



human relations

STRATEGIES FOR SUCCESS

Seventh Edition

Lowell H. Lamberton

Leslie Minor

Demitrius Zeigler

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Hill**





HUMAN RELATIONS: STRATEGIES FOR SUCCESS, SEVENTH EDITION

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authors

Lowell Lamberton is an emeritus business professor with an extensive background in both writing and business. He has worked as an expert consultant to many businesses, especially in the area of human behavior, specializing in organizational behavior and management. Prof. Lamberton has had many years of experience teaching management, human relations, and business communications classes at Central Oregon Community College and at Linfield College. He lives in Bend, Oregon, with his wife, Ruth, who is an artist.

He holds two degrees in English, one from Walla Walla University and the other from the University of Nebraska. He also holds an MBA and an advanced professional certificate (APC) in management from Suffolk University in Boston, Massachusetts.

Besides this textbook, he has also coauthored *Working with People: A Human Relations Guide* with Leslie Minor.

Leslie Minor is a social psychologist and sociologist with a bachelor's degree in psychology from the University of Washington (Seattle), and MA and PhD degrees from the School of Social Ecology at the University of California (Irvine). Her teaching career spans more than 20 years, with teaching experience at large and small colleges, public and private, rural and urban, two-year and four-year institutions, in online and traditional formats, in the United States and in Singapore. She also has several years of experience in college administration in the roles of Department Chair, Dean, and Vice President. Dr. Minor believes that her most rigorous and satisfying on-the-job training in teaching and administration has come from rearing her three sons.

Demitrius Zeigler is a freelance project manager and small business owner in Long Beach, California. He earned a BS in Urban and Regional Planning from Cornell University and a Master's degree from the University of Southern California. Demitrius has worked in various roles including urban planner, middle school teacher, and urban farmer, among other things. But his favorite role is as project manager for his rambunctious young daughter.



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preface»»

Throughout our years of teaching, administration, running small businesses, and consulting in the fields of social science and organizational behavior, we have become increasingly aware of the need for a textbook that is down to earth, experience based, and grounded in sound research and theory. We believe strongly in the importance of understanding the relationship between self-awareness and human relations, and, by extension, the relationship between human relations skills and ongoing career success. We encourage building self-awareness, growth, and success skills inside the context of the real world. What realistic strategies and techniques can we teach our students to encourage their growth in human relations success, on and off the job site? How can students tap into the power that comes from working well in one-on-one situations, in groups, and in organizations large and small?

Human Relations: Strategies for Success attempts to provide answers to these questions and guidance in developing human relations skills that transfer from the classroom to the real world of work. Our commitment to the creation of a book that is at once interesting to read, motivating to study, and relevant to a wide variety of students has been the driving force behind *Human Relations: Strategies for Success*.

This text covers research-based social science and management principles, as well as newer ideas in human relations drawn from management theory, group theory, personality theory, and relationship theory. Business applications of these theories are included in this text to bring attention to current best practices in these fields. More than ever, effective human relations skills are crucial to business success when organizations grow and compete in a global business environment, or when they arise from small-scale entrepreneurial enterprises. Employees must have the knowledge and skill to adapt to a workplace where change is as frequent as it is inevitable.

FEATURES OF THE SEVENTH EDITION

This seventh edition features the following changes from previous editions:

Chapter 1

- Improved discussion on employers' and managers' responsibilities in creating a work environment that respects the dignity and rights of workers
- Updated research, demographic data, sources, figures, and business applications to reflect current trends and issues
- Expanded discussion on current challenges in human relations and the modern workplace, and other concepts
- New, more contemporary "Case Studies" to reinforce Chapter 1 themes
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 2

- Inclusion of more recent scholarship on self-concept and achieving a “growth mindset”
- Updated sources, with text revisions throughout the chapter to update concepts and their applications to business settings
- Added “More About” examples to reinforce course concepts
- Updated “working it out” exercise to focus on growth mindset
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 3

- Enhanced discussion on the topic of self-disclosure, including the benefits and risk factors of disclosure in the workplace
- Inclusion of more recent scholarship, plus updated sources and business applications
- Updates throughout the chapter to provide a fresh look at core concepts and their applications to business settings
- New and updated “Real World Examples” for modern context
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 4

- New opening vignette to emphasize contemporary workplace issues
- Revised and updated research findings on happiness, United States and international comparisons, and the down side to happiness
- New section on introverts, and a new “working it out” exercise focused on introversion
- Enhanced research on attitudes and values related to job satisfaction
- Updated information on values in corporate culture and corporate cheating
- New “Real World” examples and relevant quotations to reinforce student learning
- Text revisions throughout the chapter to update concepts and their applications to business settings
- Two new “Case Studies” focus on positive workplace attitudes and workplace values conflicts
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 5

- New and updated sources for scholarship on the topics of motivation and self-esteem

- Revisions throughout the chapter to promote understanding and clarity of the material
- New demographic data added, and figures provided to illustrate changing demographic and workplace realities
- Text edits throughout the chapter to update sources and business applications of concepts
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 6

- New opening vignette to reflect modern workplace scenario
- New and updated “Real World” examples to illustrate course concepts
- Expanded discussion of specific strategies to improve active listening skills
- Revisions and updates throughout the chapter to include more contemporary sources and applications of concepts
- New section on listening skills and delivering verbal messages
- Updated information and sources on international and intercultural communication
- New “working it out” exercise on cross-cultural aspects of marketing
- New “Case Studies” addressing difficult communication situations in the workplace
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 7

- Chapter has been overhauled with major updates and revisions to better reflect contemporary workplace issues
- Inclusion of more current scholarship around the ideas of group and team work in the workplace
- Enhanced discussion on leadership and organizational culture/ climate
- New team development and team building strategies added to text
- New, improved activities to support the concepts in the chapter
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 8

- New opening vignette to illustrate course concepts
- Updated discussion on Gardner’s theory of multiple intelligences, including critique of theory

- Added section on Sternberg's theory of triarchic intelligence
- Added concepts and applications in strong emotions including aggression and passivity
- New "More About" examples to illustrate course concepts
- Text revisions throughout the chapter to promote understanding and clarity
- Text edits throughout the chapter to update sources and business applications of concepts
- Added "working it out" exercise on emotional intelligence
- New "Case Study" addressing the inner saboteurs
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 9

- Greater, more detailed discussion on how technology is shaping our personal lives, and our roles in the modern workplace
- Newer research, and more up-to-date scholarship related to the concepts
- New figures, exhibits, and photos to connect readers' learning
- "Managing Life Changes" section revised to offer clear, straightforward advice for self-care during times of stress
- Discussion on Organizational Change Models has been updated to reflect more current thinking and scholarship on the topic
- Greater emphasis on stress reduction strategies to deal with changes in our personal and professional lives
- New "Real World Examples" to connect the concepts of the chapter with contemporary issues
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 10

- Expanded discussion of creativity in the workplace, health effects, and characteristics of creativity
- Revisions throughout the chapter to update contemporary sources and applications of concepts
- New, more contemporary "More About" examples
- New "Real World" material on developing creativity
- Added material on the creativity strategy of reverse brainstorming
- New "working it out" exercise on creativity
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 11

- New opening vignette to help students connect real-world example with learning material in the chapter
- Expanded analysis on conflict in the workplace guides students toward successful strategies such as “BATNA”
- Updated data sets for workplace employment
- Edits throughout the chapter to update contemporary sources and business applications of concepts
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 12

- New, clearly presented information to help students identify and manage stress in their personal and professional lives
- Inclusion of new data and scholarship on the physical effects of stress, workplace productivity and stress, and technology effects
- New “More About” examples to illustrate course concepts
- Revisions and edits throughout the chapter to update contemporary understanding of issues and their applications to the workplace
- Updated survey research summarizing sources of stress in the United States
- Holmes and Rahe Stress Scale has been moved to this chapter to better place it with the topic
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 13

- New opening vignette on the importance of good service
- Updated research and references to reflect contemporary scholarship and ideas around improving customer service in the workplace
- New “More About” sections to guide learning toward creating empathy in the workplace
- Edits throughout the chapter to update contemporary understanding of issues
- New “Case Study” on internal/external customer relations
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 14

- New opening vignette to present workplace experiences of diversity

- Updated demographic data and statistics on diversity in the United States
- Text revisions throughout the chapter to reflect changing U.S. economic and political climate
- New figures provided to illustrate changing demographic and employment trends
- Text edits throughout the chapter to update contemporary understanding of issues
- New section illustrating the benefits to employers and employees of workplace diversity
- Expanded section on LGBTQ issues and sexual harassment in the workplace
- New “More About” examples to illustrate course concepts
- New section on cultural intelligence
- New “Case Study” on workplace discrimination
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 15

- Updated opening vignette to help students connect with the material in the chapter
- New and updated information on contemporary issues such as the spread of disinformation, cyberbullying, and a growing digital divide
- The Global Ethics Issues section and others have been updated to reflect current trends and more recent scholarship around the topic of ethics and social responsibility
- Added TED Talk reference and discussion questions to reinforce chapter concepts

Chapter 16

- Revisions throughout the chapter to update contemporary sources and applications of concepts
- Enhanced information on improving employee morale, and on reducing procrastination
- Updated research and statistics on substance abuse and its effects, and on the workplace response to substance abuse
- New “working it out” exercises on practicing interview skills and on career planning
- Added TED Talk reference and discussion questions to reinforce chapter concepts

TEXTBOOK-WIDE FEATURES

Each chapter includes the following pedagogical features to facilitate student comprehension and to show how chapter concepts apply to the real world:

Strategies for Success. To highlight the connection between human relations theories and their real-world applications, this textbook contains a unique series of strategies that are integrated into all of the chapters. These strategies offer concrete guidance on how to use human relations skills to address situations that all people face.

Opening Vignettes. Each chapter opens with a short vignette to set the tone of the chapter. These vignettes use the narrative approach to make the chapter concepts more real to students at the outset, before they begin to absorb concepts and terms.

Key Terms. Important terms are highlighted within the text and called out in the margin. They are also listed at the end of each chapter and are defined in the glossary.

Review Questions and Critical Thinking Questions. Each chapter closes with thought-provoking questions. These questions call on students to go beyond simply reading the chapter, by asking them to consider its implications for their lives in the classroom and beyond. Many questions tap students' creativity and problem-solving abilities as they encourage students to think beyond the boundaries of the book.

Case Studies. Two realistic, job-based case studies (each with questions) are presented in every chapter. These classroom-tested case studies are drawn from familiar experiences in a wide variety of workplace settings. These cases allow students to resolve realistic human relations problems for which there is usually more than one viable solution. Each case study can be used as a springboard for classroom discussion and group problem-solving activities.

“working it out” exercises. For most students, active participation is motivating, rewarding, and crucial to reinforcing learning. In a variety of classroom-tested working it out exercises, students are encouraged to build on their human relations skills as they role-play, interview each other, assess their own and each others' strengths and weaknesses, work on setting goals and developing strategies, practice giving and receiving feedback, and explore other applications of chapter topics.



acknowledgments

This edition marks 25 years since the first edition of the textbook was published. We could not have achieved this milestone alone; many people were involved in the writing and production of this book. We especially would like to thank Laura Hurst Spell, our associate portfolio manager from McGraw-Hill Higher Education, and our editor Sarah Blasco, for their help, kindness, and patience. Many reviewers provided valuable feedback that strengthened the content in this edition. At home, too many students to mention have offered suggestions and help since the last edition.

We would also like to thank our colleagues and co-workers, friends, and family members for the help they have offered by presenting real-life situations involving human relations issues. This real-life material has been incorporated into opening vignettes, Real World examples, and some of the case studies. A special thanks goes out as well to our families who provided ongoing support and assistance: Lowell's wife, Ruth Lamberton; Leslie's sons, who have now planted roots on the east and west coasts but stay close virtually and in real life; and Demetrius' daughter, who is always ready to contribute a critical artistic or editorial eye in the writing process.

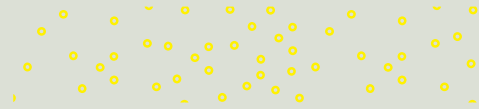
Solid previous editions have made this one possible. In the first edition, Betty Morgan, our adjunct editor, created the "Strategies" approach, for which we are extremely grateful. Heather Lamberton spent many hours doing research for nearly all of the chapters. And without Carla Tishler, our first editor, we would never have completed the project. In the second edition, we were helped greatly by Cheryl Adams, adjunct editor for Glencoe/McGraw-Hill. Tammy Higham was invaluable in the creation of the third edition. Of course, the instructors and students who have used the textbook over the past two and a half decades have a special place in our hearts as well.

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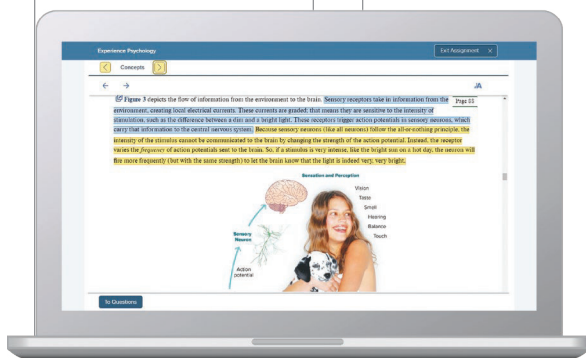
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- Jordan Cunningham,
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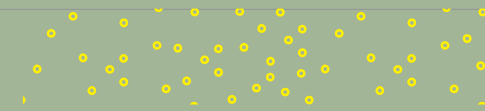
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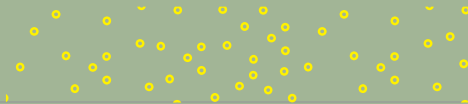
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PART ONE

« « human relations and you

1 Human Relations: A Background

2 Self-Concept and Self-Esteem in Human Relations

3 Self-Awareness and Self-Disclosure

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In Part One, we'll explore the foundations of human relations skills. Specifically, how does each one of us develop the necessary tools to work well together at home, in school, and on the job? What aspects of our personality contribute to our success at human relations? Are there strategies we can use to build human relations skills?

Chapters 1 through 5 define human relations, then look closely at the relationship between self-understanding and communication. These chapters will test your ability to ask questions about personal and global values, and help you discover how to tap motivational strategies for yourself and others. These are important first steps to develop the human relations skills you need for success in your personal life and in the world of work.





1

CHAPTER ONE

HUMAN RELATIONS

A Background



LEARNING OBJECTIVES

After studying this chapter, you will be able to:

- LO 1-1 Define human relations.
- LO 1-2 Explain the importance of human relations in business.
- LO 1-3 Discuss the challenges of human relations as these factors affect success in business.
- LO 1-4 Identify what the study of human relations does *not* include.
- LO 1-5 Describe the areas of emphasis for human relations in today's workplace.
- LO 1-6 Discuss a short history of the study of human relations.



STRATEGIES FOR SUCCESS

- Strategy 1.1 Develop Mutual Respect
- Strategy 1.2 Build Your Communication Skills

Social Media Meltdown

SITUATION

It had been a long day for Kelly, the kind where she felt the universe was conspiring against her. In her job as an administrative assistant at the county's Small Business and Entrepreneurship Program, she dealt with dozens of people each day, often at a dizzying pace. Now that the work day was ending, she felt frazzled, tired, and angry. The last client of the day had been rude and insulting to her. The client, Mr. Petrov, blamed Kelly for problems with his new business. He wouldn't listen when Kelly tried to explain that she was there as clerical support, not as a consultant; that she could not give him business advice; and that she was not responsible for his business failure. Voices were raised as tempers flared on both sides.

As a public employee, Kelly had signed confidentiality and ethics agreements with her employer agreeing that she would not disclose private information related to the program, and that she would not make public statements that put the organization in a bad light. But this terrible, horrible day ending with Mr. Petrov made her forget about all that. Later that evening, she logged into her Twitter account and started venting. She posted a quick series of tweets about her frustrations with the difficult client, called out other clients who had treated her badly, her supervisors, and had a few choice words for county administration in general. She really let 'em have it.

The next morning as she arrived at work, her supervisor immediately called Kelly into her office and closed the door. "Kelly," she began, "as a public agency, we hold high standards for our office. We work hard to keep our community's trust. With your venting session on your social media page, you violated confidentiality and ethical behavior policies, and tore down the basic integrity of our work here that has taken years to build. Just this morning, I have heard from



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more than a dozen people who saw your tweets and called to complain. I'm going to have to ask for your resignation."

Kelly was in complete shock. She felt sick, and could barely speak. "But. . ." she stammered, "those were my private opinions from my own, personal account! I have free

speech rights, don't I? Those weren't meant to be public statements, and I didn't really mean what I said, I was just very upset!"

DISCOVERY

As Kelly gathered her belongings and prepared to leave, the seriousness of the situation began to sink in. There was no way she could explain away what she had posted. She had mocked Mr. Petrov, his business, and even his accent. She had made sarcastic and hostile remarks about other clients and county administrators by name, and in detail.

Kelly felt terrible about what she had said. The bitter irony was that she was proud to work for an organization that helped people work toward achieving their dreams. She was filled with remorse and regret. She wished she could apologize to everyone, on the spot.

"It's going to take a miracle for me to make this right with everyone," Kelly thought to herself. Kelly's impulsive behavior had become a human relations nightmare for the organization, clients, staff and administrators, and Kelly herself.

THINK ABOUT IT

Consider the situation Kelly now finds herself in—at what point did her situation become problematic?

As you read through Chapter 1, ask yourself, "Which of the areas of major emphasis in human relations arise with Kelly's situation?"

How can human relations knowledge and skills be used to resolve this situation?

human relations

The skill or ability to work effectively through and with other people.

more about...

Internal customers can be defined as a department's employees, or as employees in other departments within an organization.

trust

Firm belief in the reliability, truth, ability, or strength of someone or something.

» WHAT IS HUMAN RELATIONS?

The importance of human relations in our personal and work lives cannot be exaggerated. The skills that are necessary for good relations with others are the most important skills anyone can learn in life. Human relations decisions may not involve life-or-death outcomes, but they can have very serious impacts.

Human relations is the skill or ability to *work effectively through and with other people*. Human relations includes a desire to understand others, their needs and weaknesses, and their talents and abilities. For anyone in a workplace setting, human relations also involves an understanding of how people work together in groups, satisfying both individual needs and group objectives. If an organization is to succeed, the relationships among the people in that organization must be monitored and maintained.

In all aspects of life, you will deal with other people. No matter what you do for a living or how well you do it, your relationship with others is the key to your success or failure. Even when someone is otherwise only average at a job, good human relations skills can usually make that person seem better to others. Sadly, the opposite is also true: Poor human relations skills can make an otherwise able person seem like a poor performer. A doctor who respects patients, a lawyer who listens carefully to clients, a manager who gets along well with others in the workplace—all of these people will most likely be thought of by others as successful.

» THE IMPORTANCE OF HUMAN RELATIONS SKILLS

The ability to create and maintain effective relationships with others is the most important reason to understand human relations. Other reasons for studying human relations include the following:

1. **Human rights.** Today, managers in the workplace have a greater awareness of their responsibilities to safeguard the rights of employees, who for their part have come to expect dignity, respect, equity, and fairness from their managers and other employees in the workplace environment. This awareness calls for more skillful relations among employees, using tact, **trust**, and diplomacy with greater skill. In today's workplace, the term *internal customer* is often used to describe

stakeholders or employees within the company, who may be grouped into different departments or groups (such as IT, HR, front vs. back office, and similar employee-to-employee relationships). Addressing the needs of the *internal customer* can help promote human rights within the workplace by creating a culture of mutual respect among employees and managers, where the rights of all—including outside customers and competitors—are safeguarded.

2. **The global marketplace.** While most people in other countries tend to view the United States favorably, global opinion of Americans can vary in some countries—even countries we had long considered to be our friends.¹ When anti-American stories are told, they tend to invoke the metaphorical “ugly American” and involve stories of Americans using poor human relations skills when doing business with or communicating with people from other cultures. Improving interpersonal skills (the skills associated with getting along with others) can be a factor in promoting an image that Americans do respect individual liberties both at home and abroad, and remain competitive in the global marketplace.
3. **Emphasis on people as human resources.** Decades ago, forecasters predicted that by this time in history, strong computer skills would be the number one factor in the workplace. However, managers and corporate planners are now placing great emphasis on the human factor *in addition to* technical or occupational skills. In the age of automation, successful job applicants are now being sought for their additional business “soft skills,” such as effective communication, responsibility, teamwork, problem-solving, leadership, time management, problem-solving, emotional competence, and an “ethical compass.”²
4. **Renewed emphasis on working groups.** Today’s employees tend to enjoy working as teams and being involved in making decisions as a group. Helping groups work well together in such endeavors (as either a team member or leader) requires a great deal of human relations skill. Both managers and employees need to understand the dynamic of group interaction if such participation is to be effective.
5. **Increasing diversity in the workplace.** Few countries on earth contain the diversity of race, religion, and culture that exists in the United States. For example, the Census Bureau estimates foreign-born residents made up 13.7 percent of the U.S. population in 2018. Likewise, the number of women in the workplace has also dramatically grown globally in recent decades. And older Americans now contribute to an increasing share of adults in the workplace, with an increasing number of employees staying in the workplace past typical retirement age.³ In fact, looking ahead to the future, the participation rate for workers age 65 years and older is expected to increase to 23.3 percent by 2028.⁴ The point of these data: A deep understanding of how diversity strengthens an organization is one of the most important skills in human relations.

Human Relations and You

The study of human relations can help you in several ways. Human relations skills can help you get a job, enjoy your work, be more productive at it, and stay there longer with better chances for advancement. An understanding of yourself and others can help you be happier and more productive in all areas of your life.



Group work is a necessity in today's workforce.

GaudiLab/Shutterstock

An **entrepreneur** is someone who organizes and assumes the risks and rewards of beginning a business enterprise.

You, the Manager

A percentage of students who read this book will one day become managers. For a manager, no skill area is more important than the ability to relate to, and communicate with, other employees in the company. A manager with good human relations skills will retain employees longer, be more productive and help the organization to be more productive, and provide employees with the type of positive engagement that promotes a more enjoyable workplace environment.⁵

You, the Entrepreneur

In the 21st century, an increasing number of today's students leave college to enter an exciting realm of entrepreneurship: owning their own businesses. When you are the owner and operator of a business, your people skills—or human relations—are among the most important factors in your success. In an e-commerce business, although there is less face-to-face contact with customers and suppliers, the ability to communicate with people and

to fulfill their needs is as crucial to success as choosing the right e-commerce platform or maximizing the use of social media.⁶ Even in an e-commerce business, human relations skills matter immensely.

In a larger sense, your knowledge of human relations helps the work you do—or the business you own—provide fulfillment. Famed Russian author Fyodor Dostoyevsky wrote in the 1800s, “If it were desired to reduce a man to nothingness, it would be necessary only to give his work a character of uselessness.”⁷ Many entrepreneurs become business owners to escape the feeling of uselessness associated with their former jobs. The entrepreneur is in the position of being able to control the human climate of the business he or she owns and operates.

You, the Engaged Employee

For modern businesses, employee engagement is key, with employee engagement leading to reduced turnover, higher productivity, and increased profitability.⁸ Being uninvolved, unapproachable, or pessimistic about your work can be reasons for failure at a job. Staying engaged and practicing good communication with your superiors, clients, and other co-workers will set you on a good track.

» CURRENT CHALLENGES IN HUMAN RELATIONS

From the executive boardroom to the shop floor, businesses function in a dynamic way with the world economy. For example, changes in economic policy, or changes to the means of production can provide a challenge to human relations in the workplace. Similarly, changes in the social structure or in the social or economic priorities of people in a society cause unanticipated workplace challenges. These forces can also work in reverse: changes

and challenges at the individual level can influence changes at the professional level.

Young Millennials and those from Generation Z entering the job market for the first time can find that good, sustainable-wage jobs are hard to come by, and that advancement can be difficult at first. The problems faced by this group, and by the slightly older Generation X, are often blamed on the Baby Boomers, the late-middle-aged people who are mostly in management positions above them. Although a generation gap is nothing new in the American workplace, the potential friction between up-and-coming Millennials, Generation Zers, and not-yet-ready-to-retire Baby Boomers is one that may have a direct and profound effect on relations in the workplace.⁹ You will learn more about this topic in Chapter 14, which discusses issues of workplace diversity.

Increased Competition in the Workplace

Competitiveness reaches into all geographic areas—urban, suburban, and rural—and affects all businesses, large and small. Small businesses may feel pressure to meet the high international standards of the foreign market and of the huge multinational companies that dominate the economy. When a chain retailer such as Walmart moves into a small town, the competition felt by local business owners is very real. Likewise, the increasing expectation among consumers that they should be able to get most of what they need online has created a source of major competition for both established and emerging businesses.

Secure, well-paid jobs are more competitive than ever before. Having a college degree is no longer a ticket to a meaningful career, as it was just a generation ago. This new reality causes a great deal of frustration for many people in the workplace, and many human relations problems can result.

Another important factor increasing competition is the continued economic strength of some of America's global trading partners, especially China, which leverages an ever-increasing share of the world economy. For example, China—which is the world's largest economy in 2020, with the United States the second largest—had an average annual growth rate of 9.69 percent from 1989 until 2017.¹⁰ Contrast that with an average annual growth rate of less than 4 percent in United States during the same time period, and it becomes easier to understand American workers' general anxiety about their role in an increasingly competitive "global workplace." Other countries are also seen as emerging markets, including India and other nations around the world. Will all of them become large enough to become a strong competitor? Time will tell. Worldwide issues such as wars, widespread illness such as the global pandemic, new technology, trade wars, changing international

Baby Boomers are the largest cohort of Americans living today. Those of the Baby Boomer generation were born during the years 1946 to 1964.

Generation X is the generation of Americans born between 1965 and 1980. "Gen X" is the generation that follows the Baby Boomers.

Millennials generally refers to Americans born between 1981 and 1996. Sometimes also called "Generation Y," the term Millennials especially applies to the generation that follows Generation X.

Generation Z, or those born between the years 1997 and 2012, is the emergent generation of the next economy. Also thought of as the "Post-millennial generation," Gen Z will navigate a vastly different business workplace than their Baby Boomer grandparents.

more about...



DIVORCE

Divorce often has a heavy impact on employees' lives.

Aleksandr Davydov/Alamy
Stock Photo

trade agreements, and the global political landscape are among many of the factors that affect the global economy and the global workplace.

Family Work Dynamics Changing

Most families or households now need income from more than one adult member to survive comfortably. With both adults in a family working, this can place a strain on the family and its members—a strain that can be felt in the workplace in a number of ways. For example, additional financial pressures at home can cause workplace stress. And the time needed for the everyday realities of child rearing—such as visits to the family doctor and transportation to and from school—can create difficulties for everyone involved.

Even with an increasing trend toward two-income households, two important factors have contributed to the existence of a higher number of single parents than was prevalent among the Baby Boomer or earlier generations: (1) a high divorce rate and (2) an increase in the number of never-married parents. The single parent must be the provider, taxi service, spiritual guide, and emotional support source. These many roles often result in a spillover effect of frustration and stress in the workplace. This type of worker can be truly overloaded.

A divorced or newly single person typically has to go through a period of emotional recovery, during which many emotional issues can form. Such issues can negatively affect job performance and attitudes and can harm relationships with co-workers, bosses, and fellow employees. Newly divorced or single workers may also be dealing with issues of self-worth and self-esteem related to the dissolution of their relationship.

“Sandwich Generation” Getting Cheesed

People are living longer now than in previous decades. In fact, life expectancy nearly doubled during the 20th century with a ten-fold increase in the number of Americans age 65 or older.¹¹ This rise in life expectancy—when combined with fewer high-income jobs for senior citizens and cuts to pension funds and post-retirement health insurance—means that many middle-aged adults now find themselves supporting their aging parents and parents-in-law, while raising their own children, at the same time.

These middle-aged adults who find themselves squeezed for time and finances are often referred to as the “sandwich generation” (think of the elderly, dependent parents as one piece of bread, and the dependent children as the other, with the middle-aged adults in the middle). The added responsibilities exist when parents or in-laws live with the adult children and their families, but also when elderly parents live alone or in retirement homes. The emotional impact affects all involved, including the dependent parents, who usually would prefer self-sufficiency.

» WHAT HUMAN RELATIONS IS NOT

To achieve a thorough understanding of the study of human relations is, it is wise to look at some characteristics it *does not* have. First, human relations is not a study in understanding human behavior in order to manipulate others. Good human relations means being authentic, positive, and honest. Practicing effective human relations means *being yourself at your very best*.

Second, learning better human relations skills is not a cure-all. Nor is it a quick fix for deep and ongoing personal problems. The skills you will learn in this book are skills to be built upon, developed, and tried out whenever you can as part of your own experience on the job and throughout your life.

Last, human relations is not just *common sense*. This argument is often used by people who think a book like this is unnecessary. “Common sense,” they may say, “will carry you through!” In the area of human relations, however, common sense (meaning ordinary good sense and judgment) is all too *uncommon*. The abuses of many workers on the job today, the misunderstandings that cost thousands of companies millions of dollars every year, the unhappiness of many workers with the jobs they have: all of these factors illustrate the need for a strong foundation in human relations—even if much of it seems like simple common sense.

Despite all of the progress in human relations during the past decades, the 21st century has produced some surprising examples of lack of forward progress. Companies in the ride-sharing industry, for example, have shaken off past lessons of successful workplace models in favor of newer, “disruptive” models that can ignore many of the basic worker rights gained through the 20th century, such as regular breaks, paid time-off, and vacations. Some of these companies have even resisted calling the people who staff their businesses “employees” so that they are not obligated to provide normal compensation such as standard employee wages and benefits. And it is widely understood of these ride-share businesses that good human relations among employees is directly *incompatible* with the ultimate business goals of some segments of the auto industry—to replace human drivers with robotic driverless cars.

The evolving market sectors we see emerging today challenge our notions of organizational structures, as well as basic human relations in a workplace setting. Legal challenges as they arise in response to workplace changes remind us to pay attention to an evolving workplace landscape in which common sense and assumptions about what to expect in the workplace are not enough to maintain a healthy and productive work setting. One such legal change is Assembly Bill 5 in California, in effect in 2020, which requires many independent contractors to be reclassified as employees entitled to benefits.¹² In a changing economy, it is more important than ever to remember to practice good human relations.

Assembly Bill 5, California, 2020, and Contract Work

AB 5 went into effect in California in 2020. This law requires companies to pay salary and benefits to people who work for them in positions in which they had previously been defined as contractors. As contractors, companies are not required to pay these workers benefits. Major companies including Uber, Lyft, and Postmates said they would not comply with the new law, as it would be too expensive for them to absorb. In November 2020, Proposition 22 was passed by voters, allowing ride-share and delivery companies to continue to classify their workers in the state as independent contractors rather than employees. Legal challenges may continue to take some time to resolve.

more about...

self-esteem

The regard in which an individual holds himself or herself.

mutual respect

The positive consideration or regard that two people have for each other.

figure 1.1

MAJOR GOALS AND EMPHASIS AREAS OF HUMAN RELATIONS

Which of these areas do you personally consider most important to effective human relations?

» AREAS OF MAJOR EMPHASIS

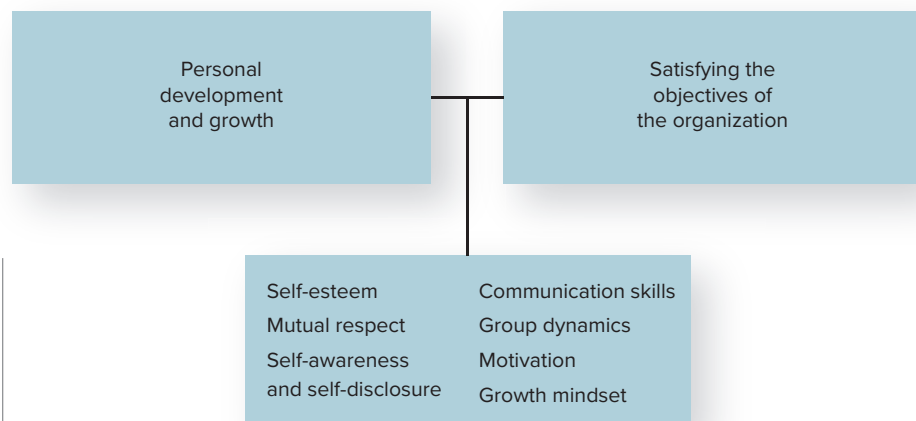
In the broadest sense, the study of human relations has two goals: personal development and growth, and achievement of an organization's objectives. (See Figure 1.1.) All of the following areas of emphasis take both of those goals into consideration. You will notice that each of the areas is further developed in the following chapters of this book. Most of them overlap, and some are dependent upon others. Those relationships will become clearer as you read further.

Self-Esteem

Self-esteem is your feeling of confidence and worth as a person. Psychological research has shown that lower self-esteem is related to a variety of mental health problems, including alcoholism, anxiety, and depression—all of which cause problems on the job. Higher self-esteem, on the other hand, improves attitudes, job morale, and overall quality of life. In the workplace, healthy self-esteem and self-awareness are key to top performance and high-quality work—especially when the work directly affects other people. Chapter 2 deals more with this important subject.

Mutual Respect

Notice that this isn't simply respect, but *mutual* respect. **Mutual respect**, the positive consideration or regard that two people have for each other, can exist only when your self-esteem is stable. If your self-esteem is too fragile, you will have little energy left for cultivating mutual respect. Also, without trust, mutual respect is meaningless. Many human relations specialists rate trust as one of the key elements of successful employee-manager relationship and consider it the single most important element in human relations.¹³ People at all levels of an organization need trust and mutual respect to perform at their best.



Self-Awareness and Self-Disclosure

These two concepts are interconnected. **Self-awareness** is the knowledge of how you are being perceived by others. **Self-disclosure** is the process of letting other people know what you are really thinking and feeling. Self-awareness allows one to know what in one's own behavior is being perceived as real by other people; self-disclosure involves "being real" or authentic with others. In *The Seven Habits of Highly Effective People*, author Stephen Covey said, "Until we take how we see ourselves (and how we see others) into account, we will be unable to understand how others see and feel about themselves and their world."¹⁴ Self-disclosure, on the other hand, reflects the positive side of human relations: By allowing others to see what feelings and thoughts you really have in a given instance, you can promote genuineness and authenticity in the other person. A positive side effect is that your relationship with the other person is likely to become closer.

self-awareness

The knowledge of how you are being perceived by others.

self-disclosure

The process of letting other people know what you are really thinking and feeling.

Stephen Covey (1932–2012), author of numerous books, was known globally for his emphasis on personal and professional integrity. He co-founded the Franklin Covey Company, which is the largest leadership development organization in the world.

more about...

Communication Skills

Communication is the process of sending ideas, thoughts, and feelings from one individual or group to another, and having them received in the way you intended.¹⁵ The communication process is at the heart of all managerial functions, and it is directly related to success or failure at the managerial level. It is also a vital part of all personal interactions. When a human relations problem emerges, miscommunication is usually involved.

If you are to grow either as an individual or in groups, *effective* communication is essential.¹⁶ Much of your success depends on your ability to express ideas and concepts precisely. Part of that ability is based on your listening level, which includes listening for feelings and emotions as well as for objective content.

communication

The giving and receiving of ideas, feelings, and information among people.

Group Dynamics

Whenever two or more people form a relationship, there is, in effect, a group. Once a group is formed, it immediately requires understanding, planning, and organizational tactics appropriate to groups. Thus, understanding **group dynamics**—the ways in which groups operate—is a cornerstone in the study of human relations.¹⁷

Individuality is an important part of Americans' identities. But the nature of business work often involves collaboration, and it is through group efforts that the important things in life are achieved (think development of electric and autonomous vehicles, or co-teaching in the classroom, for example). A pioneer in the field, management expert Peter Drucker, once said, "Management is about human beings. Its task is to make people capable of *joint performance*, to make their strengths effective and their weaknesses irrelevant."¹⁸ For success, people learn how to make group processes more effective.

group dynamics

The set of interpersonal relationships within a group that determine how group members relate to one another and that influence task performance.

Peter Drucker (1909–2005), a management expert for over 60 years, authored several books that still carry the same strong impact as they did when he was still alive. His first influential work was the 1945 study *The Concept of a Corporation*, which compared his ideal of management with the management of General Motors.

Within the group dynamic, today's teams are different from the teams of the past. Today's teams are far more diverse, often dispersed in different locations, highly digital, and dynamic (with frequent changes in membership).¹⁹ While teams today may face new hurdles in a changing economy, their success still hinges on the fundamental skills emphasized in this section, such as self-esteem, awareness, mutual respect, effective communication, motivation, and maintaining a growth mindset.

motivation

The force of the need or desire to act.

Motivation

People often use the term **motivation** to describe the force that gets them to do their tasks. It is no longer enough to threaten punishment or even to reward a job well done. Motivation derives from the needs of an individual and of a group. It is also a major element in understanding human relations.

growth mindset

The belief that our basic abilities can be developed and improved through dedication and hard work.

Growth Mindset

At its core, a **growth mindset** is the belief that our basic abilities can be developed and improved through dedication and hard work. With this mindset, it is believed that people can break through stagnation or other challenges to achieve the goals they have set for themselves. A mindset tuned to *growth* is thought to be the opposite of a *fixed* mindset, which can decrease self-knowledge and self-awareness, cut off opportunity, and provoke dissatisfaction, disappointment, and a broad range of associated negative feelings.²⁰ Expand your mind with a growth mindset! Chapter 2 covers more on this important topic.

» A BRIEF HISTORY OF HUMAN RELATIONS

One cannot fully appreciate the present state of human relations without at least a partial understanding of the past. The history of human relations is essential to a thorough understanding of its place in today's world.

Human relations has been important ever since human beings began to live together in groups. These groups, in turn, created structures of power in their communities and regions. Over time, attitudes toward power—especially the sharing of power—have changed across time and places. For example, most modern cultures have moved toward allowing equal power sharing among men and women in society; this is a dynamic issue that continues to evolve. Because of societal changes, the history of human relations problems will be viewed in different ways during different times.

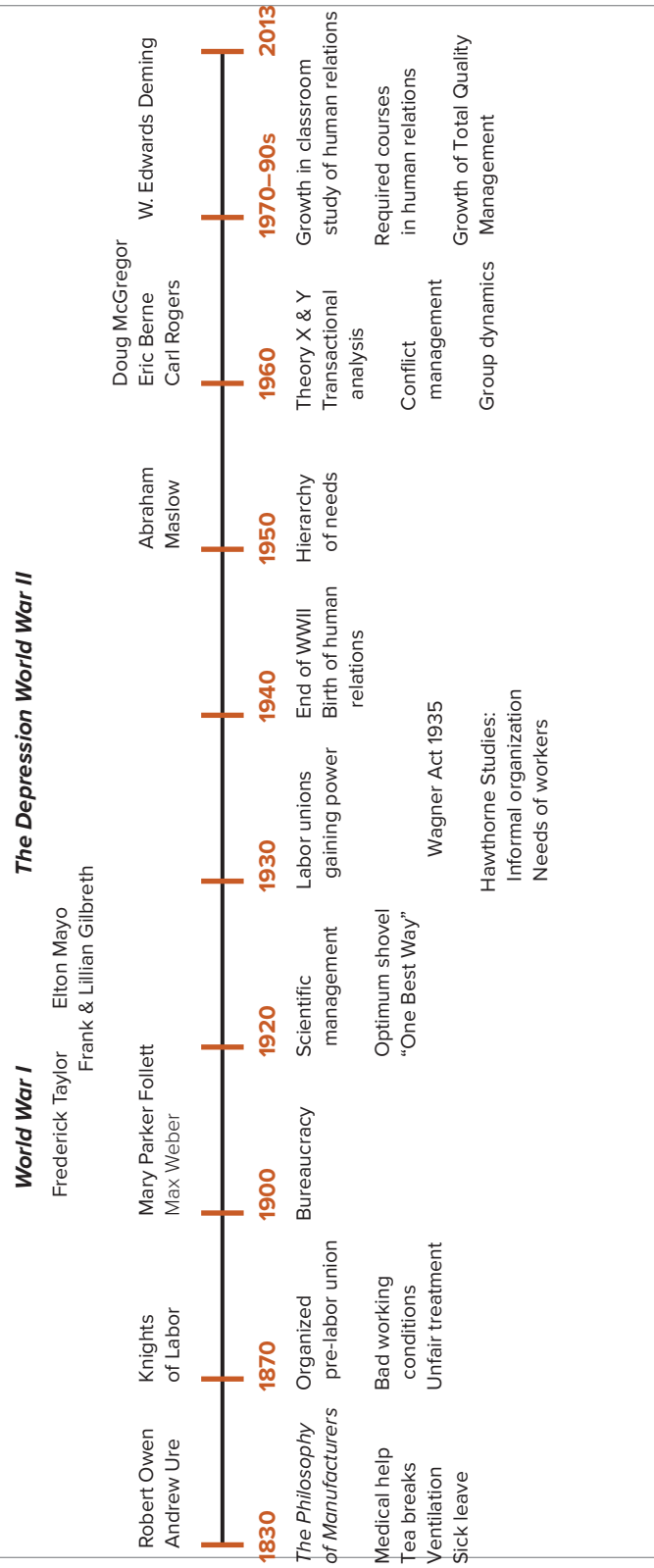
The Early Years

Human relations began to be an issue as we know it today around the early to mid-1800s. Figure 1.2 gives a thumbnail view of major events in the field.

figure 1.2

A HUMAN RELATIONS TIMELINE

What are the major changes you see in human relations over the years?



Robert Owen (1771–1858) was a Welsh-born social reformer who influenced both English and American employers. His philosophy was known as “Owenism” and his followers Owenites.

The Knights of Labor, founded in 1869, was an organization much like the labor unions that came later. The founders of this group denounced the bad working conditions and unfair treatment in many workplaces of the time.²¹ The labor union movement might never have started if human relations between managers and workers had been better, and if working conditions had been more tolerable. Anyone who is blindly anti-union

needs to understand that negative management and poor working conditions pushed workers to organize into unions.

In early 19th-century England, a man named Robert Owen came up with the surprising new idea that treating workers better would actually increase productivity and, in doing so, would increase profits. Owen introduced many reforms in the industry of the time. For example, he stopped employing young children in his factory. He also encouraged his workforce to stay sober. Although by today’s standards these measures might seem quite basic, Owen was quite progressive for his time.²²

Like Robert Owen, Andrew Ure (also from Great Britain) was interested in human relations in manufacturing companies. In 1835, Ure published a book called *The Philosophy of Manufacturers*. This book suggested that workers should have medical help, hot tea on a regular basis, good ventilation, and even sick leave—again, all ideas that were advanced for their time.²³

Owen and Ure were definitely not typical. Both in Europe and in the United States, the first decades of the Industrial Revolution (1760–1840) were full of abuses by bosses against workers, especially workers with few skills. Many of the immigrants to America during that time were forced to face inhumane working conditions.

Some of the better employers built “company towns.” These were settlements, owned by the company, where workers would live in standard housing built by the company, buy supplies at the company-owned store, and even send their children to a school owned by the firm. Though not popular today, this setup produced happier and more loyal workers in many cases, especially when the quality of the company town was considered high.

In Germany, a sociologist named Max Weber saw human relations problems as being caused by favoritism, nepotism (playing favorites with family members), and other unfair practices. In Weber’s time, most European companies were managed like extended families. Employees were loyal to a single person, rather than to the company goals or mission statement. Weber came up with the bureaucratic organizations approach,²⁴ a system that was meant to be impersonal and rational. In Weber’s model, called *bureaucracy*, each person had specific duties and responsibilities that were to be assigned on the basis of ability and talent only. Also, the work of the people in an organization was to be done in an orderly way, with only one supervisor to whom each worker must answer.²⁵

This approach reduced favoritism and many other unfair practices.

Human Relations and Bureaucracy

Today the word **bureaucracy** often has a negative connotation. The word is often associated with government inefficiency (“red tape”) and paperwork. Bureaucracy actually started out as a method of improving not only efficiency but human relations as well.

Scientific Management

In the early years of the 20th century, Frederick Taylor and others began a movement called **scientific management**. Most people today who have heard of Taylor think of him as an industrial engineer who tried to find the “one best way” to do a job. He is often criticized as someone who cared more about production than about the needs of workers. However, Taylor is important to the history of human relations because he showed how crucial the human element is in the performance of any organization.²⁶

Like others in the scientific management movement, Taylor was concerned with increasing efficiency while getting as much work as possible out of employees. Taylor’s approach contained two major features:

1. Managers should carefully select and train workers for specific tasks.
2. Managers should try to motivate workers to increase productivity.

Careful hiring and in-depth training do not seem very earthshaking today, but Taylor was among the first to recognize the importance of both. Also, in Taylor’s time, motivation was believed to be induced only through increased pay. Though short-sighted and a bit simplistic, his view of motivation at least focused attention on the issue. Increased pay was likely a larger incentive during Taylor’s time than it is today. Today’s workers tend to value humane treatment and increased job satisfaction more than was the case a few generations ago.

One of Taylor’s best-known theories was the invention of the *optimum shovel*. At an eastern steel mill, Taylor watched men shoveling coal for the large smelters. Using the same shovel, these men would also load cinders into waste containers. After carefully studying both processes, Taylor came up with two shovels: a much larger shovel for the light cinders and a smaller shovel for the heavier coal. This shovel was exactly the right size and weight to allow the maximum work without the need for frequent rest periods. The productivity of the steel mill rose immediately, making Taylor and scientific management both very popular.²⁷

Andrew Ure (1778–1857) was, like many of his time, an avid enthusiast of the Industrial Revolution. He was the first person to write a detailed study of manufacturers and their management processes.

Max Weber (1864–1920), who was a sociologist, philosopher, and political economist, is best known for writing *The Protestant Ethic and the Spirit of Capitalism* (1904).

more about...

bureaucracy

A formal organization in which each person has specific duties and responsibilities and is assigned to only one supervisor.

scientific management

A system based upon scientific and engineering principles.

Frederick Winslow Taylor (1856–1915) was also renowned as an inventor; the optimum shovel is perhaps his best-known invention. By experimenting with different materials, he was able to design shovels that would permit workers to shovel for the whole day.

more about...

FRANK AND LILLIAN GILBRETH

Pioneers in scientific management, especially time and motion study, in the late 1800s and early 1900s.

George Rinhart/Corbis/Getty Images



Frank and Lillian Gilbreth

Living around the same time period as Taylor, Frank and Lillian Gilbreth were a married couple who were both industrial engineers—and scientific managers. The Gilbreths became especially well-known for their research study of bricklayers. Frank Gilbreth identified 18 different motions that had been used by bricklayers, apparently for as long as people had been laying bricks. By inventing some labor-saving devices and by changing the basic routine, the Gilbreths reduced those 18 motions to 5. The result was a system of bricklaying with more than double the productivity of the old system.

Lillian Gilbreth was especially interested in studying workers and their reactions to working under stressful conditions. She taught the importance of standard work days, relaxed and regular lunch breaks, and periodic rest periods. Her life's work helped influence the U.S. Congress to pass the first child labor laws in 1918 and 1922. The mother of 12 children, Lillian was among the first women in America to receive a PhD in psychology. In her later life, she became known as “The First Lady of Management.” She was an important early force in the human relations movement as well.²⁸

more about...

Frank Gilbreth (1868–1924) and **Lillian Gilbreth** (1878–1972) were pioneers in time and motion study. Besides their early work refining the bricklaying process, they had a great impact on medicine by significantly reducing the amount of time patients had to spend on the surgical table. In this way, the Gilbreths were also responsible for saving many people's lives.

Source: Daniel A. Wren, *The Evolution of Management Thought*, 2nd ed. (New York: Wiley, 1979), p. 171.

Mary Parker Follett

In the early years of the 20th century, Mary Parker Follett became known for her lectures and writings on what we would now call human relations issues. Follett was a member of the upper class—not someone with

a work-related background. She lectured widely on issues of human relations among workers, however, and was quite influential.

Follett taught three concepts that were ahead of their time. First, she held that workers should be allowed to be involved in decisions affecting them. To her it was logical that the people closest to the action could make the best decisions. Second, she stressed that the workplace is dynamic—that is, constantly changing. She felt that inflexible, static rules were potentially harmful to maintaining a productive workforce. Finally, Mary Parker Follett believed that the main job of managers at all levels was to maintain positive relationships with workers. Happy workers with a sense of belonging, she said, would end up making more money for the company and would remain at the same job for a longer time. These three concepts define Follett as a very important early pioneer of the human relations movement, and definitely ahead of her time.²⁹

Mary Parker Follett (1868–1933) attended the college known today as Radcliffe. She studied philosophy and political science but became deeply interested in management. Always the advocate of humanizing the workplace, she stressed people over technology. One of her pieces of advice to engineers was “Don’t hug your blueprints!”

Source: Henry Metcalf and Lyndall Urwick, eds., *Dynamic Administration: The Collected Papers of Mary Parker Follett* (New York: Harper & Row, 1940).

more about...

The Hawthorne Experiment

In the late 1920s, a group of scientific management scholars went to a factory in Hawthorne, Illinois, to study the effects of physical factors on workers and their productivity. Each time they would try an experiment, productivity would go up. However, when they reversed the experiment, productivity would still increase. The most popular of these experiments was with lighting. When the lights in this Western Electric assembly plant were brightened, productivity increased. However, when the lights were dimmed, productivity went up again.

The researchers were really confused. Why would workers work even harder under such poor conditions as very dim lighting? The problem confronting these scientific management scholars attracted the attention of Elton Mayo, a social psychologist from Harvard University. He traveled to Hawthorne and stayed. For nearly five years, from 1927 to 1932, he and his Harvard colleagues studied the **Hawthorne Experiment**.³⁰

Two important discoveries came from this five-year study. First, Mayo showed that the workers at Hawthorne performed better because someone was paying attention to them. This attention was more than they had been accustomed to receiving at work, and they responded with higher motivation. Second, Mayo found that the relationships that had formed naturally in the workplace made up what he called the **informal organization**. On days when a worker would not be as motivated as usual, the expectations of the group would make up the difference, and productivity would remain high.

Elton Mayo (1880–1940) was born in Australia and relocated to the United States in 1922. He was the driving force behind the Hawthorne Studies, and translations of his work appeared in German, Spanish, Italian, Japanese, Arabic, and other languages.

more about...

Hawthorne Experiment

A five-year study conducted at the Western Electric plant in Hawthorne, Illinois, that showed that workers performed better when someone was paying attention to them.

Informal organization

The ever-changing set of relationships and interactions that are not formally put together; they form naturally in the workplace.

Recent research has suggested that the Hawthorne workers were very likely motivated by fear as well as by attention. Whether or not this new interpretation is true, the findings of Elton Mayo influenced decades of thought on the role of human relations on the job. Whether reacting to fear or attention, human relations issues are still the driving force in the workers' behavior. Much of what has been written and practiced since Hawthorne has been influenced by what Mayo himself concluded—and although the findings have been reexamined, the original shape of those findings still influences people today.³¹

Human Relations and Management

Probably the most important improvement Elton Mayo brought about was to change the way management looked at workers. Rather than seeing workers mostly as people who need wages, managers now began to understand that the complex needs of workers include a unique combination of values, attitudes, and desires.

By the time Elton Mayo left Hawthorne, the Great Depression was several years old. Although the interest in human relations still existed, the stubborn fact was that a ruthless manager could mistreat workers now without much fear of losing them. After all, jobs were very hard to find.

During the Great Depression, labor unions began to gain power. Congress passed the Wagner Act in 1935, giving unions and union members more rights than they had enjoyed before.

For example, businesses were now forced to negotiate contracts with union representatives.³² Although this new union activity was good for workers, it did not necessarily mean that human relations issues were being emphasized. Many managers still had the attitude that one needed only to “fire the problems and hire the solutions.” Unions usually emphasized salary and benefits for workers rather than the more abstract issues of employee treatment and workplace morale.

By the time the Japanese bombed Pearl Harbor in 1941, the Depression was showing some signs of lifting. Once the country began gearing up its manufacturing sector for World War II, the workplace was affected drastically. With hundreds of thousands of young workers going overseas to fight, employers were forced to hire nearly anybody who would work. With the onset of World War II, managers knew their employees would be very hard to replace, so treatment of workers temporarily improved. However, cases of sexism, racism, and sexual harassment became common once again, as the wartime economic boom receded over time.

Throughout the war, and in the years immediately following, many studies were being done on human relations factors. One of the most important outcomes of these studies was by the noted

more about...

The Wagner Act, also called the National Labor Relations Act, made it illegal for employers to use scare tactics or other techniques to prevent employees from forming or joining unions.

Source: “The Wagner Act,” Digital History (2019), http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3445 (retrieved March 11, 2020).

The Great Depression

This was an era of human relations setbacks.

Franklin D. Roosevelt Presidential Library & Museum, Hyde Park, New York



psychologist Abraham Maslow, who devised a “hierarchy of needs.” Maslow’s hierarchy of needs teaches that people tend to satisfy their needs in a certain order. More attention is given to this topic in Chapter 5.

Studies related to human relations continued through the 20th century. In 1960, psychologist Douglas McGregor wrote *The Human Side of Enterprise*, considered by some to be among the most important book on human relations ever written.

McGregor introduced the concepts of **Theory X** and **Theory Y**. These two theories are held by different types of managers, based on their ways of looking at workers. Theory X managers see workers as lacking ambition, disliking work, and wanting job security above all else. Theory Y managers, on the other hand, see workers as happy to work, able to assume responsibility, and overall quite creative. These two theories—especially Theory Y—have influenced thinking in both management and human relations since the year of their creation.

Human Relations, History, and the Individual

The second half of the 20th century brought a great deal of attention to the study of the workplace from psychologists and other social scientists. In the early 1960s, Eric Berne had created his famous *Transactional Analysis* method of understanding interpersonal communication. Carl Rogers published his findings on the development of the personality, group dynamics, and conflict management. Some managers began experimenting with participative decision making and other human relations-based management.

By the late 1960s, an era had started that would affect human relations for years. A new emphasis was placed on the rights and needs of the individual person. For the first time, it was popular in this culture to “do your own thing.” Perhaps even more importantly, other people were allowed to do their own thing as well. Also new was the revolutionary attitude toward success as having to do with people, rather than just with money. Many managers and executives in recent years were members of an emerging youth subculture at that time, sometimes referred to as hippies. As those young people grew into leadership roles, influence from that era grew and influenced their leadership styles for years to come, often adopted by the next leaders as the earlier leaders retired or left the workforce.

By 1980, the concept of **Total Quality Management (TQM)** had been introduced in the United States after being adopted three decades earlier in Japan. The man responsible for this new movement was an American named W. Edwards Deming. This important school of thought held that the *process* of whatever happens in an organization is more important than the *product*. Doing away with targets, “zero defects” programs, and slogans, those practicing TQM concentrated on the process—which inevitably includes people and relationships. The work that was pioneered by Elton Mayo and others

Douglas McGregor (1906–1964) was a pioneer in industrial relations. His concepts of Theory X and Theory Y allowed management to understand their influence on employee morale and productivity. Although well-respected in his lifetime, his peak popularity did not come until the 1990s, 30 years after his death.

more about...

Theories X and Y

Theory X managers see workers as lacking ambition, disliking work, and wanting security above all else. Theory Y managers see workers as enjoying work, able to assume responsibility, and being creative.

Total Quality Management (TQM)

A management organizational philosophy that was very influential in the 1980s and 1990s, which stated that quality must be present in the product or the service produced, and in the process itself of producing the goods or service. **See quality movement.**

became refocused with a process emphasis. People in organizations participated at work to an extent unimagined before. Working conditions had come to be seen as the most important single issue in many companies.³³

By the late 1980s, Total Quality Management had changed industry both in the United States and abroad. From the mid-1990s to the present, the label “TQM” has been heard less frequently. However, the process of TQM survives under other names—sometimes simply “quality”—and remains an important part of many successful organizations. There must be quality in the process itself, as well as in the final product. Of course, TQM covers many other organizational issues besides human relations, but the positive effect of the quality movement on human relations promises to be lasting.

One of today’s influential researchers is George Ritzer, a sociologist who studies topics such as globalization, buying and consumption patterns, and meta-theory (examining theories themselves). His most well-known theory is what he calls the McDonaldization of society.³⁴ This theory, made public in the 1990s, is an extension of Max Weber’s ideas. McDonaldization is the idea that corporate culture is based on *efficiency* (the least cost to the company for the most product produced), *calculability* (products are standardized and calculated), *predictability* (customers recognize the same processes and products at all locations), and *control* (specialized tasks for each employee, much like an assembly line). The name itself comes from the highly efficient and recognizable business model of McDonald’s fast food restaurants. While this model provides efficiency and profitability to companies, its down side is the alienation that Max Weber had earlier described. People who work in companies with these business models tend to feel more like machines and less human and humane. They develop fewer human connections, and feel more like a cog in a well-oiled machine.

The 1970s through the 2000s saw a tremendous growth in the academic study of human relations. Today, an increasing number of college business and industrial education departments require courses in human relations. This trend reflects the growing awareness of the importance of understanding, and working with, others effectively. As the global economy continues to develop, human relations assumes a broader significance.

« « STRATEGIES FOR SUCCESS

Strategy 1.1 Develop Mutual Respect

1. Develop your self-esteem.
2. Develop your self-awareness.
3. Develop trust.
4. Learn to self-disclose.
5. Cultivate mutual respect.

Although these are big tasks, they can be achieved by anyone with a clear understanding of human relations.

1. **Develop your self-esteem.** First, you must develop your self-esteem. Self-esteem can be encouraged or damaged very early in life, and some people who have self-esteem problems do not even realize it. However, no matter what your age or self-esteem level, you can always learn to like yourself more. Chapter 2 will cover self-esteem in great detail and provide tips on how you can build your own self-esteem.
2. **Develop your self-awareness.** Without self-awareness, you will find it hard to develop self-esteem or any of the other issues that are important to successful human relations. This is because you must know yourself before you can value yourself highly and express yourself honestly to others. You will learn more about how to develop self-awareness in Chapter 3.
3. **Develop trust.** Without adequate self-esteem, you will find it difficult to trust. With trust, however, you will find that your relationships will grow deep and meaningful, and that you will be able to tell other people what's in your "gut" without unnecessary fear. Trust is developed when we are honest with others, follow through, include others, admit when we are wrong, and communicate openly. Say what you'll do, and do what you say. Remember that trust takes time to build.
4. **Learn to self-disclose.** As you develop trust, you will be able to disclose more about yourself. Self-disclosure and trust are areas that you can develop simultaneously: As you learn to self-disclose appropriately, you will develop deeper trust in your relationships. Chapter 3 will cover self-disclosure in greater detail.
5. **Cultivate mutual respect.** Developing trust and self-disclosing, as addressed in Chapter 3, will lead to mutual respect as you forge relationships that are based on honesty and an appreciation for others. This includes understanding and appreciating the diversity we find in our colleagues, as discussed in this chapter. Treating others in the way that you would like to be treated builds respect, which strengthens workplace relationships.

« « STRATEGIES FOR SUCCESS

Strategy 1.2 Build Your Communication Skills

1. Learn to communicate honestly.
 2. Learn what effective communication is and how to develop this skill.
 3. Know what you are communicating to others by increasing your self-awareness.
 4. Know what you are communicating to others by your nonverbal signals.
 5. Learn to deal effectively with conflict.
1. **Learn to communicate honestly.** When you communicate honestly by learning to say what you feel, by establishing trust, and by using effective and appropriate self-disclosure, your listeners will learn to respect and trust you more.
 2. **Learn what effective communication is and how to develop this skill.** Effective communication is communicating so that your listener receives the message you intended to send. When you use honesty and appropriate self-disclosure, and state your message in a clear way that shows high self-esteem, you will send your message more effectively. Chapter 6 discusses communication in more detail.
 3. **Know what you are communicating to others by increasing your self-awareness.** If you have low self-awareness, you may communicate so that your true meaning is unclear. By working on your self-awareness, you will improve your communication skill. Learn more about self-awareness in Chapter 3.

4. **Know what you are communicating to others by your nonverbal signals.** If you give nonverbal signals that are unintended, your message will be different from what you expect. This can lead to confusion and mistrust. Nonverbal communication is covered in more detail in Chapter 6.
5. **Learn to deal effectively with conflict.** Effective communication skill involves the ability to deal with conflict. Chapter 11 will show you how to deal with conflict to restore trust and mutual respect.

CHAPTER ONE SUMMARY

Chapter Summary by Learning Objectives

- LO 1-1 Define human relations.** Whatever direction your life takes—whether you become a manager, an entrepreneur, or an employee—you will always have to deal with other people, and human relations skills will be essential. Human relations is the skill or ability to work effectively with and through other people.
- LO 1-2 Explain the importance of human relations in business.** Human relations skills are especially important today for several reasons: greater awareness of human rights, current fluctuations in international markets, growing emphasis on the human resource in companies, current emphasis on teamwork, and increased diversity in the workplace.
- LO 1-3 Discuss the challenges of human relations as these factors affect success in business.** Today's problems make workplace survival an even greater challenge. Increased workplace competition, the rise of the dual-career family, the divorce rate, and the problem of two generations of dependents: All of these factors increase personal stress and complicate the issues of human relations.
- LO 1-4 Identify what the study of human relations does *not* include.** Skill in human relations does not mean being phony or manipulative. It is neither a quick fix nor a cure-all, and it is not just common sense. It is a skill area that is learnable, though growth continues for a lifetime. Changing business practices challenge human relations.
- LO 1-5 Describe the areas of emphasis for human relations in today's workplace.** The main areas of human relations are self-esteem, mutual respect, self-awareness and self-disclosure, communication skill, group dynamics, motivation, and a growth mindset.
- LO 1-6 Discuss a short history of the study of human relations.** Starting with the scientific managers in the early part of this century, and finding a focal point in the Hawthorne Experiment, the human relations movement began in the 1800s and spanned the entire 20th century. Names to remember include Robert Owen, Andrew Ure, Max Weber, Frederick Taylor, Frank and Lillian Gilbreth, Mary Parker Follett, and Elton Mayo. In 1960 Douglas McGregor wrote about

Theory X and Theory Y managers, showing the latter as both more effective and more humane. George Ritzer is known for his examination of efficiency that reduces human relations impact, known as the McDonaldization of society.

key terms

bureaucracy 15	human relations 4	self-disclosure 11
communication 11	informal organization 17	self-esteem 10
group dynamics 11	motivation 12	Theories X and Y 19
growth mindset 12	mutual respect 10	Total Quality Management (TQM) 19
Hawthorne Experiment 17	scientific management 15	trust 4
	self-awareness 11	

review questions

1. In your own words, write a one- or two-sentence definition of human relations as you would have defined it before reading this chapter. Then, assuming your definition has changed a bit, write a new one.
2. Consider the importance of Elton Mayo and his work in the Hawthorne Studies to the history of human relations. Fear was noted as a possible driver for productivity in the studies. Do you think fear is a good long-term motivator for employees? Why or why not? How would human relations skills affect a fear motivation?
3. How can the development of human relations skills help you on the job as a manager? As an entrepreneur? As an employee who reports to a manager?
4. Consider the information on Theory X and Theory Y. Which theory do you think is more useful, and why? If you chose Theory X, why do you think some people who win the lottery continue to work afterward, or do volunteer work? If you chose Theory Y, why do you think some employees seem unhappy with working no matter what they are doing?
5. List three reasons why human relations issues are more important today than ever before.
6. Why is self-esteem important to the development of human relation skills?
7. List the seven “areas of emphasis” in the study of human relations and explain each one briefly.
8. Why did the human relations movement not make much progress during the Great Depression? Discuss the relevance that experience might have to today’s workplace.

9. Have you worked in a position that fit with George Ritzer's McDonaldization model? If yes, describe the system and your experience in it. If no, describe places you have been a customer that seem McDonaldized and imagine how you would feel there as an employee.

critical thinking questions

1. Explain the importance of the work of Frederick Taylor and Frank and Lillian Gilbreth and the scientific management movement to the development of modern industry.
2. What are the problems of today's society that cause greater stress on the job, which increases the need for human relations skills? List and explain the importance of each.
3. Consider Peter Drucker's statement that "Management is about human beings. Its task is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant." Can you think of examples in your own life where a leader helped facilitate this for a group you were part of (whether or not you were the leader)? Did this help you feel more motivated to complete the task your group was working on? Why or why not?

working it out 1.1

COMMUNICATING WITH A SUPERVISOR

School-to-Work Connection: Interpersonal Skills, Thinking Skills, and Personal Qualities Skills

Situation: Doris Johnston is the president of Elko Manufacturing Company. Workers are in short supply in the town where Elko is located. Doris noticed that the turnover rate has been extremely high in one department. The supervisor in this department, Janet Kent, has been having problems relating to her workers. Janet has become known as someone who abuses her power by intimidating her workers and purposely conducting herself in a way that makes them constantly concerned that they will lose their jobs. Many workers never voice their complaints and simply find work elsewhere.

Doris has asked Janet six times during the past five months why the turnover is so high in her department. She also tells Janet that she has overheard workers complain about the way Janet treats them. Janet answers that the workers leave because they can't handle her demands and maintains that she is "tough, that's all, not unreasonable."

Instructions: Four volunteers should play Doris and Janet in two separate role plays. The first will present how Doris should *not* confront Janet with her concerns. Then, without class discussion, play the second role play, showing

a better way that Doris can communicate her concerns with Janet. Finally, the class should discuss both role plays, sharing what they have learned from the process.

- a. How could those differences create human relations issues?
- b. How can effective human relations prevent or solve misunderstandings related to these differences?

working it out 1.2

HISTORY TODAY

This exercise can be completed individually or in small groups.

Situation: Suppose you are the chief executive officer(s) of a large international manufacturing firm that produces pet food. Profits have been down recently, and your shareholders and investors are pushing you to increase profits.

Instructions: Select any two of the historical figures you read about in this chapter: Robert Owen, Andrew Ure, Max Weber, Frederick Taylor, Frank Gilbreth, Lillian Gilbreth, Mary Parker Follett, Elton Mayo, or George Ritzer.

Explain how each of them would work to meet the goals of increased profits for your pet food company. What pitfalls would they need to avoid? What other factors would need to be taken into consideration?

Report your ideas back to the group.

working it out 1.3

SOLVING THE WORKFORCE CRISIS OF 2030

Watch the TED Talk with human resources expert Rainer Strack, titled “The Workforce Crisis of 2030 and How to Start Solving it Now,” and then answer the following questions.

1. What is the workforce crisis that the speaker is describing? What caused it?
2. What outcomes can we expect if the crisis unfolds as the speaker suggests? How can we improve the situation?
3. How do the speaker’s main points fit with the ideas in this chapter?
4. Think about the interconnectedness of the world’s economies. As a global marketplace, do his concerns fit with the U.S. economy?
5. If you were in charge of setting policy for the U.S., how would you address these issues to maintain or improve productivity?

The video can be found here: www.ted.com/talks/rainer_strack_the_workforce_crisis_of_2030_and_how_to_start_solving_it_now?

case study 1.1

The Fighting Carpenters

Of all the units in the construction company, Alan's remodeling division was showing the lowest profit margin. Yesterday, his boss had called him from a job outside of town. "Alan," his boss shouted into his phone, "I drove out here to double-check on the sheet rock work, and I found a big fight going on between your carpenters. They are about three days behind schedule on this job, and they're holding up other subcontractors who are now all complaining about you—and the company. Get over here and straighten things out!"

The boss wasn't telling Alan anything he didn't already know. Alan knew what the problem was. The question was what to do about it. He had two groups in his crew who kept sabotaging each other's work and hurling insults at each other. Last week, a fistfight had broken out between the leaders of the two groups, and now, apparently, the same people were at it again. Alan immediately jumped into his truck and left for the job site.

As he drove to the job site, Alan's mind was preoccupied with his sick child. As a single dad, he had spent the morning arranging childcare so

that he could handle his duties at work. Now, when he had arrived at the job site, the fight had ended, but the atmosphere was still very tense. Alan was frankly alarmed about what would happen next. If only he could solve his human relations problem, it seemed like his other problems would be much more easily solved. He was not sure he had the bandwidth to handle everything at once.

"I'll drive out there and get hold of the situation right away," he told his manager.

"You'd better," the manager snapped back. "The company can't keep losing subcontractors because your crews would rather fight than work."

Case Study Questions

1. Which emphasis areas of human relations does this case mostly address?
2. What steps should Alan take to solve the conflict in his department?
3. Could Alan have done anything to prevent this problem from occurring in the first place? If so, what?

case study 1.2

The Buzz in Bakersfield

While Jenny was a sophomore at her college in Bakersfield, she started her own business: a food delivery service. She had started out by working with one of the established food delivery companies and then had branched out on her own. She started her new business delivering sandwiches, cookies, drinks, and fruit from sandwich shops in town to office workers in local businesses. From there, the business had grown by word of mouth as the lunch crowd asked if she could deliver restaurant dinner orders to their homes.

At first, business was good and she could handle the orders on her own. Jenny found herself spending long hours taking orders, delivering food of all types, doing some marketing, and managing accounts. She had been getting by with a few part-time workers, but as the business began to grow, she was feeling the growing pains of too much to do as one full-time person. The business had succeeded largely because Jenny had a great relationship with the restaurants and with the office employees and the families she met on her delivery runs. Her personal touch made all the difference in the success of the business.

Now, with five new people she had hired, that element of a personal touch was often missing. In fact, she began to get messages from well-established clients that they had been “treated rudely” by her new hires. One day, Jenny walked into her new downtown office to hear one of her employees in a heated argument with a restaurant manager over a delivery error. As it turned out, the food had been delivered to the wrong address, and the office that ordered it had not even received it.

“Henry,” she said to the employee, “we need to talk.”

Case Study Questions

1. What should Jenny say to this employee during her talk with him?
2. What steps could Jenny take to improve relationships among her staff and their clients? If she calls a meeting of all the employees, what issues should she address?
3. What could Jenny have been done to prevent this from happening in the first place?

CHAPTER TWO

SELF-CONCEPT AND SELF-ESTEEM IN HUMAN RELATIONS



LEARNING OBJECTIVES

After studying this chapter, you will be able to:

- LO 2-1 Define self-concept.
- LO 2-2 Identify the four areas of the self-concept.
- LO 2-3 Describe the real and ideal selves.
- LO 2-4 Explain the importance of pleasing yourself and others.
- LO 2-5 Define self-esteem.
- LO 2-6 Discuss the relationship between self-esteem and work performance.
- LO 2-7 Distinguish among different types of self-esteem.
- LO 2-8 Explain the origins of your self-esteem.
- LO 2-9 Discuss suggestions for achieving higher self-esteem.
- LO 2-10 Explain the growth mindset and how to build it.



STRATEGIES FOR SUCCESS

- Strategy 2.1 Steps toward Combating Low Self-Esteem
- Strategy 2.2 Build Your Growth Mindset

In the Workplace: First-Day Jitters

SITUATION

Renee was excited about starting as an intern in a cooperative work experience opportunity at her college. As a student finishing up a two-year program in robotics, she needed two more credit hours to have a full-time student load, and she thought the work experience hours would be a perfect fit. Her instructors had told students many times that companies often wound up hiring their cooperative work experience students after they completed their programs. Renee had appointments this afternoon with three companies close to the college. Her goal was to get an offer from one of these companies for cooperative work experience, with the cooperative work experience hopefully then leading to a job after graduation.

As Renee made her way to the parking lot to drive to her first appointment, she began to have some doubts. “What was I thinking?” she asked herself. “I don’t know what I’m doing. Some of those other students in my class have been doing robotics forever, and I just started. Who am I kidding? I can’t do this. I’ll never get a job.” Renee sat in her car and debated whether she should even go to the scheduled appointments.

DISCOVERY

Renee knew that if she kept thinking of herself as incompetent and unprepared for an internship, she would not do well in the interview. However she felt about herself would come through in an interview. If she seemed unsure of herself, the interviewers would not ask her to come back and she would lose out on an internship and a possible future job.

Renee decided to behave as though she was competent and confident, and to present herself in such a way that



Daniel Ernst/Getty Images

interviewers would see her as competent, too. She began to focus on the things she could do well. She was a strong student and had done especially well in her electronics and programming classes. She also liked her welding classes and had great fun with the machines she made as her project assignments. If the interviewers asked her to talk about her strengths, she could talk about those classes. She began to make a list of other activities, and to think of these as her strengths: she was an officer in the Robotics and Mechatronics

Club at her school, she had volunteered for the Sustainability Committee fundraiser, and she had helped form a study group for her applied math classes. She could use these examples to show her strengths as a leader and as a team player.

Renee began to feel much better about the upcoming interviews and about putting her knowledge of robotics to good use in the manufacturing industry. She realized that she had a lot to offer a company, and she was determined to present herself in a way that showed she knew her stuff. She had a bright future. With those thoughts in mind, she headed off to her first interview.

THINK ABOUT IT

How can your opinion of yourself and your competence affect your self-esteem?

How much does your view of yourself affect the way that other people react to you?

Think about former first lady Eleanor Roosevelt’s famous quote, “No one can make you feel inferior without your consent.” What does this mean? Do you agree or disagree?

REAL WORLD EXAMPLE 2.1

Rosa yelled at her co-worker Gail in front of everyone in the office for not filling up the paper tray in the printer. Several print jobs were backed up, and Rosa was going to have to wait a while for the document she had hoped to quickly print. Later in the day, Rosa felt bad about yelling at Gail. As she reflected on the way she had treated her colleague, her self-concept changed and she began

to realize that perhaps she had become the unprofessional and irritable employee she did not much respect. This self-realization made her feel awkward around Gail and others in the office, which then reduced her positive self-concept even more. She had to figure out how to break this cycle. But first, she needed to find Gail and apologize.

self-concept

The way you picture yourself to be.

» WHAT IS SELF-CONCEPT?

Self-concept is the way you *conceive* of (or see) yourself; this view of yourself is the foundation of all your thoughts about yourself, including your self-esteem. Our concepts of who we are can affect our relationships, our work, and nearly every part of our lives. Most of what you do is controlled by your self-concept—the way you picture yourself to be. For example, you may say to yourself, “Other people are always asking me for help in setting up their research projects. I must be pretty good at that.” You have a good self-concept when it comes to this skill. This good self-concept then increases your opinion of yourself.

Your everyday actions also tend to affect your self-concept; in turn, your self-concept affects the things you do. When the things you do make you feel bad about yourself, and your self-concept is threatened or changed in a negative way, you wind up in a vicious cycle. Once this cycle gets started, it is difficult to stop. You will need to take some definite action to break it, or your life and your relationships with others won’t be as fulfilling or successful as they could be. Once the cycle has begun, trying to analyze who started it—who is to blame—is nearly always pointless. Instead, you need to examine ways of stopping it, or at least minimizing the effects of the vicious cycle.

» THE FOUR PARTS OF THE SELF-CONCEPT

The self-concept can be divided into four parts (as shown in Figure 2.1).¹

In a perfect world, all four shapes in the self-concept diagram would be one single circle. However, the most realistic way of viewing the diagram is with the goal of pushing all four shapes closer together, knowing that they will probably never completely coincide—but may occasionally.

Ideal Self

This is your vision of your future self. Everyone has some notion of what he or she would like to become. People may see themselves in the ideal as the best possible parent, a successful entrepreneur, or a compassionate and

REAL WORLD EXAMPLE 2.2

All the while Danica was growing up, her parents told her, “We expect you to become a dentist and join our dental practice. It’s a family tradition.” This statement told Danica that she *must* plan her life around becoming a dentist. She feels obligated to excel in science classes while in school and to plan her classes around preparing for dental school.

She knows that she doesn’t have the interest and passion that her classmates have in these courses. She wonders what she is missing in other areas of study. But because she has accepted her parents’ message of what her ideal self *should* be, this continues to motivate her and affect her self-concept and her self-esteem.

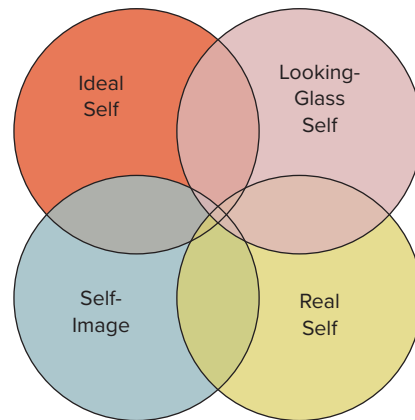


figure 2.1

THE FOUR PARTS OF THE SELF-CONCEPT

Self-concept can be divided into four parts. How can you bring all four of these selves closer together?

supportive friend all of the time. For some people, the image of the **ideal self** is sharp and clear; they know the changes they need in their lives and what they must do to make them happen. Many people, though, have a less clear picture of their ideal self, and still others have an unrealistic idea of what they want to become. One common mistake is to think that you have already reached your ideal, when actually you still have a long way to go. Another error is to create an ideal self that is unrealistic and unattainable. The ideal self is not the same over the course of our lives; we will have a different ideal self in childhood or adolescence than we do in adulthood.²

Some parents present their children with a picture of how the children must act to win approval. Such parents are said to hold *conditional positive regard* for their children, whereby positive regard, praise, and approval depend upon certain conditions their children must meet, behaving in ways that the parents think are correct. Under those conditions, children may grow up either rejecting the parents’ plans for them completely, becoming depressed and giving up, or falsely believing that they have already become their parents’ ideal and do not have to go any further to grow as a person.³ As a child, you may have known classmates whose parents punished them or rejected them for low grades, and were happy with them and accepting only when their grades were high. In this case, parents’ acceptance of their children was based on the *condition* they received high grades.

ideal self

The way you would like to be or plan to become.

REAL WORLD EXAMPLE 2.3

Sarah, a college student, may think of herself as an A student in her ideal self. Then she gets her first graded exam back from her instructor, and the grade at the top of the

paper is a D. This information about her real self is very different from her ideal self. This difference results in a change in her self-concept and lowered self-esteem.

looking-glass self

The self you assume others see when they look at you.

Looking-Glass Self

The **looking-glass self** is the self that you *assume* others see when they look at you. It is also affected by your view of reality. Some people assume that others think well of them much more than is true, while many more tend to assume the opposite. For most people, the looking-glass self is much more negative than it deserves to be. Getting in touch with others' real feelings about you will also be covered in Chapter 3. As an example, Sierra thinks her friends see her as a failure because her real estate career is not going as well as she would have liked. In reality, they admire her drive and her ability to have started a career while finishing college and taking care of her elderly grandparents.

self-image

The way you honestly see yourself.

Self-Image

Self-image is one part of the total self concept. Your **self-image** is the way you truly feel about yourself. It can be *programmed* by your day-to-day behavior and by the things you say to yourself or others. If you say (even to yourself) that you are a loser, a failure, a bumbling idiot, or whatever other negative description you might use, your self-image will automatically memorize that message for future use. Fortunately, the opposite is also true: if you use positive words and phrases to describe yourself, those messages will also become a part of your memory, helping you to achieve your goals and increase your level of happiness.⁴ You will learn more about this growth process later in this chapter. In brief, believing that you cannot do something can make it real. In a conversation with his family, Jay told them, "I want to get an MBA, but I know it will be too hard for me." In reality, he was already doing the work of others in his office who had an MBA, and his grades in college showed that he was a good student who would do well in a graduate program. However, because of his self-defeating beliefs, he never applied for graduate school.

real self

The way you really are when nobody is around to approve or disapprove.

Real Self

The **real self** is you as you really are, when nobody is around to approve or disapprove of your actions. Often this part of the self-concept is something that has to be discovered. Just as with the ideal self, what you think of yourself or what you present to others is not necessarily what is real; discovering your real self might take months, even years.

more about. . .

Self Image

"The past is not simply the past, but a prism through which the subject filters his own changing self-image."

—Doris Kearns Goodwin, Pulitzer prize winner

<https://www.brainyquote.com>

This process, known as developing your *self-awareness*, is discussed in more detail in Chapter 3. Gita loves to draw and create designs whenever she wants to relax. She doesn't share these with her family or friends because she thinks it is a silly waste of time, not a talent. She is actually quite a talented artist.

» FOCUSING ON THE REAL AND IDEAL SELVES

Carl Rogers, a well-known psychologist, developed ideas about the self-concept in the mid- to late-1900s that are still in use today. He said that your ideal self comes from the messages you receive from your parents and people around you about what you *should* be like.⁵

The ideal self may be quite far apart from the real self, or the two may overlap to some extent. Rogers believed that people get little bits of information all the time about their real selves from their experiences in the world.

When the real self and ideal self are not very close, people feel bad about themselves. They can become depressed and unhappy and can have a lowered opinion of themselves. Rogers believed that in order to have a healthy self-concept, people need to work on making the ideal and real selves much closer. This can be done by paying more attention to messages about one's real self, adjusting one's ideal self to fit the reality, and working up to a more realistic and attainable ideal.

» BALANCING YOUR NEEDS AND THE NEEDS OF OTHERS

Many people derive purpose from taking care of others. In American society, women often fall into this pattern of behavior even more than men, in a way that does not allow them to meet their full potential. According to psychologist and author Mary Pipher, girls often grow up in American culture surrounded by media messages that they are valued for their physical appearance, while their intelligence, talents, and skills are seen as less important. Girls then blame themselves for not being pretty or desirable enough, and their self-concept can be damaged in the process, sometimes keeping them from reaching their full potential.⁶

Having a healthy self-concept means not allowing yourself to be captive to other people's opinions. On the other hand, maybe you've known someone who honestly didn't care about what others thought of him or her. This individual was probably a bit hard to get used to. You may find it a bit uncomfortable to be around people who don't *need* anyone to approve of them, perhaps because most people would expect others to share their need for acceptance. While some people might appear not to need others, or care what others

Self Concept

"I'm not perfect . . . But I'm enough."

—Carl Rogers (1902–1987)

more about...



BALANCING YOUR NEEDS AND OTHERS' NEEDS

A crucial factor to a healthy self-concept is balancing your needs with the needs of others. In a culture that values selflessness, and in jobs that require frequent caregiving, this can be a challenge. *What are ways to maintain healthy self-esteem while caring for others' needs?*

Realistic Reflections

REAL WORLD EXAMPLE 2.4

Facebook and Self-Esteem

Is there any connection between self-esteem and use of social networking sites such as Instagram or Facebook? If so, what is it? After many years of study by researchers around the world, we can scientifically describe the link between self-esteem and Facebook and, like so many relationships . . . “It’s complicated.” Some general findings that have held up are that these sites provide a great way to connect with others, but overuse is often linked to those who are insecure or have low self-esteem; and comparing

oneself with others who are seen as more successful can reduce self-esteem. Researchers suggest that using Facebook to edit profiles or post pictures activates the “ideal self” rather than the “real self,” resulting in a boost to self-esteem, especially when positive feedback is then received from others. So to boost self-esteem, the message seems to be: go ahead and post good news about yourself, avoid comparing yourself unfavorably to others, and don’t spend all your time Facebooking.¹²

think, humans are social animals and this kind of apathy, or not caring, can actually cause communication problems at home and in the workplace due to misunderstandings.

It is important to strike a balance between caring for yourself, and considering other people’s expectations, when seeking acceptance and approval in our personal and professional lives. When your self-concept is stable at a comfortable level, you will find that understanding yourself and taking care of the “real you” will feel very natural without threatening others’ sense of self.⁷

» WHAT IS SELF-ESTEEM?

Self-esteem can be defined as the extent to which an individual believes him- or herself to be capable, sufficient, and worthy.⁸ It is the regard people hold for themselves as part of their self-concept. Self-esteem can be thought of as a measure of how much each of us “values, approves of, appreciates, prizes, or likes him or herself.”⁹

Self-concept is closely tied to self-esteem; however, they don’t mean exactly the same thing. Anyone in a situation such as Renee’s in the opening vignette may discover two important concepts. First, many people don’t feel as good about themselves as they should. Second, most individuals respond better to situations and to other people who help, rather than hurt, the good feelings they have about themselves—feelings that people need to function well in business and in life.¹⁰ You may have had a similar experience in planning or starting a new job or social situation: as you are getting to know people there, you find yourself leaning toward those who are supportive of you. Everyone has probably felt this way at one time or another!

Have you ever met someone you just did not like, no matter how long you knew him or her? Most people have. If you were to look carefully, you would probably see one of two reasons for this dislike. Either you and the problem person had a real *personality clash* in which your personality characteristics are just incompatible, or that person simply *did not like himself or herself*. Disliking oneself is an indication of low self-esteem. Messages of low self-esteem

self-esteem

The regard in which an individual holds himself or herself.

or dislike of self can come in the form of being extremely sensitive to any type of criticism, being hostile toward others, or being preoccupied with one's own personal problems, among other signs.¹¹

Liking and accepting yourself is one of the most important skills you can learn in life. All of the relationships you have with other people are affected by the way you see yourself, accept or reject yourself, and assume others feel about you. All of these factors combine to create your self-esteem and feelings of self-worth.

Research shows that low self-esteem is common and that people with lower self-esteem have more emotional and related problems than others do, including depression, anxiety, addiction, and poor relationships.¹³ When people compare themselves with others, they sometimes feel they don't *measure up* to their own—or their perception of society's—standards. You may feel this way at times, and you may think that you are the only one—but after asking others, you will find that this feeling of not measuring up is quite common.

You might wonder why some people brag about themselves. Most people who always need to talk about their accomplishments are actually **compensating** in some way for low self-esteem. Another form of compensating is when people focus on a single strength (such as good looks, mental ability, or athletic skills) to make up for their overall bad feelings about themselves. These feelings are also due to **lower self-worth**. No matter how hard most people work at exercising those special abilities, many find that after months and years of trying, they still have lower self-worth.

In other words, these people are motivated by their own **lower self-esteem**. They work to excel in one or more areas of their lives in an unsuccessful attempt to overcome their low self-worth and find happiness. Wouldn't it feel better, though, to be motivated by something positive instead? People who have healthy feelings about themselves, or **higher self-esteem**, are more likely to succeed at their personal goals, career goals, and even more important, at *life goals*. They are not motivated by a need to compensate, but by a desire to see their dreams and goals achieved. People with higher self-esteem believe in themselves and believe they can reach these goals. No matter what your occupational experiences are or how your career goals change, with a healthy self-perception and sense of self-worth, the experiences will be worthwhile and reaching desired goals is more likely to be successful.¹⁴

Self-esteem is usually described as high or low. But the reality is that our self-esteem falls along a scale, from high to moderate to low. Higher self-esteem is healthier self-esteem. Because low self-esteem poses the biggest problem for human relations both in the workplace and in personal life, the rest of this chapter focuses mostly on how to raise low self-esteem and how to build a growth mindset.

compensating

The use of a strength to make up for a real or perceived weakness.

lower self-worth

When individuals believe they have little value to offer the world.

lower self-esteem

When individuals are unable to see themselves as capable, sufficient, or worthy.

higher self-esteem

When individuals have healthy feelings about themselves and are therefore more likely to succeed in personal and career goals.

Compensating is a psychological defense mechanism people may use to reduce embarrassment, shame, anxiety, guilt, or other negative emotions that arise internally when facing unpleasant truths; either by displaying, or by working toward, excellence or gratification in a different area or behavior.

Be Comfortable with Yourself

"The worst loneliness is to not be comfortable with yourself."

—Mark Twain (1835–1910)

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