how to overcome the resistance, how employees learn the organization's culture, and how firms use organizational development techniques to make changes.

_____ 11. I understand how important diversity is and can identify legally protected groups; define prejudice, discrimination, sexism, sexual harassment, and racism; and handle complaints.

_____ 12. I can effectively manage my time and career using proper etiquette.

Scoring: Add up the 12 numbers and divide the total by 12 to get your average between 1 and 7. Place your average score on the line below.

_____

Each of the 12 questions gives an overview of the content of the other 11 chapters and Appendix A in the book.

Learning Outcome 1-7

Identify your personal low and high human relations ability and skill levels.

There is no correct score. Review your 12 responses above. Your lower score numbers indicate areas where behavior changes are most warranted. Select the top five areas, abilities, or skills you want to develop through this course. Write them out below. In Chapter 7, we will discuss how to set objectives. At that time you may want to return to write what you wish to learn as objectives.

SB

Skill-Building Exercise 1-2
develops this skill.

1.

2.

3.

Learning Outcome 1-8

Identify five personal human relations goals for the course.

4.

5.

SB

Skill-Building Exercise 1-3
develops this skill.

To improve your human relations skills, be sure to take an active role in your skill development. To do so, learn the concepts in each chapter, then practice applying them every day.[77] As the course progresses, be sure to review your course goals and work toward attaining them.

Don't be too concerned if your scores were not as high as you would like them to be. If you work at it, you will develop your human relations skills through this book.

In this chapter we have discussed how your behavior affects your human relations and performance; why human relations skills are so important; that what you learn in this course can be used immediately in your personal and professional lives; a brief history of human relations; the importance of changing your behavior; and 10 guidelines to follow in developing effective human relations. Next is a chapter review with a glossary and more application and skill-building material to develop your human relations skills based on Chapter 1 concepts.

/ / / R E V I E W / / /

The chapter review is organized to help you master the nine learning outcomes for Chapter 1. First provide your own response to each learning outcome, and then check the summary provided to see how well you understand the material. Next, identify the final statement in each section as either true or false (T/F). Correct each false statement. Answers are given at the end of the chapter.

LO 1-1   Explain why human relations skills are important.

People are an organization's most valuable resource. It is the people who cause the success or failure of an organization. Faulty human relations skill is the most common cause of management failure.

The myths of human relations (HR) are: (1) Technical skills are more important than HR skills; (2) HR is just common sense; (3) global diversity is overemphasized; and (4) leaders are born, not made. T F

LO 1-2   Discuss the goal of human relations.

Organizations that can create a win–win situation for all have a greater chance of succeeding. If the organization offers everyone what they need, all benefit. Satisfying needs is not easy; rather, it is a goal to strive for, which may never be met.

Organizations expect that employees will not let their personal lives affect their work. T F

LO 1-3   Describe the relationship between individual and group behavior and organizational performance.

Through the systems effect, we learn that individuals affect each other's performance and that of the group and organization. The organization is made up of individuals and groups. Its performance is based on individual and group performance.

Human relations takes place only at the group and organizational levels. T F

LO 1-4   Briefly describe the history of the study of human relations.

In the 1800s Frederick Taylor developed scientific management, which focused on redesigning jobs. Also in the 1800s Robert Owen was the first manager-owner to understand the need to improve the work environment and the employee's overall situation. Elton Mayo is called the "father of human relations." In the mid-1920s to the early 1930s he conducted the Hawthorne Studies and thereby identified the Hawthorne effect, an increase in performance due to the special attention given to employees, rather than tangible changes in the work. Through the 1930s to the 1980s much attention was paid to the human side of the organization. Teamwork and increased employee participation became popular during the 1990s.

Thomas Peters and Robert Waterman developed Theory Z. T F

LO 1-5   State some of the trends and challenges in the field of human relations.

Trends and challenges in the field of human relations include: (1) globalization, change, innovation, and speed; (2) technology; (3) diversity; (4) learning and knowledge; (5) ethics; and (6) crisis.

The rate of change and technology is slowing down. T F

LO 1-6   List 10 guidelines for effective human relations.

Guidelines for effective human relations include: (1) be optimistic; (2) be positive; (3) be genuinely interested in other people; (4) smile and develop a sense of humor; (5) call people by name; (6) listen to people; (7) help others; (8) think before you act; (9) apologize; and (10) create win–win situations.

The goal of human relations is within guideline 7: help others. T F

LO 1-7   Identify your personal low and high human relations ability and skill levels.

Answers will vary from student to student.

Most people will have the same score on most abilities and skills. T F

LO 1-8   Identify five personal human relations goals for the course.

Answers will vary from student to student.

The goals you select for this course are neither right nor wrong. T F

LO 1-9   Define the following 17 key terms.

Select one or more methods: (1) fill in the missing key terms for each definition given below from memory; (2) match the key terms from the end of the review with their definitions below; and/or (3) copy the key terms in order from the key terms at the beginning of the chapter.

_____ are interactions among people, while the

_____ is to create a win–win situation by satisfying employee needs while achieving organizational objectives.

A(n) _____ occurs when the organization and employees get what they want.

The _____ realizes that an organization employs the whole person, not just his or her job skills.

_____ is what people do and say.

The _____ are individual, group, and organizational.

_____ is the things two or more people do and say as they interact (human relations).

A(n) _____ is a group of people working to achieve one or more objectives.

_____ is the collective behavior of its individuals and groups.

_____ is the extent to which expectations or objectives have been met.

Under the _____, all people in the organization are affected by at least one other person, and each person affects the whole group or organization.

_____ is called the "father of human relations" and conducted the Hawthorne Studies in the mid-1920s to the early 1930s, considered the first true human relations research.

The _____ refers to an increase in performance due to the special attention given to employees, rather than tangible changes in the work.

_____ integrates common business practices in the United States and Japan into one middle-ground framework.

_____ are within the individual and include characteristics such as personality, attitudes, self-concept, and integrity.

_____ is the ability to work well with a diversity of people.

_____ is the ability to influence others and work well in teams.

/ / / K E Y   T E R M S / / /

behavior 4	Hawthorne effect 9	levels of behavior 4	systems effect 6
Elton Mayo 9	human relations 4	organization 4	Theory Z 9
goal of human	interpersonal skill 18	organizational	total person
relations 4	intrapersonal skills 18	behavior 5	approach 4
group behavior 4	leadership skill 18	performance 6	win–win situation 4

/ / / C O M M U N I C A T I O N   S K I L L S / / /

The following critical thinking questions can be used for class discussion and/or as written assignments to develop communication skills. Be sure to give complete explanations for all answers.

1. In your opinion, which myth about human relations holds back the development of human relations skills more than any of the others?

2. Which person's contribution to the history of human relations do you find to be the most impressive?

3. Which one of the trends or challenges do you believe is the most relevant to the field of human relations?

4. Which one of the 10 guidelines for effective human relations do you think is the most important?

5. Of the three ways to handle human relations problems, which ones are the easiest and hardest for you?

6. Of the intrapersonal, interpersonal, and leadership skills, which one is your strongest? Your weakest?

CASE /// **W. L. Gore & Associates: How Employees Relate to One Another Sets Gore Apart.**

Founded in 1958, W. L. Gore & Associates, Inc. has become a modern-day success story as a uniquely managed, privately owned family business that truly understands the connection between behavior, human relations, and performance. Founders Bill and Vieve Gore set out to create a business where innovation was a way of life and not a by-product. Today, Gore is best known for its GORE-TEX range of high-performance fabrics and Elixir Strings for guitars. Gore is the leading manufacturer of thousands of advanced technology products for the medical, electronics, industrial, and fabrics markets. With annual revenues of more than $3 billion, Gore has more than 10,000 employees, called associates, at more than 50 facilities around the world.[i]

Terri Kelly replaced Chuck Carroll as the president and CEO of W. L. Gore & Associates in April 2005. Ms. Kelly attributes the company's success to its unique culture. As she put it, how work is conducted at Gore and how employees relate to one another sets Gore apart. For the 20th consecutive year, Gore has been named among the "100 Best Companies to Work For" in the United States by *Fortune* magazine. In an interview, Kelly was asked what would be the most distinctive elements of the Gore management model to an outsider. She listed four factors: "We don't operate in a hierarchy; we try to resist titles; our associates, who are all owners in the company, self-commit to what they want to do; and our leaders have positions of authority because they have followers." According to Kelly, these four attributes enable Gore to maximize individual potential while cultivating an environment that fosters creativity and also to operate with high integrity. She is quick to remind everyone that all of Gore's practices and ways of doing business reflect the innovative and entrepreneurial spirit of its founders.

Kelly attributes Gore's success to its unique culture. As she put it, how work is conducted at Gore and how employees relate to one another set Gore apart. There are no titles, no bosses, and no formal hierarchy. Compensation and promotion decisions are determined by peer rankings of each other's performance. To avoid dampening employee creativity, the company has an organizational structure and culture that goes against conventional wisdom. Bill Gore (the founder) referred to the company's structure as a "lattice organization." Gore's lattice structure includes the following features:[ii]

- Direct lines of communication—person to person—with no intermediary
- No fixed or assigned authority
- Sponsors, not bosses

- Natural leadership as evidenced by the willingness of others to follow
- Objectives set by those who must "make them happen"
- Tasks and functions organized through commitments
- Complete avoidance of the hierarchical command and control structure

The lattice structure as described by the people at Gore encourages hands-on innovation and discourages bureaucratic red tape by involving those closest to a project in decision making. Instead of a pyramid of bosses and managers, Gore has a flat organizational structure. There are no chains of command, no predetermined channels of communication. It sounds very much like a self-managed team at a much broader scale.

Why has Gore achieved such remarkable success? W. L. Gore & Associates prefers to think of the various people who play key roles in the organization as being leaders, not managers. While Bill Gore did not believe in smothering the company in thick layers of formal management, he also knew that as the company grew, he had to find ways to assist new people and to follow their progress. Thus, W. L. Gore & Associates came up with its "sponsor" program—a human relations partnership between an incumbent, experienced employee and a newly hired, inexperienced employee. Before a candidate is hired, an associate has to agree to be his or her sponsor, or what others refer to as a mentor. The sponsor's role is to take a personal interest in the new associate's contributions, problems, and goals, acting as both a coach and an advocate. The sponsor tracks the new associate's progress, offers help and encouragement, points out weaknesses and suggests ways to correct them, and concentrates on how the associate might better exploit his or her strengths. It's about improving the intrapersonal skills of the new hire.

Sponsoring is not a short-term commitment. All associates have sponsors, and many have more than one. When individuals are hired, at first they are likely to have a sponsor in their immediate work area. As associates' commitments change or grow, it's normal for them to acquire additional sponsors. For instance, if they move to a new job in another area of the company, they typically gain a sponsor there. Sponsors help associates chart a course in the organization that will offer personal fulfillment while maximizing their contribution to the enterprise. Leaders emerge naturally by demonstrating special knowledge, skill, or experience that advances a business objective.

An internal memo describes the three kinds of sponsorship and how they might work:

- **Starting sponsor**—a sponsor who helps a new associate get started on his or her first job at Gore, or helps a present associate get started on a new job.
- **Advocate sponsor**—a sponsor who sees to it that the associate being sponsored gets credit and recognition for contributions and accomplishments.
- **Compensation sponsor**—a sponsor who sees to it that the associate being sponsored is fairly paid for contributions to the success of the enterprise.

An associate can perform any one or all three kinds of sponsorship. Quite frequently, a sponsoring associate is a good friend, and it's not uncommon for two associates to sponsor each other as advocates.

Being an associate is a natural commitment to four basic human relations principles articulated by Bill Gore and still a key belief of the company: fairness to each other and everyone we come in contact with; freedom to encourage, help, and allow other associates to grow in knowledge, skill, and scope of responsibility; the ability to make one's own commitments and keep them; and consultation with other associates before undertaking actions that could affect the reputation of the company. These principles underscore the importance of developing high interpersonal skills for Gore employees.

Commitment is seen as a two-way street at W. L. Gore & Associates—while associates are expected to commit to making a contribution to the company's success, the company is committed to providing a challenging, opportunity-rich work environment, and reasonable job security. The company tries to avoid laying off associates. If a workforce reduction becomes necessary, the company uses a system of temporary transfers within a plant or cluster of plants, and requests voluntary layoffs. According to CEO Kelly, Gore's structure, systems, and culture have continued to yield impressive results for the company. In the more than 50 years that Gore has been in business, it has always made a profit.[iii]

Go to the Internet: To learn more about W. L. Gore & Associates, visit its website (www.gore.com).

Support your answers to the following questions with specific information from the case and text or with other information you get from the web or other sources.

1. What evidence is there that W. L. Gore & Associates aspires to meet the goal of human relations?

2. How does Gore & Associates depict an organization that fully appreciates the "systems effect"?

3. One can argue that W. L. Gore's lattice structure encompasses some of the unexpected discoveries brought out by Elton Mayo and the Hawthorne Studies. Identify some features of the lattice structure that align with some of the unexpected discoveries of the Hawthorne Studies.

4. How does Gore's "sponsorship" program contribute toward meeting some of the 10 human relations guidelines outlined in the chapter?

5. Watch the video (http://www.managementexchange.com/video/terri-kelly-wl-gores-original-management-model-0) of CEO, Terri Kelly, and describe what she believes people would find surprising about management and how they work with their people at W. L. Gore.

Case Exercise and Role-Play

Preparation: You are a manager in an organization that wants to communicate in practical terms the meaning and importance of the systems effect and the total person approach to new employees during the orientation process. The manager is supposed to use examples to make his or her points. Based on your understanding of these two concepts, create a five-minute oral presentation on the meaning and importance of:

a. The systems effect

b. The total person approach

Role-Play: The instructor forms students into manager–new employee pairs and has each pair dramatize exercise a and b in front of the rest of the class. The student playing the role of new employee should then paraphrase the manager's message. After each presentation, the class is to discuss and critique the effectiveness with which the manager clearly communicated the meaning and importance of these two concepts and the effectiveness of the new employee in replaying the message.

OBJECTIVE CASE   / / /   Supervisor Susan's Human Relations

Peter has been working for York Bakery for about three months now. He has been doing an acceptable job until this week. Peter's supervisor, Susan, has called him in to discuss the drop in performance. (*Note:* Susan's meeting with Peter and/or a meeting held by Tim with Susan and Peter can be role-played in class.)

SUSAN: Peter, I called you in here to talk to you about the drop in the amount of work you completed this week. What do you have to say?

PETER: Well, I've been having a personal problem at home.

SUSAN: That's no excuse. You have to keep your personal life separate from your job. Get back to work, and shape up or ship out.

PETER: (Says nothing, just leaves.)

Susan goes to her boss, Tim.

SUSAN: Tim, I want you to know that I've warned Peter to increase his performance or he will be fired.

TIM: Have you tried to resolve this without resorting to firing him?

SUSAN: Of course I have.

TIM: This isn't the first problem you have had with employees. You have fired more employees than any other supervisor at York.

SUSAN: It's not my fault if Peter and others do not want to do a good job. I'm a supervisor, not a babysitter.

TIM: I'm not very comfortable with this situation. I'll get back to you later this afternoon.

SUSAN: See you later. I'm going to lunch.

Answer the following questions. Then in the space next to the questions, state why you selected that answer.

_____   **1.** There _____ a human relations problem between Susan and Peter.

  a. is   *b.* is not

_____   **2.** Susan has attempted to create a _____ situation.

  a. lose–lose   *b.* win–lose   *c.* win–win

_____   **3.** Susan _____ an advocate of the total person approach.

  a. is   *b.* is not

_____   **4.** Through the systems effect, Peter's decrease in output affects which level of behavior?

  a. individual   *c.* organizational
  b. group   *d.* all three levels

_____   **5.** The scope of study illustrated in this case covers:

  a. behavior   *c.* performance
  b. human relations   *d.* all three

_____   **6.** The focus of study by Susan is:

  a. individual/behavior   *c.* group/human relations
  b. individual/performance   *d.* organizational/performance

_____   **7.** The focus of study by Tim should be:

  a. individual/behavior   *c.* group/human relations
  b. group/behavior   *d.* organizational/performance

_____   **8.** Later that afternoon Tim should:

  a. reprimand Peter
  b. talk to Peter and tell him not to worry about it
  c. bring Susan and Peter together to resolve the problem
  d. do nothing, letting Susan handle the problem herself
  e. fire Susan

_____   **9.** The major human relations skill lacking in Susan is:

  a. being optimistic
  b. smiling and developing a sense of humor
  c. thinking before you act
  d. being genuinely interested in other people

_____   **10.** Tim _____ work with Susan to develop her human relations skills.

  a. should   *b.* should not

11. Will Peter's performance increase? If you were Peter, would you increase your performance?

12. Have you ever had a supervisor with Susan's attitude? Assume you are in Susan's position. How would you handle Peter's decrease in performance?

13. Assume you are in Tim's position. How would you handle this situation?

/ / / S K I L L · B U I L D I N G   E X E R C I S E   1 · 1   / / /

Getting to Know You by Name

Experience: Groups meet in class, or the professor could meet with groups separately online. You will be involved in a small-group discussion, and one person from each group will ask the instructor questions.

AACSB Competencies: Communications and application of knowledge.

Objectives:

1. *A.* To get acquainted with the members of your permanent group and to name the group.
    B. To get acquainted with some of your classmates.

2. To get to know more about your instructor.

Procedure 1 (2–5 minutes)

A. Your instructor will assign you to your permanent group.

B. Break into groups of three to six, preferably with people you do not know or do not know well.

Procedure 2 (8–12 minutes)

Each group member tells the others his or her name and two or three significant things about himself or herself. After all members have finished, ask each other questions to get to know each other better.

Procedure 3 (2–4 minutes) Permanent groups only

Everyone writes down the names of all group members. Addresses and telephone numbers are also recommended.

Procedure 4 (2–3 minutes) All groups

Each person calls all members by name, without looking at written names. Continue until all members call the others by name. Be sure to use the guidelines for remembering people's names on p. 14.

Procedure 5 (5–10 minutes) Permanent groups only

Members decide on a name for the group; a logo is optional.

Procedure 6 (5–12 minutes)

Elect a spokesperson to record and ask your group's questions. The members select specific questions to ask the instructor under the three categories below. The spokesperson should not identify who asked which questions.

1. Questions about course expectations. Questions about doubts or concerns about this course.

2. Questions about the instructor. (What would you like to know about the instructor to get to know him or her?)

Procedure 7 (10–20 minutes)

Each spokesperson asks the group's question under one category at a time. When all questions from category 1 are asked and answered, proceed to category 2. Spokespersons should not repeat questions asked by other groups.

Questions (2–10 minutes):   For the groups or class.

1. Is it important to know and call people by name? Why or why not?

2. What can you do to improve your ability to remember people's names when you first meet them, and at later times?

Conclusion: The instructor may make concluding remarks.

Application (2–4 minutes):   What have I learned through this exercise? How will I use this knowledge in the future?

Sharing: Volunteers give their answers to the application section.

/ / / S K I L L - B U I L D I N G   E X E R C I S E   1 - 2 / / /

Course Objectives

Experience: Individual may share answers in groups or as a class, in-class or online. You may share your objectives, in-class or online, within a small group or entire class.

AACSB Competencies: Reflective thinking, analytic skills, communication abilities, and application of knowledge.

Objective: To develop HR objectives and share them to get ideas on other objectives you may want to set.

Preparation: You should have completed the Assessing Your HR Abilities and Skills section of this chapter, including five written objectives.

Procedure 1 (5–30 minutes)

Option A: Volunteers state one or more of their course objectives to the class. The instructor may make comments.

Option B: Break into groups of three to six members and share your course objectives.

Option C1:   Same procedure as Option B with the addition of having the group select a member to share five of the group's objectives.

Option C2:   Each group's spokesperson reports its five objectives.

Conclusion: The instructor leads a class discussion and/or makes concluding remarks.

Application (2–4 minutes):   Should I change any of my objectives? If yes, rewrite it/them below.

Sharing: Volunteers give their answers to the application section.

/ / / S K I L L - B U I L D I N G   E X E R C I S E   1 - 3 / / /

Human Relations Overview: OBingo Icebreaker

Experience: Group in-class. You will play an interactive game of bingo related to human relations.

AACSB Competencies: Communications.

Objective: To get an overview of some of the many human relations topics through an icebreaker game of bingo.

Procedure (5–10 minutes)

Go around the room and get signatures of peers who fit the descriptions in the squares on the OBingo card.

Tell the person your name, and sign only if the description really does fit you.

Each person can sign only one square on your card.

Say "bingo" when you get it.

If you get bingo before the time is up, keep getting as many signatures as you can until the time is up.

The number in the square identifies the chapter in which the topic will be covered.

Conclusion: The instructor may make concluding remarks.

HUMAN RELATIONS

OB	I	N	G	O
Has a nice personality [2]	Is a good communicator [4]	Is good at motivating others [7]	Has a good network of people [9]	Is creative [11]
Makes a good first impression [2]	Is assertive, not aggressive [5]	Is a high achiever [7]	Is a good negotiator [9]	Is open to changes [11]
Has a positive attitude [3]	Handles conflict well [5]	Your name	Enjoys working with others [10]	Works well with a diversity of people [12]
Has a positive self-concept [3]	Likes to be in charge [6]	Good at influencing others [8]	Is a good team player [10]	Interested in learning about other cultures [12]
Handles criticisim well [4]	Is trustworthy [6]	Enjoys playing organizational politics [8]	Likes to solve problems [10]	AA Has a career plan [13]

/ / / SKILL-BUILDING EXERCISE 1-4 / / /

Developing a New Habit

Experience: Individual may share answers in groups or entire class, in class or online. You will develop a new habit to improve your human relations. You may also share your habit, in class or online, within a small group or entire class.

AACSB Competencies: Analytic and application of knowledge.

Objective: To develop and share a new habit.

Preparation: Develop a new habit following the guideline below.

It is important to understand the contents of the subsection "New Habits." Realizing the importance of having a positive attitude and thoughts about a change, select a new habit you want to develop, such as A. better study habits or B. losing weight. Now set an objective, for example, To study nine hours a week or To lose five pounds by June 30. Next develop a cue, routine, and reward like the examples below.

1. **Cue**. A. Set a schedule of study in your appointment book/calendar to remind you it's time to study. B. Put a note about diet on fridge.

2. **Routine**. A. Study on Sunday, Monday, and Wednesday from 6:00 to 9:00. B. Drink water (no sugar/diet drinks) and no snacks—eating between meals.

3. **Reward—Change**. A and B. Feel better about yourself. A. Better grades. B. Special snack on Sunday. Lower weight resulting in looking and feeling better.

Let's be honest. We will most likely slip and miss a study session or cheat on our diet. The question is, "How do you handle the slip?" Are you going to give up and go back to your old habits, or will you get back to your new routine? Caution—once you slip, and the more often you slip, the easier it is to go back to your old habits.

Procedure (5–30 minutes)

Option A: Volunteers state their habit to the class. The instructor may make comments.

Option B: Break into groups of three to six members and share your habits.

Option C1:   Same procedure as Option B with the addition of having the group select a member to share the group's habits.

Option C2:   Each group's spokesperson reports its new habits.

Conclusion: The instructor leads a class discussion and/or makes concluding remarks.

Application (2–4 minutes):   Should I change any of my habits? If yes, rewrite it or them below.

Sharing: Volunteers give their answers to the application section.

/ / ANSWERS TO TRUE/FALSE QUESTIONS / /

1. T.
2. F. Organizations employ the total person and realize that personal lives do affect work, so they try to help employees balance their work and personal lives.
3. T.
4. F. William Ouchi developed Theory Z. Peters and Waterman wrote *In Search of Excellence.*
5. F. The rate of change and technology will continue to increase.
6. F. The goal of human relations is (10): create win–win situations.
7. F. People are different and score differently.
8. T.

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