Robert N. Lussier

12th Edition

HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

McGraw Hill

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12TH EDITION

Robert N. Lussier, Ph.D.
Springfield College

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CONTENTS

PREFACE

MY APPROACH TO THE BOOK AND TEACHING AND LEARNING

I wrote the first edition back in 1988, prior to students, professors, and AACSB calls for material that engaged students in active leaning. My goal was (and still is) to engage students in applying the concepts to develop critical thinking, human relations, and leadership skills in their personal and professional lives regardless of their position in the organization. I personally worked more than 550 hours revising the 12th edition total package of text, applications, and skills material with Instructor Manual answers and suggestions for teaching.

Unlike competitors, I don't just tell you about the concepts with examples. With networking, for instance—the way most people get jobs today—I tell you step-by-step how to network and provide you with self-assessment exercises, application exercises, skill development exercises, and, often, videos. So, rather than simply knowing the concepts, students can actually develop critical thinking and human relations skills.

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

Engaging NetGen Students

Today's traditional student (NetGen) learners were brought up on the Internet, and, as such, they have different preferred learning styles than students in prior generations. NetGens have shorter attention spans and have a hard time listening to long lectures; they prefer active, collaborative, and team-based learning. And so do many nontraditional students. *Human Relations in Organizations,* 12th edition, is designed to be flexible enough to be used with the traditional lecture method while offering a wide range of engaging in-class and online activities.

COMBINING LECTURE AND ENGAGING ACTIVITIES

I've designed the book to make it easy to combine lecturing and engaging activities. Professors can elect to break up lectures with activities that best meet students' and professors'

educational goals and preferred teaching/learning styles. To this end, the Application Situations and Work Applications (see examples in the Application and Skills Building sections below) are within the text section so you can stop the lecture and use an engaging activity.

Icons indicate when a Communication Skills question can be discussed and a Skill Builder Exercise can be conducted, so the instructor can break up the lecture with engaging activities. The electronic book also includes links to take you to the questions and exercises. Next is an explanation of my three-pronged approach and features to choose from for concepts, applications, and skill building.

> **CS** *Communication Skills*
>
> Refer to CS Question ##.

> **SB** *Skill-Building Exercise #-#*
>
> develops this skill.

THE THREE-PRONGED APPROACH

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

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

The concepts, applications, and skill-building material is clearly identified and delineated in this preface, text, and IM/ test bank. Our package allows professors to create their unique courses using only the features that will achieve their objectives in the classroom or online. Here are the three-pronged features.

Concepts

- *Research-based and current*. The book is based on research, not opinion. The 12th edition has been completely updated; 91% of the references are new.

- *Comprehensive coverage*. The text includes more topics with more in-depth coverage than most competing texts. I don't just discuss topics, such as conflict, I provide models and exercises to develop the skill.

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

- *Globalization.* Chapters throughout the book include a discussion of globalization and how the concepts are implemented differently globally, as shown in level 1 heads in seven chapters, level 2 heads in five chapters, and a level 3 head in one chapter.

- *Pedagogy*. Each chapter contains the following: (1) Learning Outcomes (LOs) begin each chapter, corresponding to the level 1 head in the body indicating where the objective can be met. A Chapter Overview and summary of each learning outcome is given in the Review section at the end of the chapter. (2) Key terms within each chapter are presented again at the end of the Review. The key terms appear in **boldface** and *are defined within the chapter in italic* so they are easy to find. (3) Exhibits fall within each chapter, some of which contain multiple concepts or theories. (4) A Review section at the end of each chapter includes a chapter summary and LOs. The unique feature of the Review is that it is active in two ways. Students first answer true/false questions. Then they fill in the blanks with the appropriate key terms in one of three ways: from memory, from a list of key terms at the end of the review, or from the key terms used throughout the chapter.

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

understand the application of the concepts to actual people in organizations.

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

3. *Application Situations.* Each chapter contains boxed matching questions that require students to apply the concept illustrated in a specific, short example. The questions develop critical thinking skills through the application process. Each chapter contains three to six boxes, with a total of 25 to 42 matching questions for an average of 36 per chapter. There are 62 boxes and 464 total questions in 12 chapters and Appendix A.

4. *Cases—with Internet video and cumulative questions; plus role-play exercises.* Chapters have two case studies from a real-world organization. Cases cover all of the major topics with questions to apply the text concepts to the case. At the end of the case, the organization's website is given so that students can visit the Web to get updated information on the case. Some of the cases also include website links to view videos of the manager interviews/talks about the firm. Chapters 2 through 12 include cumulative questions that include concepts from previous chapters. Thus, students continually review and integrate concepts from earlier chapters. Following each case is a role-play exercise to develop skills based on the concepts illustrated in the case.

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

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

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

Applications

1. *Opening Case.* Each chapter opens with a case. Throughout the chapter, the ways the text concepts apply to the case are presented so that students can

Skill Building

1. *Skill-Building Objectives and AACSB Competencies.* Each skill-building exercise states its objective and the

Association to Advance Collegiate Schools of Business (AACSB) competencies developed through the exercise.

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

3. *Role-Play Skill-Building Exercises.* Around 10% of the skill-building exercises focus primarily on developing skills through behavior modeling, as discussed next. Thus, breaking into groups and role-playing is required. Again, all 23 cases include a role-play exercise.

4. *Behavior Models and Skill-Building Exercises.* Throughout the book are more than 25 models with step-by-step instructions for handling day-to-day human relations situations. For example, students read models in the book and apply the model in skill-building exercises to give praise, resolve conflicts, handle complaints, and coach an employee. Students may also give each other feedback on the effectiveness of their role-plays.

5. *Hot Seat Videos* can also be used with some of the skill-building exercises and as stand-alone activities.

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

Summary of Innovations

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

OVERALL REVISIONS

Unlike the current trend of cutting text material, in this new 12th edition I've added some new content and expanded some of the concepts with a continuing focus on presenting practical how-to suggestions for improving human relations in one's personal and professional lives.

Chapter Reorganization

- Alignment of **Learning Outcomes** (LOs) with **level 1 headings**. All level 1 heads now have at least one LO. Twenty-four LOs have been added, others revised, and some deleted. There are a total of 112 LOs, with an average of eight per chapter. As before, the last LO defines the key terms. More LOs provide additional flexibility by focusing on the concepts most relevant to the instructor's course objectives.
- The previous edition **first level head** section "How (chapter topics) affect behavior, human relations, and performance" has been shortened and moved to the chapter-opening section entitled "Chapter Overview."
- There are more **level 1–3 heads** throughout the chapter to make it easier to follow the train of thought and read the text material.
- With the continuing focus on **globalization**, seven level 1 heads, five level 2 heads, and one level 3 head include globalization discussing the trends and cultural diversity often based on **GLOBE**.
- The **list of key terms** is no longer included with the last LO, but the key terms do remain in bold throughout the chapter to stand out, and the list of key terms remains following the Review to maintain the matching exercise.
- The **objective cases** have been moved to the Instructor's Manual.

New Updated References

- The text is based on current research. The 12th edition has more than 1,300 new references, for an average of 108 per chapter, resulting in **91% new references** with a total of more than **1,500 references**.
- References include a **balance** of **scholarly journal references** (877 references, 55%, from *The Academy of Management: Journal, Review, Perspectives, and Learning & Education)* and others to provide research support for the text concepts **and business publications** *(*695 references, 45%, are from: *BusinessWeek, Forbes, Fortune, Entrepreneurship, INC., The Wall Street Journal,* and others) to provide advice and examples of how the concepts are used in all types of organizations. These combine to give this edition more references and more current references than major competitors.

New Material

- There are **11 new cases** with **role-play exercises,** some with **video links**; 11 of 12 chapters (92%) now have **two cases.**

- There are 12 new **Application Situation** boxes, 140 new questions, for a total of 62 boxes with 460 critical thinking questions.

- There are three new **Self-Assessment Exercises**.

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

- There is new material focusing on understanding **how to improve human relations** in students' personal and professional lives, regardless of their position in the organization.

- All of the chapter **text includes new and updated material:** most sections have revisions and some have new or rewritten content, as described below.

Changes by Chapter

Chapter 1

- There is at least one Learning Outcome (LO) for every level 1 heading. There are three new LOs for a total of 12. Two of the prior level 2 heads are now number 1 heads, for a total of eight level 1 heads.

  - There are 78 new current references in the text of Chapter 1 for a total of 92 references, and 92% are new to this edition (excluding history references that can't be updated).

  - The opening section, "Why HR Skills Are so Important," and the level 2 head "What's In It for Me?" have been rewritten with all new references, and the Myths and Realities about HR has new references to support the myths and realities.

  - A new level 1 head "Human Relations and Its Goal" has been added, moving the two level 2 heads "Goal of HR" and "The Total Person Approach" into a new section with LO 1-2.

  - Application Situation (AS) 1-1 has been moved up to the end of the new section "Human Relations and Its Goal," and performance is no longer included.

  - AS 1-2 and AS 1-3 have one new question and AS 1-4 has two new questions. There is a new AS 1-5, "Human Relations Guidelines" with eight questions. There are a total of 12 new questions, and 30 total in Chapter 1.

  - The Current and Future Challenges section has been reorganized and rewritten, and crises has been deleted from the text and AS 1-4.

  - The first human relations guide is presented in the text and Exhibit 1.4, which now includes "Think and Be Optimistic." There is a new end-of-chapter case about GM Mary Barra.

Chapter 2

- There is at least one Learning Outcome (LO) for every level 1 heading. There is one new LO for a total of nine. There are no new level 1 heads, for a total of five. There are two new level 2 heads.

- There are 71 new current references in the text of Chapter 2 for a total of 75 references, 95% of which are new to this edition.

- The section "How Personality, Stress, Intelligence and Learning, Perception, and First Impressions Affect Behavior, Human Relations, and Performance" has been shortened and moved into a Chapter Overview before the Opening Case.

- The section "Emotional Intelligence" has been expanded and includes two level 3 heads: "Is IQ More Important Than EQ?" And "Five Components of EQ."

- The "Bias in Perception" section now includes the level 3 head "The Like Me Assumption," which is also added as an answer option in AS 2-4.

- In the new "Perceptual Congruence" section is a short discussion of the importance of good human relations between managers and employees.

- The "Developing Positive First Impressions" section now includes a discussion of projecting positive gestures.

- AS 2-1 and AS 2-4 have two new questions; AS 2-2 has one new question. There are five new questions for 25 total in Chapter 2.

- There is a new end-of-chapter case.

Chapter 3

- There is at least one Learning Outcome (LO) for every level 1 heading. There is one new LO for a total of 10. There are no new level 1 heads for a total of five. There are two new level 2 heads.

- There are 121 new current references in Chapter 3 for a total of 133 references, and 91% are new to this edition.

- In the Attitude section, the discussion of how expectations affect performance has been expanded.

- The "Self-Concept and How It Is Formed" section now has two level 3 heads to clearly separate the two topics, and the self-concept part has been reorganized and revised.

- The "Values" section has two new level 2 heads. First, "What Are Your Values?" with two new level 3 heads "How We Develop Values" and "Values and Relationships." "Religion and Values" contains a new heading and contents.

- The "Ethics" subsection "Why Good People Do Bad Things" now discusses how it's not always easy to tell ethical from unethical behavior, relativism, and *ethics fading* (a new term).

- "People" has been added to "People and the Situation," discussing bosses and peer pressure.

- The "Managing Ethics Globally" section now has two level 3 heads to separate "Managing Ethics" and "Cultural Ethical Differences."
- AS 3-1, AS 3-2, AS 3-3, and AS 3-4 have one new question. There is a new box, AS 3-5 with six questions. There are 10 new questions with a total of 30 in Chapter 3.
- There is a new end-of-chapter case.

Chapter 4

- There is at least one Learning Outcome (LO) for every level 1 heading. LO 4-9 has been revised to include giving criticism, for a total of 10. There is one new level 1 head, for a total of nine. LO 4-9 has been split into separate emotions from criticism. There are two new level 2 heads.
- There are 148 new current references in Chapter 4 for a total of 163 references, and 91% are new to this edition.
- The "Digital Information Technology" section has been completely rewritten to place less emphasis on technical tools and more emphasis on the importance of oral communications to human relations; and how social media, e-mail, and smartphones can keep us from getting important things done.
- The first step of the Message-Sending Process, step 1, has been changed to project a positive image and develop rapport; to include the importance of making a positive first impression, as discussed in Chapter 2.
- A discussion of retentive and active listening has been added to the "Listening Tips" section.
- The "Emotional Labor" section now includes the term *emotional competence (EC)* currently being used in the literature.
- The "Global Differences" section has been expanded to include GLOBE, emotional organizational cultures, and the trend to show emotions using emotional labor.
- The new level 1 head "Handling Criticism" now has two level 2 heads: "Getting Criticism" and "Giving Criticism." "Giving Criticism" has two new level 3 heads with new content for "Criticizing the Boss" and "Don't Vent."
- AS 4-1, 4-3, 4-4, and 4-5 have no new questions, and AS 4-2 has two new questions, for a total of 42 questions in Chapter 4.
- There is a new end-of-chapter case.

Chapter 5

- There is at least one Learning Outcome (LO) for every level 1 heading. LO 5-5 and 5-8 are new. There are no new level 1 heads, for a total of six.
- There are 73 new current references in Chapter 5 for a total of 86 references, and 85% are new to this edition.
- The TA Ego States now has a new level 3 head, "The Adult Ego State" that updates TA based on more current terms and references that apply TA theory.

- In the "Assertiveness" section, there is a new level 3 heading "Gender Stereotypes." The heading "Assertive and Aggressive Behavior Are Different" has been added to explain there is a difference.
- The previous section "Anger and Violence" now includes the subject of incivility and its negative effects.
- The previous "Dealing with Anger" section is now "Dealing with Anger and Incivility." The discussions of both your and others' anger have been expanded with more tips on improving how to deal with anger and incivility.
- AS 6-1 has two new questions, AS 6-2 has three new questions, and AS 6-3 has one new question. The chapter has five new questions for a total of 25.
- There is a new end-of-chapter case.

Chapter 6

- There is at least one Learning Outcome (LO) for every level 1 heading. LO 6-6 is new, for a total of eight. One of the level 1 heads has been changed and two have been combined for a total of seven. There are six new level 2 heads.
- There are 98 new current references in Chapter 6 for a total of 123 references and not including classic references, 85% are new to this edition.
- The first section is now called "The Need for Leadership Skills." The introduction focusing on the importance of leadership has been rewritten with new up-to-date references. There are two new level 2 headings discussing "You Are a Leader" and "Followership" with new content.
- In the "Leadership Trait Theory" section, there is a Pew Research Center link to find out more about "Views on leadership traits and competencies and how they intersect with gender."
- The "Behavioral Leadership Theories" section now includes a new level 2 head, "Basic Leadership Styles." The "Contemporary Leadership Styles" subsection has been reorganized and now includes visionary leadership. It now begins with "Charismatic and Visionary Leadership" followed by "Transformational and Transactional Leadership."
- AS 6-1 has two new questions, and 6-2 has one new question. AS 6-3 is now 6-4 and AS 6-4 is now 6-5 with no new questions. There are two new boxes: AS 6-3 "Contemporary Leadership Styles" with eight new questions and AS 6-6 has six new questions. There are 17 new questions with 38 total questions.
- There is a new end-of-chapter case.

Chapter 7

- There is at least one Learning Outcome (LO) for every level 1 heading. The prior LO 7-8 has been replaced. There is a total of 10 LOs. There are seven level 1 heads.

- There are 118 new current references in Chapter 7 for a total of 138 references and not including classic references, 90% are new to this edition.
- The "Process Motivation Theories" section now includes "Goal-Setting Theory" because it is a process motivation technique; however, the details of setting objectives remain in the "Motivation Techniques" section.
- All the company example objectives are new.
- "Job Crafting" has been added to the "Job Enrichment and Design" section.
- "Putting the Motivation Theories Together" now includes a new level 2 head, eight motivation theories, and "Self-Motivation" has two level 2 heads.
- The "Do Motivation Theories Apply Globally?" section has new examples supported with current references.
- AS 7-1 has three new questions. AS 7-2 is now AS 7-6. AS 7-2 is "Content Motivation Theories," with seven new questions; AS 7-3 is "Process Motivation Theories," with five new questions; and AS 7-4 is "Reinforcement Theory," with five new questions. AS 7-3 is now 7-5 and has new revised answer options with three new questions. Again, 7-6 was 7-2, but has the answers rearranged in the sequence of their presentation, and goal-setting theory has been added. It puts the eight motivation theories together as a review with one new question. There are 24 new questions, for 41 total.
- There is a new end-of-chapter case.

Chapter 8

- There is at least one Learning Outcome (LO) for every level 1 heading. LO 8-1 has been deleted and 8-7 has been changed. LO 8-8 is new. There are a total of nine LOs. There are seven level 1 heads.
- There are 110 new current references in Chapter 8 for a total of 124 references, and 89% are new to this edition.
- This chapter has been reorganized. The prior first section contents have been moved into the "Power" section, which now has two new 2 heads: "Ethical Power and Organizational Politics" and "Do You Want Power?" "Influencing Tactics" is now a level 1 head.
- The "Power" section now includes a discussion of perceptions in power and politics.
- In "Organizational Politics," "The Nature of Organizational Politics" has been expanded and now has three level 3 heads: "The Informal Political Structure," "Politics Is a Medium of Exchange and Performance and Relationship Currency," and "The Importance of Politics."
- The "Horizontal Politics" section now includes a level 2 head to discuss work friendships and hidden agendas, and "Putting Ethical Power and Politics Together" is now a level 2 head.
- The section "Customer Satisfaction and Complaints" is now "Customer Relations" to put emphasis on the importance of relationships with customers. There is a

new level 2 head "Improper Customer Etiquette" to emphasize common customer relation errors that lead to customer dissatisfaction. Also, the section on "Dealing with Customer Complains" now has less detail for each step. Learning Outcome 8-7 has changed to focus on customer etiquette, not list the steps of the complaint handling model.
- The section "Do Power and Politics Apply Globally?" now has three level 2 heads: "Power Distance Equality," "Individualism versus Collectivism," and "Ethics and Etiquette."
- AS 8-1 and AS 8-3 have two new questions and AS 8-2 has three. AS 8-4 is now 8-5 with one new question, and there is a new AS 8-4 with eight new questions. There are 16 new questions, for 36 total.
- This is the only chapter using the same timeless case.

Chapter 9

- The chapter has been reorganized. There is one Learning Outcome (LO) for every level 1 heading. LO 9-7 is new, making previous 9-7 now 9-8. There are eight level 1 heads, four new from the last edition.
- There are 107 new current references in Chapter 9 for a total of 112 references, and 96% are new to this edition. The networking and negotiating sections have been divided into three sections each.
- AS 9-1 and AS 9-2 are new with five questions each. AS 9-3 (was 9-1) has two new questions and AS 9-4 (was 9-2) has three new questions. There are 15 new questions, for 40 total.
- There is a new end-of-chapter case.

Chapter 10

- There are one or two Learning Outcomes (LOs) for every level 1 heading except the last because it summarizes its section by putting the other topics together that already have learning outcomes. LOs 10-1 and 10-8 are new. LOs 10-2 and 10-3 have been combined. There are eight level 1 heads with nine Learning Outcomes.
- The "Team Development Stages and Leadership" section has been revised to combine the stages and leadership styles.
- Three of the level 1 head titles have been changed to include teams.
- There are 171 new current references in Chapter 10 for a total of 178 references, and 96% are new to this edition.
- AS 10-1 has one new question and AS 10-2 has two new questions. AS 10-3 has been changed to include the stage of develop and leadership style with one new question. AS 10-4 now includes multitasking with wanderer and has one new question. AS 10-5 is new with six new questions. AS 10-6 was 10-5 and has no new questions. The chapter has 11 new questions, for a total of 36.
- There is a new end-of-chapter case.

Chapter 11

- There is one Learning Outcome (LO) for every level 1 heading except the last because it summarizes its section by putting the other topics together that already have learning outcomes. LO 11-1 has been changed, LOs 11-3 and 11-7 have been deleted, and 11-6 is new. There are eight total. There are seven level 1 heads.

- There are 104 new current references in Chapter 11 for a total of 111 references, and 94% are new to this edition.

- The "Managing Change" section has a new level 2 head "The Importance of Change."

- Self-Assessment Exercise 11-1 now has five new questions, which include the five types of changes.

- The "Types of Changes" section now includes product changes.

- The "Organizational Climate" section now has a new level 2 head, "Culture versus Climate and Moral."

- AS 11-1 now includes product changes with one new question. AS 11-2 has two new questions. AS 11-3 is new with five questions. AS 11-4 has no new question. AS 11-5 has two new questions. There are eight new questions, for a total of 28.

- There is a new end-of-chapter case.

Chapter 12

- There are one or two Learning Outcomes (LOs) for every level 1 heading. LOs 12-1 and 12-8 are new; changing LO 12-1 to 12-7 numbers. LO 12-6 is now 12-7 and has a new answer, which no longer lists all the dimensions. There are seven level 1 heads with nine Learning Outcomes.

- The Chapter Overview follows the Opening Case to state the importance of overcoming the negative statements made in the case.

- There are 124 new current references in Chapter 12 for a total of 145 references, and 86% are new to this edition.

- The opening section has been changed to "Diversity and Inclusion" and now includes a new level 2 head, "Diversity and Inclusion Are Different."

- "Overcoming Sexism and Racism" has four new level 3 heads: "Stereotyping Women in Leadership," "Change Is Needed," "Steps to Improve Gender and Racial Equity in Your Company," and "We All Need Empathy."

- To keep the focus on Human Relations in the workplace, the following topics/subsections have been deleted from the 12th edition's "Family Gender Roles Are Changing and Work–Life Balance" section: American Families Are Changing (along with the Marriage Knowledge Self-Assessment 12-3), Marriage and Family Agreements, and Parenting.

- The subsection on "Work–Life Balance" has been expanded and updated with several current references.

- The "Global Cultural Diversity and Relations" section now includes "Diversity in Gender at Work."

- In the "Handling Complaints" section the complaint model is no longer a key term; it is LO 8 instead. Also, the level 3 heads have been eliminated with a shorter explanation of the steps in one paragraph.

- AS 12-1 has no new questions. AS 12-2 has 10 new questions. AS 12-3 has five new questions. AS 12-4 has no new questions. AS 12-5 has one new question. There are 16 new questions, for a total of 43.

- There is a new Self-Assessment 12-2, "Your Views on Gender" that compares your views of gender to other Americans.

- There is a new end-of-chapter case.

Appendix A

- There is at least one Learning Outcome (LO) for every level 1 heading. LO A-1, A-2, A-5, and A-6 are no longer LOs. The other LOs have been renumbered for a total of five.

- There are 80 new current references in Appendix A for a total of 92 references; 87% are new to this edition.

- The Multitasking section level 3 head now has three level 4 heads: "Multitasking Decreases Productivity"; "Multitasking Decreases Attention Spans, Concentration, and Memory"; "Effective Multitasking."

- New information with updated references added to the "Smartphones" and "Procrastination" sections.

- The "Time Management" section now includes a level 2 head, "Applying the Time Management Concepts," to encourage improvement.

- The "Career Management" section has been updated with new material including more tips on interviewing and several websites that provide career assistance.

- There is a new Self-Assessment A-3 "Career Readiness."

- AS A-1 and A-2 have no new questions. AS A-3 is now A-4. There are two new boxes.

SUPPLEMENTS FOR INSTRUCTORS AND STUDENTS

Instructor Library

The Connect Management Instructor Library is your repository for additional resources to improve student engagement in and out of class. You can select and use any asset that enhances your lecture. The Connect Instructor Library includes:

- Instructor Manual
- PowerPoint files
- Test Bank

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

Robert N. Lussier,
Springfield College
rlussier@springfieldcollege.edu

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

CHAPTER 1

Understanding Behavior, Human Relations, and Performance and Being Happy

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Learning Outcomes

After completing this chapter, you should be able to:

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

LO 1-2 Discuss the goal of human relations.

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

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

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

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

LO 1-7 List the three approaches to handling human relations problems and discuss which is the most effective approach.

LO 1-8 Describe the three parts of developing a new habit.

LO 1-9 State the three objectives of the book.

LO 1-10 Identify your personal low and high human relations ability and skill levels.

LO 1-11 Identify three personal human relations goals for the course.

LO 1-12 Define the 17 key terms throughout the chapter identified in **bold** with their definitions in *italic font*. They are listed at the end of the chapter.

CHAPTER OVERVIEW

In all of the chapters, we begin with a focus on understanding the topic concepts and how they affect your, and others', behavior, human relations, and performance.

In this chapter we focus on understanding why human relations skills are so important, present 10 guidelines to improve your human relations, explain what's in the book, and ask you to assess your human relations abilities and skills.

OPENING CASE WORK SCENARIO

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

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

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

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

WHY HUMAN RELATIONS SKILLS ARE SO IMPORTANT

Learning Outcome 1-1

Explain why human relations skills are important.

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

What's in It for Me?

It's natural to be thinking, What can I get from this book? What's in it for me? These are common questions in all human relations, although they are seldom directly asked and answered. Life and happiness are about friendships[1] and developing relationships.[2] So, the better you can work with people—and that is what the course is all about—the more successful you will be in your personal and professional lives.[3]

Do you want college to prepare you for the world of work, but question the relevance of your courses?[4] This may be one of the few courses you take in which you can actually use what you learn during the course in your personal life and on the job if you have one, as we close the relevance gap.[5]

Managers have a major effect on performance, and unfortunately as you may know, there are lots of poor managers.[6] If you want to be a manager, this course is clearly relevant. But if you aren't or don't want to be a manager, the current trend is participative management, or you will be expected to engage in management functions, so organizations are recruiting people with management skills,[7] which you can develop in this course. Now let's expand on what's in it for you by exploring some of the myths and realities surrounding human relations.

Myths and Realities about Human Relations

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

Myth 1: Technical Skills Are More Important Than Human Relations Skills

Yes, technology is important, but it is people who develop the tech,[8] and machines like **IBM's Watson**, are only as smart as the humans developing them.[9] **Wegmans** management believes that the success of any company depends on its human resources,[10] because people are the most valuable capital in every company, no matter what industry it is in.[11] Today's emphasis in hiring is for people skills, also called "soft skills." Even in strictly defined tech jobs, employers want people skills.[12] If you can't work effectively with coworkers, you could be fired. Students want to develop soft skills for career readiness.[13] Clearly, people skills are needed to succeed,[14] and again this course is all about developing people skills. /// **In the opening case,** by studying human relations, you will learn soft skills that will help you in situations like Nancy's and Olin's. ///

Myth 2: Human Relations Is Just Common Sense

If human relations is simple and just common sense, why do people fail to act properly even in the seemingly easy situations?[15] Why do so many managers lack people skills and have poor or negative relationships with employees who complain about the boss to colleagues?[16] Do you always get along well with your family and friends and coworkers—with no conflicts? How do human relations affect your personal and job satisfaction? Developing good relationships is critical to personal and professional success,[17] and that's a skill you can develop through this course.

CS *Communication Skills*

Refer to **CS Question 1**.

Myth 3: Leaders Are Born, Not Made

Leadership skills are crucial for success in today's business world.[18] The question "Are leaders born or made?" has been researched over the years. Leadership experts generally agree that some people have more natural leadership ability but that leadership skills can be developed.[19] Regardless of your natural ability, using the material in this book you can develop your human relations skills including leadership skills.

Work Application 1-1

In your own words, explain why human relations skills are important to you. How will they help you personally and in your career?

Throughout this book we use many important, or key, terms. To ensure that you have a clear understanding of these terms, when a key term first appears, we present it in **bold letters** with its definition *italicized*. The "Review" section includes a key term matching exercise followed by a list of all the chapter "Key Terms."

HUMAN RELATIONS AND ITS GOAL

In this section we discuss human relations, its goal, and the total person approach to human relations.

Goal of Human Relations

Learning Outcome 1-2

Discuss the goal of human relations.

The term **human relations** means *interactions among people*. People skills in organizations are critical to your career and organizational success.[20] So, in this book we focus on developing your human relations in organizations. /// **In the opening case,** when Olin Ready arrives at IBM on his first day of work, he will interact with his new boss, Nancy. Next, a variety of people will help orient and train Olin. Later, as he performs his daily tasks, Olin will interact with Nancy and his coworkers, as well as with people from other departments and with customers. Olin's success at IBM will be based on human relations, and his job satisfaction will affect his personal life.///

From the organizational view, the **goal of human relations** is to *create a win–win situation by satisfying employee needs while achieving organizational objectives*. A **win–win situation** occurs when *the organization and the employees both get what they want*. When we wonder, What's in it for me?, we are expressing what we want. Successful people think in terms of win-win.[21] When employees' and organizational goals align, performance tends to follow.[22]

Work Application 1-2

Give an example, personal if possible, of a situation in which the goal of human relations was met. Explain how the individual's needs were met and how the organizational objectives were achieved.

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

The Total Person Approach

The **total person approach** realizes that *an organization employs the whole person, not just his or her job skills*. Our personal and professional lives overlap and what happens at home does affect our performance at work. **Facebook COO Sheryl Sandberg,** says that we are better employees when we bring our whole selves to work rather than try to separate our personal and professional lives,[23] so she encourages us to bring our total person to work.[24] People play many roles throughout their lives, indeed, throughout each day.[25] /// **In the opening case scenario,** Olin, therefore, is more than just an employee; he is also a father, a member of the PTA, a scout leader, a jogger, a student, and a fisherman. At work, Olin will not completely discard all his other roles to be a worker only. His off-the-job life will affect his job performance at IBM. Thus, if Olin has a bad day at work, it may not be related to his job but to another of his life's roles. Also, a bad day at work can affect personal life satisfaction.///

Work Application 1-3

Give a specific example, personal if possible, that supports the total person approach. Explain how an individual's job performance was affected by off-the-job problems.

Application Situations / / /

Understanding Important Terms AS 1-1

Identify each statement by its key term.

A. Behavior   C. Human relations   E. Performance

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

_____ 1. "Katniss, you're not your usual high performer today. Are you and Mo fighting again?"
_____ 2. "I've been working hard to do a good job. I got a raise; now I can buy that new iPhone I've been saving for."
_____ 3. Jack and Wanda are discussing how to complete a project they are working on together.
_____ 4. Julio is quietly working alone on a report.
_____ 5. All the people listed above are members of a(n) _____.

BEHAVIOR, HUMAN RELATIONS, AND ORGANIZATIONAL PERFORMANCE

Learning Outcome 1-3

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

Here we discuss the three levels of human relations and how they affect performance, and how human relations create a systems effect.

Levels of Behavior

The study of human relations is to understand the way people behave and why people behave the way they do. The better we understand behavior, the more effective we can be at developing human relations skills,[26] and that is what this book is all about. **Behavior** is *what people do and say*. The three **levels of behavior** are *individual, group, and organizational*. So, human relations take place at the individual, group, and organizational levels.[27]

Individual- and Group-Level Behavior

At work, sometimes we work as individuals and sometimes we work in groups. Effective teamwork begins with you and ends with team-level outcomes;[28] thus, your ability to work in teams will affect your career success.[29] ///**In the opening case scenario, as Olin types an email or fills out requisition forms, he is engaged in individual behavior.**///

Group behavior consists of *the things two or more people do and say as they interact*. Your individual behavior influences group behavior and performance.[30] ///As Olin and Mary work on a project together or attend department meetings, their actions are considered group behavior. ///**Chapter 10** will help you gain a better understanding of effective teamwork and how to improve your group behavior, and how their behavior affects you in teams.

Organizational-Level Behavior

An **organization** is *a group of people working to achieve one or more objectives*. This book focuses on human relations in both profit and nonprofit organizations. Organizations have a mission and/or objectives to create goods and services.[31]

As individuals and groups interact, their collective behavior constitutes the organization's behavior that affects organizational level outcomes.[32] Thus, **organizational behavior (OB)** is *the collective behavior of an organization's individuals and groups*. ///IBM is an organization, and its collective behavior is based on Olin's behavior, the behavior of Nancy's department, and the behavior of all other departments combined.///

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

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

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

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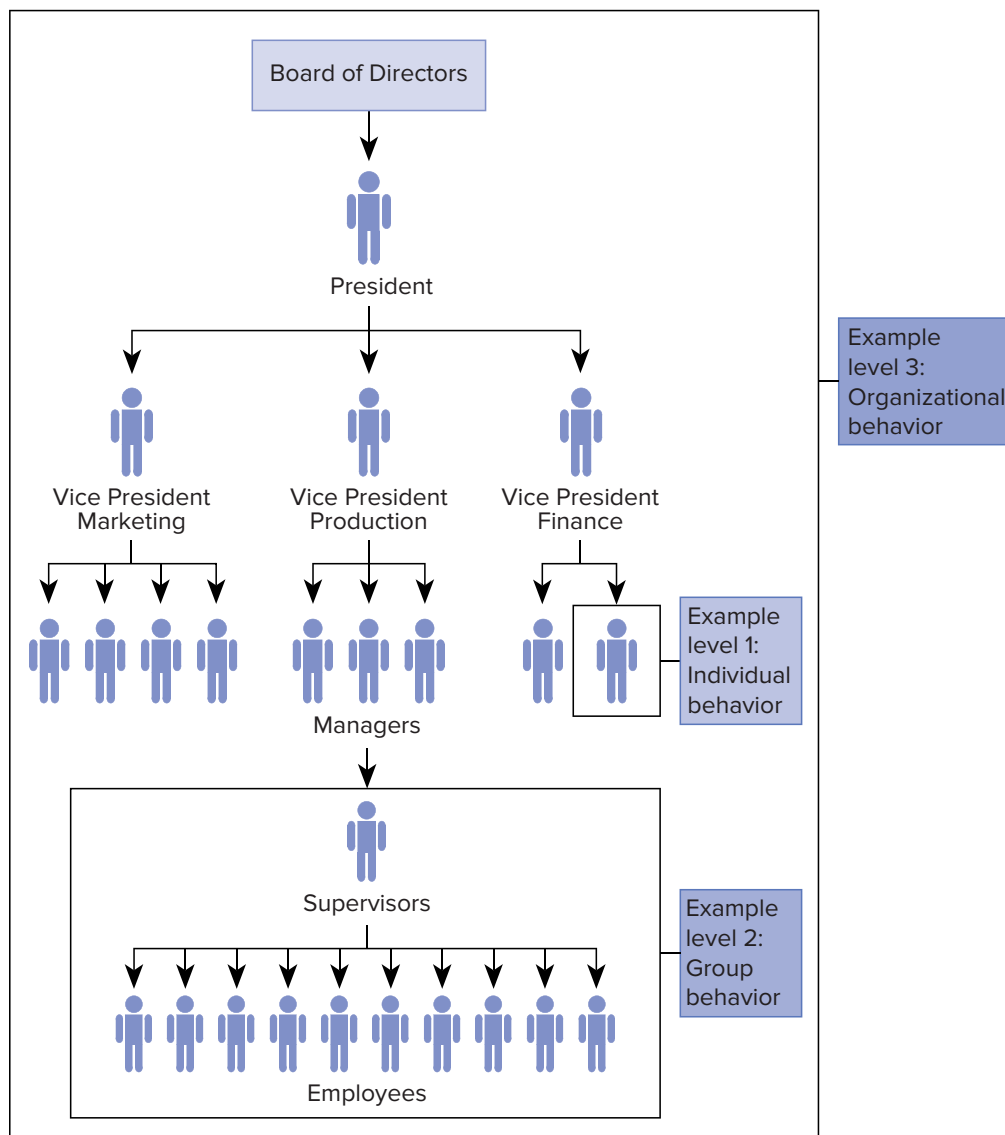
Each manager would have one or more supervisors reporting to him or her, and each supervisor would have several employees reporting to him or her.

Work Application **1-4**

Give two specific examples of your involvement in human relations—one positive and one negative—and identify the level of behavior for each example.

The Relationship between Individual and Group Behavior and Organizational Performance

Throughout this course you will learn how human relations affects individual and group behavior, and the resulting effects on organizational performance. **Performance** is *the extent to which expectations or objectives have been met. Performance* is a relative term so levels are more meaningful when compared to past performance or the performance of others within and/or outside the organization. Since relationships are the lifeblood of organizations, they affect individual, group, and organizational performance.[33]

The Systems Effect

A system is a set of two or more interactive elements. The systems approach, developed by **Russell Ackoff**, focuses on the whole system with an emphasis on the relationships between its parts.[34] For our purposes, under the **systems effect** *all people in the organization are affected by at least one other person, and each person affects the whole group or organization*. To have high levels of performance, the organization must have high-performing individuals and groups.

Work Application **1-5**

Give two specific examples of how human relations affected your performance—one positive and the other negative. Be specific in explaining the effects of human relations in both cases.

The challenge to management is to develop high-performing individuals and groups and link them together as a whole system.[35] In a sense, individuals and groups are the foundation of an organization. If either is ineffective, the organization cannot stand. See **Exhibit 1.2** for a graphic illustration.

EXHIBIT 1.2 The Relationship between Individual and Group Behavior and Organizational Performance
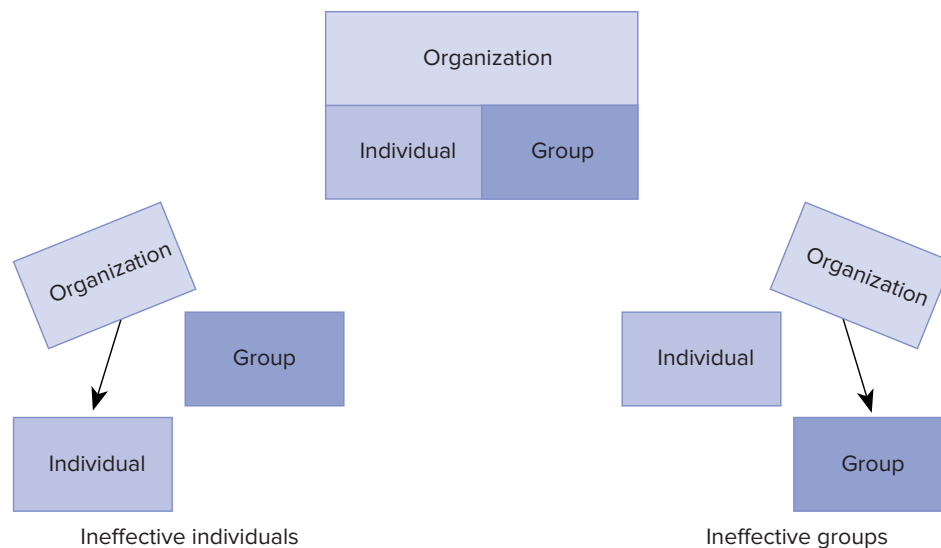
Just as people are the foundation of the organization, behavior and human relations are the foundation supporting performance. If either is ineffective, performance will fall. It sounds simple, but it is not easy to keep the balance of success. **Exhibit 1.3** gives a graphic illustration.

EXHIBIT 1.3 The Relationship between Behavior, Human Relations, and Performance
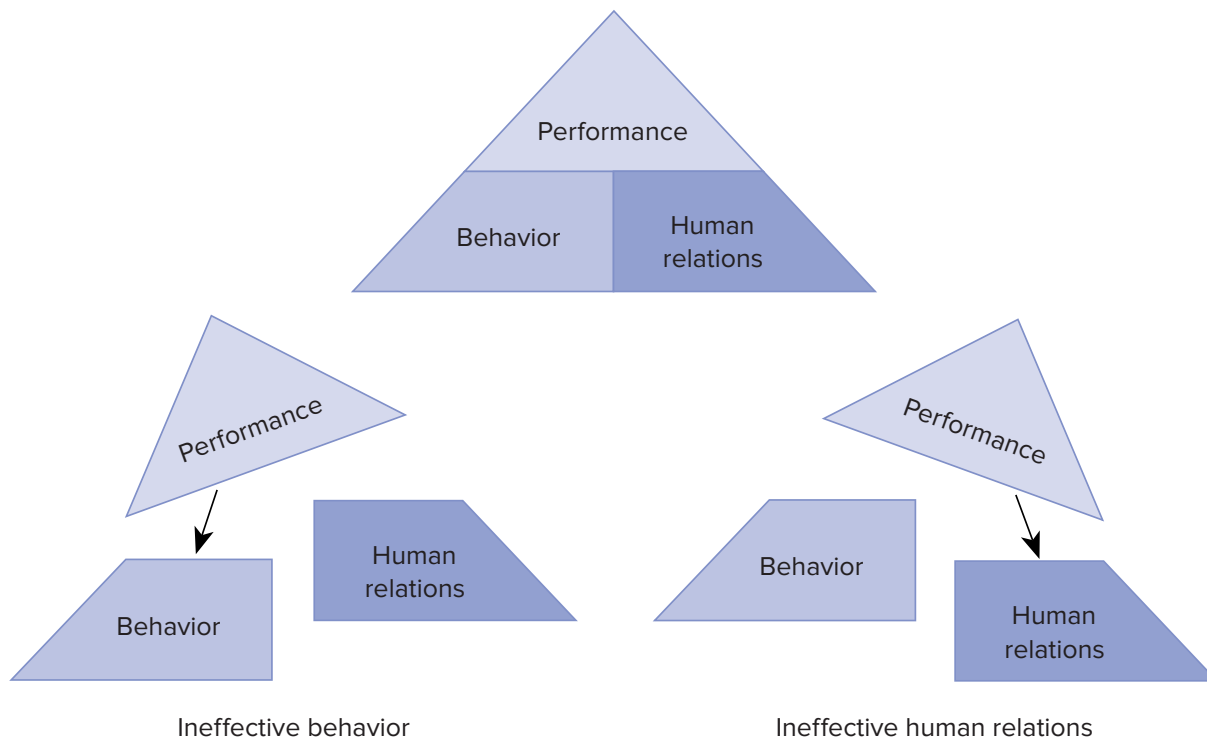
Application Situations ///

Focus of Study AS 1-2

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

A. Individual   B. Group   C. Organizational

Then select the scope of study:

A. Behavior   B. Human relations   C. Performance

_____ 6. Shawn and Sara are having an argument.
_____ 7. Facebook has just completed its income statement for the year.
_____ 8. The sales department exceeded its sales quota for the year.
_____ 9. Juan and Peg are working on a project together.
_____ 10. The organization chart shows the management hierarchy from the president down to the functional departments to the employee level.
_____ 11. Latoya is writing a letter to a customer regarding a complaint.

HUMAN RELATIONS: PAST, PRESENT, AND FUTURE

> ### Learning Outcome 1-4
>
> Briefly describe the history of the study of human relations.
>
> ### Learning Outcome 1-5
>
> State some of the trends and challenges in the field of human relations.

Here is a brief history lesson presenting some of the important contributions to the study of human relations going from the 1940s to the current and future challenges.

Human Relations Is a Multidisciplined Science

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

During the 1950s, research in human behavior was conducted in large organizations. By the late 1970s, organizational behavior was recognized as a discipline in its own right, with teachers, researchers, and practitioners being trained in organizational behavior itself. Organizational behavior is a social science that has built its knowledge base on a sound foundation of scientific theory and research. Human relations takes a practical, applied approach. It attempts to anticipate and prevent problems before they occur and to solve existing problems of interpersonal relations in organizations. Management is a key to success,[36] so much of OB focus is on effective leadership.

The Early Years: Frederick Taylor and Robert Owen

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

Frederick Taylor

Frederick Taylor, an engineer known as the "father of scientific management," focused on analyzing and redesigning jobs more efficiently in the late 1800s and early 1900s, which led to the idea of mass production. This early approach is called classical management.[37] Scientific managers focused on production, not people.[38] They assumed that workers always acted rationally and were motivated simply by money. Also, Taylor failed to recognize the social needs of employees and placed them in isolated jobs.

Robert Owen

In 1800, Robert Owen was considered the first manager-entrepreneur to understand the need to improve the work environment and the employee's overall situation. In 1920, Owen was called "the real father" of personnel administration.[39] He believed that profit would be increased if employees worked shorter hours, were paid adequately, and were provided with sufficient food and housing. He refused to employ children under the age of 11. (In the early 1800s, children went to work full-time at the age of 9.) Owen taught his employees cleanliness and temperance and improved their working conditions. Other entrepreneurs of that time did not follow his ideas.

Elton Mayo and the Hawthorne Studies

From the mid-1920s to the early 1930s, Elton Mayo and his associates from *Harvard University* conducted research at the Western Electric Hawthorne Plant near Chicago. The research conducted through the Hawthorne Studies has become a landmark in the human relations field. In fact, **Elton Mayo** is called the *"father of human relations*." As a consequence of these studies, the Hawthorne effect was discovered.[40]

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

Work Application 1-6

Give a specific example, personal if possible, of the Hawthorne effect. It could be when a teacher, coach, or boss gave you special attention that resulted in your increased performance.

The 1930s to the 1990s

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

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

During the 1960s, *Douglas McGregor* published *Theory X and Theory Y.*[41] A discussion of his theories, which contrast the way managers view employees, appears in **Chapter 3**. In the same time period, *Eric Berne* introduced *transactional analysis (TA).* (See **Chapter 5** for a detailed discussion of TA.) Sensitivity training was popular in the 1960s.

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

In the 1980s, the U.S. rate of productivity was lower than that of Japan. William Ouchi discovered that a few particularly successful firms did not follow the typical U.S. model. Ouchi challenged conventional U.S. management[42] and developed Theory Z.[43] **Theory Z** *integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.*

In their book *In Search of Excellence,* Thomas Peters and Robert Waterman conducted research to determine the characteristics of successful organizations.[44] During the 1980s, their work was criticized as companies identified as excellent began to have problems. Total quality management was popular in the 1980s.

Communication Skills

Refer to **CS Question 2**.

In the 1990s, the trend toward increased participation of employees as a means of improving human relations and organizational performance continued. This trend included greater levels of participation at the lowest level of the organization. As a result, employees have more input into management decisions and how they perform their jobs. The use of groups and teams also became popular in the 1990s and continues today with the importance of the ability to work with people in teams.[45]

Application Situations / / /

Human Relations History AS 1-3

Identify the following people with their contribution to human relations:

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

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

_____ 12. Transactional analysis.
_____ 13. The father of personnel administration.
_____ 14. The Hawthorne Studies.
_____ 15. Excellence in American corporations.
_____ 16. Theory Z.
_____ 17. Scientific Management

Current and Future Challenges

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

- **Globalization.** Chief executive officers (CEOs) rate globalization as the top challenge to business leadership in the 21st century.[46]

- **Diversity.** With globalization, firms need to adapt to a diversity of cultures. Even domestic companies face a diversity challenge as the American workforce becomes increasingly diversified.[47]

- **Technology, innovation, and change.** The CEOs listed technology as their second major concern,[48] which improves global business. Innovations using technology have changed the way and speed at which we conduct business.

- **Learning and knowledge.** The key to business success today is continuous learning and sharing knowledge[49] to develop technology to improve products and processes.[50]

- **Ethics** Trust in business today is low,[51] as business scandals have heightened awareness of the need for ethical leadership.[52]

CS *Communication Skills*

Refer to **CS Question 3**.

Work Application **1-7**

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

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

Application Situations / / /

Trends and Challenges of Human Relations AS 1-4

Identify the factor in each statement as:

A. Global   B. Diversity   C. Technology, Innovation, and Change

D. Learning and Knowledge   E. Ethics

_____ 18. Most of the recently hired people are minorities.
_____ 19. Our company has a code to help guide us to make the right decisions.
_____ 20. We just got a new software program a few months ago. Do I really have to use the new one?
_____ 21. We used to look for the best priced product in the USA, but now we search all over the world.
_____ 22. I like how you did that. Can you teach it to me?

HAPPINESS AND DEVELOPING HUMAN RELATIONS SKILLS

Learning Outcome 1-6

List 10 guidelines for effective human relations.

In this section we discuss happiness and guidelines that will improve your relationships.

Happiness and Relationships

Friendships play a central part in our lives and bring us happiness.[53] Organizations realize high-quality relationships improve work coordination within and between work units.[54] Workplace friendships lead to effective human relations that result in job involvement, job satisfaction, teamwork, and higher levels of performance.[55] But let's focus on your happiness here.

Ever wonder why people do stupid things, or why we do the things we do? It's usually because we believe it will make us happy. Are you a happy person? Could you be happier? Where does most of your happiness come from? For most people the answer is relationships—with God, loved ones, family, friends, coaches and teammates, bosses and coworkers, etc. Possessions may give short-term pleasure, but it doesn't take long before we need more stuff. If you can't be happy with what you have, then you can never be happy because no matter how much you get, it is never enough.[56] So to be happier, we should develop better relationships, which is the focus of this book.

American society tends to promote two -isms that are believed to bring happiness, but they actually tend to lead to unhappiness. First is individualism: being selfish by just looking out for yourself, taking advantage of others, and only doing things that have something in it for you. Second is hedonism: don't do it if you don't feel like doing it; just do what makes you feel good. Selfishness leads to greed and unethical behavior.[57] Do you know any selfish people? Do you like them? Are they really happy? Will they ever be happy?

Happy people are not as self-centered. Making sacrifices for others brings true happiness. **Booker T. Washington** said, "Those who are happiest are those who do the most for others." **B.C. Forbes** said, to be happy, strive to make others happy.[58]

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

Doing things you don't really want to do to help others goes against individualism and hedonism, but isn't this an important part of true family, friendship, and success? So, to be happy, don't be selfish; be selfless by putting others ahead of yourself, and you will be happier and have better relationships. Easier said than done, but every chapter in the book has material that will help

you develop better, more productive relationships that can help make you happier in your personal and professional lives. Let's move on to 10 specific guidelines that improve human relations.

Work Application *1-8*

Do you believe that you can be happier and will develop your human relations abilities and skills through this course? Explain your answer.

Human Relations Guidelines

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

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

Likability

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

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

_____ 1. I'm an optimist. I look for the good in people and situations, rather than the negative.
_____ 2. I avoid complaining about people, things, and situations.
_____ 3. I show a genuine interest in other people. I compliment them on their success.
_____ 4. I smile.
_____ 5. I have a sense of humor. I can laugh at myself.
_____ 6. I make an effort to learn people's names and address them by name during conversations.
_____ 7. I truly listen to others.
_____ 8. I help other people cheerfully.
_____ 9. I think before I act and avoid hurting others with my behavior.
_____ 10. If I were to ask all the people I work/worked with to answer these nine questions for me, they would select the same responses that I did.

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

Unlikable   10 —— 20 —— 30 —— 40 —— 50   Likable

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

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

EXHIBIT 1.4 Ten Guidelines to Effective Human Relations
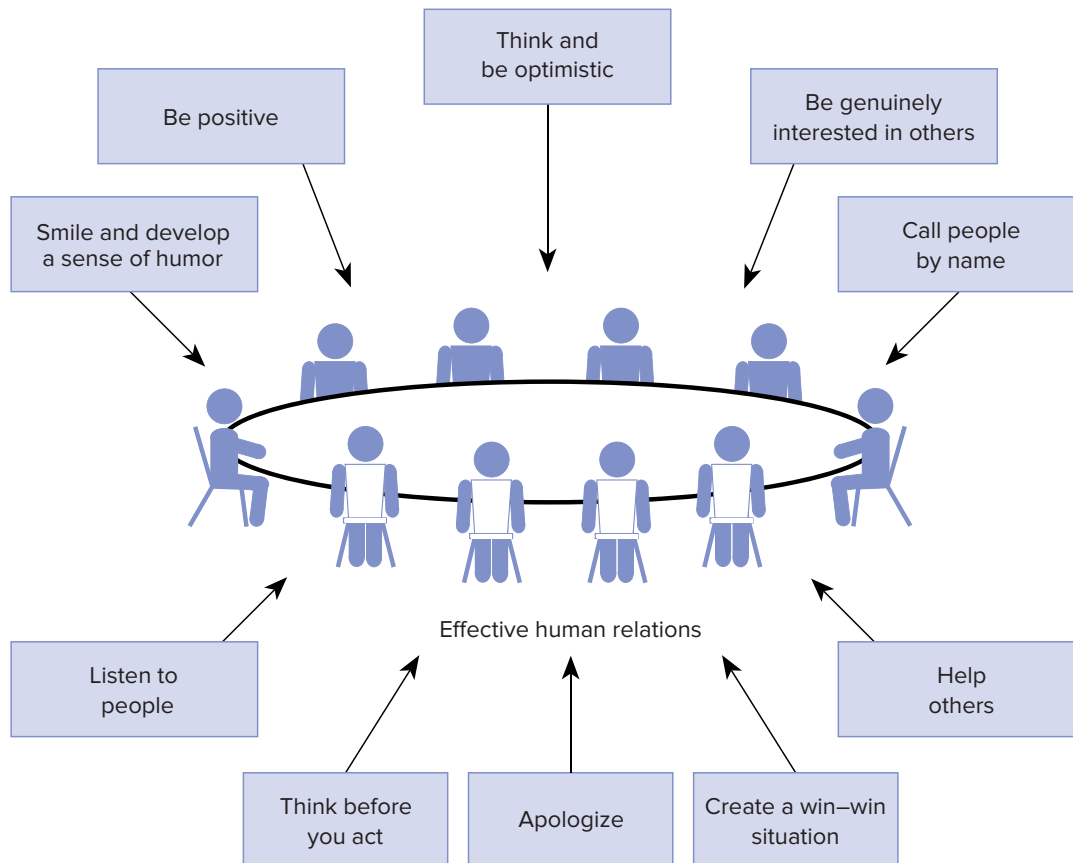
The 10 human relations guidelines are as follows:

Think and Be Optimistic

Your thoughts drive your behavior,[59] and successful people think and act optimistically.[60] People who are optimistic and grateful and focus on the good things in their lives are happier, healthier, and less stressed.[61] Former football coach **Lou Holtz** has said that you choose to be optimistic (happy) or pessimistic (sad). Happiness is nothing more than a poor memory for the bad things that happen to you. If you act happy, you can improve your mood and be happier.[62] We usually find what we're looking for. If you look for, and emphasize, the positive, you will find it. Do you like being with pessimistic people who are always complaining?[63] Are you optimistic or pessimistic?

Be Positive

Think positive thoughts about yourself and your abilities.[64] Positivity through praising and encouraging people builds friendships.[65] Stop complaining and thinking about the negative things that happen.[66] People don't like negative people and avoid complainers, and you should too. Don't go around criticizing (putting people down), condemning, or spreading rumors. Do you like negative people who criticize you? To be happier, **Facebook's Sheryl Sandberg** writes down three positive things that happened each day.[67] Are you positive or negative?

Be Genuinely Interested in Other People

Think about your favorite boss and friends. One of the reasons you like them is that they show a genuine interest in you. True friends take a genuine interest in each other and are loyal and honest,[68] they look out for their best interest.[69] Do you care about people? Do you like self-centered people?

Smile and Develop a Sense of Humor

A smile shows interest and caring and helps develop positive relationships. You have probably noticed that frowners are usually unhappy and pessimistic. When we smile, we feel happier; and when we feel angry, we act that way and tend to hurt relationships. Has anyone ever smiled at you and it made you happier? Well, pass it on.

Relax, laugh, and enjoy yourself as you smile. Be willing to laugh at yourself. Likable people do not take their jobs or themselves too seriously. Go for the laughs[70] because it makes people happier and less focused on the negative or bad things.[71] Do you like people who always frown and never laugh? Do you smile and have a sense of humor?

Call People by Name

SB   *Skill-Building Exercise 1-1*
develops this skill.

Calling people by the name they prefer shows an interest in them and makes them feel important. If you're not good at remembering names, work at it. Like any skill, it takes a conscious effort and some practice to develop. One simple technique you can use to help you remember people's names when you are introduced is to call them by name two or three times while talking to them and at the end.[72] Then call them by name the next time you greet them. If you forget a person's name, whenever possible, ask someone else what it is before contacting the person. Remember that in some cultures, however, it is not polite to call a person by his or her first name. In such a culture, use last names, titles, or positions, as expected. Do you like people who don't call you by your name? Do you make an effort to learn people's names?

Listen to People

Friends are good listeners.[73] We learn more by listening than we do by talking. Encourage others to talk about themselves. This gives you the opportunity to listen and learn while making people feel important. Listening also shows your interest in people. Because communications is so important to effective human relations, you will develop this skill in **Chapter 4**. Do you like people who don't listen to you? Are you a good listener?

Help Others

Successful leaders focus on others' well-being/win–win.[74] Friends focus on helping and giving, not taking advantage of each other.[75] People who use people may be somewhat successful in the short run, but those who are being used usually catch on and the relationship is hurt. Help others, but don't pry when help is not welcomed. Do you like people who don't help you when you need help? Do you help others?

Think Before You Act

Feel your emotions, but control your behavior so you have no regrets later. Watch your language; don't offend people. It is not always what you say but how you say it that can have a negative impact on human relations. Before you say and do things, think about the possible consequences. Follow a 10-second rule—take 10 seconds before reacting and ask yourself, Would the person I most admire like what I'm about to do or say? Being right is not good enough if it hurts human relations. Do you like impulsive people who hurt others? Do you think before you act to avoid hurting others?

Apologize

We all sometimes do or say things (behavior) that offend or hurt others in some way. To truly repair relationships, the best starting point is to take responsibility for your actions and admit mistakes and give a "sincere" apology.[76] Even if you don't believe you did anything wrong, you can apologize for offending or hurting the other person. For example, you can say in a sincere voice, "I'm sorry I upset you with my (state the specific behavior, i.e., comment); I will try not to do it again." Just saying you are sorry isn't enough. We need to do our best to not repeat the offense. It takes only a minute to express regret, and apologizing can help develop, maintain, and repair human relations. Think about it: If someone offends or hurts you, are you more willing to forgive and forget and maintain an effective relationship if the person sincerely apologizes? Do you apologize to others when you offend them?

Communication Skills

CS

Refer to **CS Question 4**.

Create Win–Win Situations

Human relations is about how we behave and treat others. The goal of human relations is to create win-win situations, and highly successful people think in terms of win-win.[77] The best way to get what you want is to help other people get what they want and vice versa. Throughout the book you will be given specific examples of how to create win-win situations. Do you like people who win at your expense? Do you help others succeed?

Work Application *1-9*

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

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

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

Application Situations ///

Human Relations Guidelines AS 1-5

Identify the following statements by the human relations guidelines.

A. Think and be optimistic.
B. Be positive.
C. Be genuinely interested in other people.
D. Smile and develop a sense of humor.
E. Call people by name.
F. Listen to people.
G. Help others.
H. Think before you act.
 I. Apologize.
J. Create win-win situations.

_____ 23. Don't make me laugh anymore.
_____ 24. That box looks heavy. Can I carry it for you?
_____ 25. I'm not sure I understand it. Place repeat how to do the task again.
_____ 26. Hi Juan, how's it going?
_____ 27. Don't worry. I'm sure you can meet the deadline.
_____ 28. Sandra counts to herself to 10 and then replies, Maybe we should take a different approach to the problem.
_____ 29. I'm sorry. I didn't mean to upset you.
_____ 30. You're not your usual happy self. Is everything OK?

HANDLING HUMAN RELATIONS PROBLEMS

Learning Outcome 1-7

List the three approaches to handling human relations problems and discuss which is the most effective approach.

Learning Outcome 1-8

Describe the three parts of developing a new habit.

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

Making Changes

Human relations problems often occur when the psychological contract is not met.[78] The *psychological contract* is the shared expectations between people. At work you have expectations of the things your boss and coworkers should and should not do, and they in turn have expectations of you. As long as expectations are met, things go well. However, if expectations are not met, human relations problems occur. Thus, when people share information and negotiate expectations, have clear roles, and are committed to meeting others' expectations, things go well. We'll focus on sharing information and negotiating expectations throughout this book and you will develop your skills to resolve conflicts in Chapter 5.

When you encounter a human relations problem, you have to decide whether to avoid the problem or to solve it. In most cases, it is advisable to solve human relations problems rather than ignore them. Problems usually get worse rather than solve themselves.[79] When you decide to resolve a human relations problem, you have at least three alternatives:

1. Change the Other Person

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

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

2. Change the Situation

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

Have you ever noticed that people who have a hard time getting along well with others in one situation, also have trouble in other situations? People who change jobs are often no happier in the new position. The late **Zig Ziglar** said, "You can't change what's going on around you until you start changing what's going on within you."

CS *Communication Skills*

Refer to **CS Question 5**.

3. Change Yourself

Stop complaining about the things you can't change, and change the things you can change.[80] Throughout this book, particularly in **Part 1**, you will be examining your own behavior that you can change. Knowing yourself is important in good human relations through self-assessment. In many situations, your own behavior is the only thing you can control. In most human relations problems, the best alternative is to examine others' behavior and try to understand why they are doing and saying the things they are; then examine your own behavior to determine why you are behaving the way you are.

In most cases, the logical choice is to change your own behavior. But that does not mean doing whatever other people request. In fact, you should be assertive. You will learn how to be assertive in **Chapter 5**. You are not being forced to change; rather, you are changing your behavior because you elect to do so. When you change your behavior, others may also change. In fact, you

can also resolve differences through both of you agreeing to change your behavior, and you will learn how to resolve conflicts in **Chapter 5**. To increase happiness, we need to change our behavioral habits.

Developing New Habits

Let's face it, we are bound by our habits of routine. If you can't change your mind and embrace change, you cannot change anything. Easier said than done, right? The first step is to realize that we need to take a positive attitude about changing our behavior and actually develop positive habits to improve our relationships. It helps to realize that our brains cling to habit at the exclusion of all else, including common sense.

Do you ever do things you know you will regret and make you unhappy later—self-destructive behavior? So we have to change our thoughts and make the change a habit to improve.[81] When we change our habits, we change our lives, and successful people have good habits that are the behaviors driving their success.[82]

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

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

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

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

> **SB** *Skill-Building Exercise 1-4*
>
> develops this skill.

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

To finalize the importance of human relations, if you don't like working with people and don't want to improve your people skills, it most likely will hurt your career progression. If you like working with people and think you are good at it, are you open to improving? Changing our behavior and habits is not easy or comfortable, but again, people skills are critical to personal and professional happiness and success.[83] We can't change our past, but we can change our future by working to improve our people skills in our present human relations.[84] So are you open to learning and adapting your behavior by making it a new habit to apply what you learn in this book to develop your people skills?[85]

> ## Work Application **1-10**
>
> Give a specific example of a human relations problem in which you elected to change yourself rather than the other person or situation. Be sure to identify your changed behavior.

WHAT'S IN THE BOOK

> ## *Learning Outcome 1-9*
>
> State the three objectives of the book.

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

Objectives of the Book

Managers and academics agree that students need to learn relevant people skills,[86] but that many colleges fail in teaching students how to think and apply what they learn on the job,[87] and 87 percent of business leaders believe that college graduates do not possess the skills needed to succeed on the job.[88] Therefore, the overarching objective of the book is to develop people skills you can use in your personal life and on the job, based on best practices and evidence-based management.[89] Unlike most other courses that teach you concepts, this book takes you to the next level as you apply the concepts and develop your human relations skills.

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

- To teach you the concepts and theories of human relations.
- To develop your ability to apply the human relations concepts through critical thinking. Students want to develop critical thinking skills for career readiness.[90]
- To develop your human relations skills in your personal and professional lives. Students want hands-on experience with real-world scenarios.[91]

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

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

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

Flexibility

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

AACSB, ACBSP, and IACBE Learning Standards

So how do you know what specific competencies will be important to your career success? For the answer, we have turned to the Association to Advance Collegiate Schools of Business (AACSB), which gives accreditation to business schools.[92] Visit its AACSB website www.aacsb.edu for more information. Each of the skill-building exercises list the AACSB competencies developed through the exercise. In addition to AACSB, this book also meets the core professional components of **ACBSP (Accreditation Council for Business Schools and Programs)**[93] and **IACBE** (International Assembly for Collegiate Business Education) standards.[94]

Organization of the Book

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

Second, the parts of the book are based on the *domain model of managerial education*. In this model the concept of *skills* has evolved into the concept of competencies. *Competencies* are performance capabilities that distinguish effective from ineffective behavior, human relations, and performance: they are the underlying characteristics of a person that lead to or cause effective and outstanding performance. Every current competency model can be organized in terms of four competency domains: intrapersonal skills, interpersonal skills, leadership skills, and business skills.[95] The first three are human relations skills, and the last is a technical skill.

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

Part 1. Intrapersonal Skills: Behavior, Human Relations, and Performance Begin with You

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

Part 2. Interpersonal Skills: The Foundation of Human Relations

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

Part 3. Leadership Skills: Influencing Others and Part 4. Leadership Skills: Team and Organizational Behavior, Human Relations, and Performance

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

CS *Communication Skills*   Refer to **CS Question 6**.

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

ASSESSING YOUR HUMAN RELATIONS ABILITIES AND SKILLS

Learning Outcome 1-10   Identify your personal low and high human relations ability and skill levels.   *Learning Outcome 1-11*   Identify three personal human relations goals for the course.

For each of the 12 statements below, record in the blank the number from 1 to 7 that best describes your current level of ability or skill. You are not expected to have all high numbers. This assessment will give you an overview of what you will learn in this course. **Appendix B** contains the same assessment and a longer version of this assessment to enable you to compare your skills at the beginning and end of the course.

Low ability/skill						High ability/skill 7
1	2	3	4	5	6	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There is no correct score. Review your 12 responses above. Your lower score numbers indicate areas where behavior changes are most warranted.

Setting Your HR Goals

```
┌─────────────────────────────────────────┐
│  ┌────┐                                  │
│  │ SB │  Skill-Building Exercise 1-2     │
│  └────┘                                  │
│  ─────────────────────────────────────   │
│  develops this skill.                    │
└─────────────────────────────────────────┘
```

Select the top five areas, abilities, or skills you want to develop through this course. Write them out below. In **Chapter 7**, we will discuss how to set objectives. At that time you may want to return to write what you wish to learn as objectives.

1.

2.

3.

4.

5.

6.

```
┌─────────────────────────────────────────┐
│  ┌────┐                                  │
│  │ SB │  Skill-Building Exercise 1-3     │
│  └────┘                                  │
│  ─────────────────────────────────────   │
│  develops this skill.                    │
└─────────────────────────────────────────┘
```

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

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

/ / / REVIEW / / /

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

This part of the chapter review is organized to help you master the 12 learning outcomes for **Chapter 1**. First, provide your own response to each **Learning Outcome** (LO) without looking at the answer given below each LO. Second, compare your answer to the answer provided to see how well you understand the material. Third, identify the final statement in each section as either true or false (T/F). Correct each false statement. You will find the **Answers to True/False Questions** at the end of the chapter.

LO 1-1   Explain why human relations skills are important.
People are an organization's most valuable resource. It is the people who cause the success or failure of an organization. Faulty human relations skill is the most common cause of management failure.
The myths of human relations (HR) are: (1) Technical skills are more important than HR skills; (2) HR is just common sense; (3) global diversity is overemphasized; and (4) leaders are born, not made. T F

LO 1-2   Discuss the goal of human relations.
Organizations that can create a win–win situation for all have a greater chance of succeeding. If the organization offers everyone what they need, all benefit. Satisfying needs is not easy; rather, it is a goal to strive for, which may never be met. Organizations expect that employees will not let their personal lives affect their work. T F

LO 1-3   Describe the relationship between individual and group behavior and organizational performance.
Through the systems effect, we learn that individuals affect each other's performance and that of the group and organization. The organization is made up of individuals and groups. Its performance is based on individual and group performance.
Human relations takes place only at the group and organizational levels. T F

LO 1-4   Briefly describe the history of the study of human relations.
In the 1800s Frederick Taylor developed scientific management, which focused on redesigning jobs. Also in the 1800s Robert Owen was the first manager-owner to understand the need to improve the work environment and the employee's overall situation. Elton Mayo is called the "father of human relations." In the mid-1920s to the early 1930s he conducted the Hawthorne Studies and thereby identified the Hawthorne effect, an increase in performance due to the special attention given to employees, rather than to tangible changes in the work. Through the

1930s to the 1980s much attention was paid to the human side of the organization. Teamwork and increased employee participation became popular during the 1990s.
Thomas Peters and Robert Waterman developed Theory Z. T F

LO 1-5   State some of the trends and challenges in the field of human relations.
Trends and challenges in the field of human relations include: (1) globalization, change, innovation, and speed; (2) technology; (3) diversity; (4) learning and knowledge; (5) ethics; and (6) crisis.
The rate of change and technology is slowing down. T F

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

LO 1-7   List the three approaches to handling human relations problems and discuss which is the most effective approach.
When faced with a human relations problem, you can change the other person, change the situation, or change yourself. Generally, changing your behavior lead to the most effective resolution to the problem
It takes skill and effort to avoid and resolve human relations problems. T F

LO 1-8   Describe the three parts of developing a new habit.
First, you develop a *cue* to remind you to do the behavior of the new habit. Second, you do the behavior of the habit to develop a *routine*. Lastly, you *reward* yourself for performing the behavior of your new habit.
Changing your habits can change your life. T F

LO 1-9   State the three objectives of the book.
The three objectives are to learn the human relations concepts; to apply the concepts to develop critical thinking skills; and to develop human relations skills for use in your personal and professional lives.
You don't really need to know the theoretical concepts to apply them and develop human relation skills. T F

LO 1-10   Identify your personal low and high human relations ability and skill levels.
Answers will vary from student to student.
Most people will have the same score on most abilities and skills. T F

LO 1-11   Identify three personal human relations goals for the course.
Answers will vary from student to student.
The goals you select for this course are neither right nor wrong. T F

LO 1-12   Define the following 17 key terms.
Select one or more methods: (1) fill in the missing key terms for each definition given below from memory; (2) match the key terms from the end of the review with their definitions below; and/or (3) copy the key terms in order presented throughout the chapter.

_____ are interactions among people, while the _____ is to create a win–win situation by satisfying employee needs while achieving organizational objectives.

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

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

_____ is what people do and say.

The _____ are individual, group, and organizational.

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

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

_____ is the collective behavior of its individuals and groups.

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

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

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

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

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

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

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

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

/ / / KEY TERMS / / /

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

/ / / COMMUNICATION SKILLS / / /

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

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

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

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

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

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

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

CASE / / / From being a "passenger" in HR of GM to driving the firm as CEO. The Mary Barra Story

General Motors (GM) is one of the world's leading auto producers, that makes cars and trucks with familiar brands such as Buick, Cadillac, Chevrolet, and GMC. GM also constructs cars through its global subsidiaries (in China, India, Korea, Russia, and other countries). The company works through three primary business segments. GM North America (GMNA) and GM International (GMIO) direct the automotive part of the business value chain while General Motors Financial Co. makes available financing. Considering the future of transportation, the company has financed the development of both electric and autonomous vehicles and has also created a ride-sharing service, Maven. GM sells around 9.6 million cars globally in more than 140 countries. Its largest single market is the United States, which accounts for up to about 30 percent of its sales.

GM flourished after the U.S. government bailout in 2008, hitting a post-recession high of nearly $156 billion in revenue in 2014. It was then that GM's sales wavered with lower revenues. In response, Mary Barra was named CEO in January 2014 to turn the firm around. Under her leadership, GM has endeavored to become the international industry frontrunner in motorized design and equipment, product quality, customer care, and financial performance. Yet many look back at her appointment at that time as both unusual and perhaps even revolutionary – why?[96]

First, Mary Barra is the first woman to run a worldwide car manufacturer. She climbed up the GM corporate ladder when jumping from firm to firm every couple of years was considered the normal career path for an aspiring executive. However, Mary's rise to the top was more unusual than most; she had worked in human resources, an infrequent position for those who aspired to become a CEO.[97]

Why was this so out of the ordinary? While many companies pay lip service to the role of human resources and peoples' distinctive competencies, GM decided to "put the pedal to the metal" and "hit the road running" with what they considered their most important asset, their people. To quote Mary Barra when she took over as CEO, "*We have the ambition, the talent and the technology to create a world with zero crashes, zero emissions and zero congestion. ... General Motors helps employees pursue their passions.*"[98]

This focus on developing human potential is embodied in Ken Barrett (GM's Global Chief Diversity Officer) statement that "At GM, we celebrate unique perspectives propelled by diversity and champion innovative ideas; ideas that change the automotive industry and the world."[99] General Motors prides itself on providing limitless opportunities for career growth and learning, and its employees' career journeys are prime examples. From the expected (software and manufacturing engineers) to the unexpected (nurses, venture capitalists, and healthcare analysts). GM is a global team of diverse and talented people making contributions that extend far beyond job titles and often bringing their life's passion to work.[100]

As you just read in the GM case, people are the most important asset for any organization. That's why organizations today are hiring and promoting job candidates with good human relation skills, which you can develop through this course.

Go to the Internet: To learn more about GM and CEO Mary Barra, visit the GM website www.gm.com.

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

1. General Motors was founded in 1908, prior to the birth of the human relations movement. Explain what would have been the focus of the CEO and management in those days given the prevailing theories of those times.

2. Mary Barra as a HR professional has been a very good CEO for GM because she understands the challenges of the 21st century to business operations. What are those challenges and how has she addressed them?

3. GM's motto of bringing their (employees') life's passion to work focuses upon what important skills in human relations?

4. Why do you think that a top manager with a background in human resources would make a great CEO? What values and skill set does a person such as Mary Barra bring to the job?

5. Watch the video www.youtube.com/watch?v=5pdQZX Bjics on Mary Barra and see how she took over GM, a company with a problem past, and as CEO is fixing problems and has turned GM around to be profitable again. How has she done more than "talked the talk" on human relations?

Case Exercise and Role-Play

Preparation: Watch the elevator pitch at www.youtube.com/ watch?v=J7k9cNhrTmM that features Mary Barra, and then watch again the video from question 5. Review the section of **Chapter 1** on the past, present, and future of HR.

Role-Play: The instructor divides the class into groups of four students. One student will role-play a figure from the early years, and two will role-play figures from the 1930s to 1990s. The last student will play the role of Mary Barra. (In case of any extra students, they may act as observers or take on the role of Elton Mayo.) Each student will then discuss, from the perspective of their role-play figure, what they believe are the major issues in running GM in the 21st century.

Case and Role-Play written by Herbert Sherman, Professor, Long Island University-Brooklyn.

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

Founded in 1958, W. L. Gore & Associates, Inc. has become a modern-day success story as a uniquely managed, privately owned family business that truly understands the connection between behavior, human relations, and performance. Founders Bill and Vieve Gore set out to create a business where innovation was a way of life and not a by-product. Today, Gore is best known for its GORE-TEX range of high-performance fabrics and Elixir Strings for guitars. Gore is the leading manufacturer of thousands of advanced technology products for the medical, electronics, industrial, and fabrics markets. With annual revenues of more than $3 billion, Gore has more than 10,000 employees, called associates, at more than 50 facilities around the world.[101]

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

Terri attributes Gore's success to its unique culture. As she put it, how work is conducted at Gore and how employees relate to one another set Gore apart. There are no titles, no bosses, and no formal hierarchy. Compensation and promotion decisions are determined by peer rankings of each other's performance. To avoid dampening employee creativity, the company has an organizational structure and culture that goes against conventional wisdom. Bill Gore (the founder) referred to the company's structure as a "lattice organization." Gore's lattice structure includes the following features:[102]

- Direct lines of communication—person to person—with no intermediary
- No fixed or assigned authority
- Sponsors, not bosses
- Natural leadership as evidenced by the willingness of others to follow
- Objectives set by those who must "make them happen"
- Tasks and functions organized through commitments
- Complete avoidance of the hierarchical command and control structure

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

Why has Gore achieved such remarkable success? W. L. Gore & Associates prefers to think of the various people who play key roles in the organization as being leaders, not managers. While Bill Gore did not believe in smothering the company in thick layers of formal management, he also knew that as the company grew, he had to find ways to assist new people and to follow their progress. Thus, W. L. Gore & Associates

came up with its "sponsor" program—a human relations partnership between an incumbent, experienced employee and a newly hired, inexperienced employee. Before a candidate is hired, an associate has to agree to be his or her sponsor, or what others refer to as a mentor. The sponsor's role is to take a personal interest in the new associate's contributions, problems, and goals, acting as both a coach and an advocate. The sponsor tracks the new associate's progress, offers help and encouragement, points out weaknesses and suggests ways to correct them, and concentrates on how the associate might better exploit his or her strengths. It's about improving the intrapersonal skills of the new hire.

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

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

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

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

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

Commitment is seen as a two-way street at W. L. Gore & Associates—while associates are expected to commit to making a contribution to the company's success, the company is committed to providing a challenging, opportunity-rich work environment, and reasonable job security. The company tries to avoid laying off associates. If a workforce reduction becomes necessary, the company uses a system of temporary transfers within a plant or cluster of plants, and requests voluntary layoffs. According to CEO Kelly, Gore's structure, systems, and culture have continued to yield impressive results for the company. In the more than 50 years that Gore has been in business, it has always made a profit.[103]

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

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

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

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

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

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

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

Case Exercise and Role-Play

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

a. The systems effect

b. The total person approach

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

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

Getting to Know You by Name

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

AACSB Competencies: Communications and application of knowledge.

Objectives:

1. A. To get acquainted with the members of your permanent group and to name the group.
    B. To get acquainted with some of your classmates.
2. To get to know more about your instructor.

Procedure 1 (2-5 minutes)

A. Your instructor will assign you to your permanent group.
B. Break into groups of three to six, preferably with people you do not know or do not know well.

Procedure 2 (8-12 minutes)

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

Procedure 3 (2-4 minutes) Permanent groups only

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

Procedure 4 (2-3 minutes) All groups

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

Procedure 5 (5-10 minutes) Permanent groups only

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

Procedure 6 (5-12 minutes)

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

1. Questions about course expectations. Questions about doubts or concerns about this course.
2. Questions about the instructor. (What would you like to know about the instructor to get to know him or her?)

Procedure 7 (10-20 minutes)

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

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

1. Is it important to know and call people by name? Why or why not?
2. What can you do to improve your ability to remember people's names when you first meet them, and at later times?

Conclusion: The instructor may make concluding remarks.

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

Sharing: Volunteers give their answers to the application section.

/ / / SKILL-BUILDING EXERCISE 1-2 / / /

Course Objectives

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

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

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

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

Procedure 1 (5–30 minutes)

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

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

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

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

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

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

Sharing: Volunteers give their answers to the application section.

/ / / SKILL-BUILDING EXERCISE 1-3 / / /

Human Relations Overview: OBingo Icebreaker

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

AACSB Competencies: Communications.

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

Procedure (5–10 minutes)

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

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

Each person can sign only one square on your card.

Say "bingo" when you get it.

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

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

Conclusion: The instructor may make concluding remarks.

Source: This exercise was adapted from Joan Benek-Rivera, Bloomsburg University of Pennsylvania. Dr. Rivera's exercise was presented at the 2002 Organizational Behavior Teaching Conference (OBTC).

HUMAN RELATIONS

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

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

Developing a New Habit

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

AACSB Competencies: Analytic and application of knowledge.

Objective: To develop and share a new habit.

Preparation: Develop a new habit following the guidelines below.

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

1.　**Cue.** A. Set a schedule of study in your appointment book/calendar to remind you it's time to study. B. Put a note about diet on fridge.
2.　**Routine.** A. Study on Sunday, Monday, and Wednesday from 6:00 to 9:00. B. Drink water (no sugar/diet drinks) and no snacks–eating between meals.
3.　**Reward–Change.** A and B. Feel better about yourself. A. Better grades. B. Special snack on Sunday. Lower weight resulting in looking and feeling better.

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

Procedure (5–30 minutes)

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

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

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

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

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

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

Sharing: Volunteers give their answers to the application section.

/ / ANSWERS TO TRUE/FALSE QUESTIONS / /

1.　T.
2.　F. Organizations employ the total person and realize that personal lives do affect work, so they try to help employees balance their work and personal lives.
3.　T.
4.　F. William Ouchi developed Theory Z. Peters and Waterman wrote *In Search of Excellence.*
5.　F. The rate of change and technology will continue to increase.
6.　F. The goal of human relations is (10): create win–win situations.
7.　T.
8.　T
9.　F. How can you apply and develop skills if you don't understand the concepts?
10.　F. People are different and score differently.
11.　T.

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CHAPTER 2
Personality, Stress, Learning, and Perception

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Learning Outcomes

After completing this chapter, you should be able to:

LO 2-1   Describe the Big Five personality dimensions.

LO 2-2   Explain the benefits of understanding and identifying personality profiles.

LO 2-3   Describe your stress personality type.

LO 2-4   List causes of stress, and describe how to be more effective at controlling stress.

LO 2-5   Contrast intelligence and emotional intelligence.

LO 2-6   Describe the four learning styles and know which is your preferred learning style.

LO 2-7   Describe six biases affecting perception.

LO 2-8   Explain the importance of first impressions and how to project a positive image.

LO 2-9   Define the 15 **key terms** throughout the chapter identified in **bold** with their *definition in italic font*. They are listed at the end of the chapter.

CHAPTER OVERVIEW

Recall that in **Part 1** of the book, in **Chapters 2** and **3**, we discuss intrapersonal skills. In this chapter, you will learn how *personality, stress, intelligence, perceptions*, and *first impression*s make us similar and different, and how they affect our behavior, human relations, and performance. You will better understand yourself and others and work more effectively.

Remember that what you think about affects how you feel, and how you feel affects your behavior, human relations, and performance. So think happy, confident thoughts that you are a winner and you will act and be perceived as a winner and make a good first and lasting image.

OPENING CASE WORK SCENARIO

/ / / June Peterson was walking alone to the lunchroom at PepsiCo. As she walked, she was thinking about her coworker, Rod Wills. June has trouble getting along with Rod because they are complete opposites. As June walked, two general thoughts came to her mind: Why does Rod do the things he does? Why are we so different?

More specific questions came to mind: (1) We do the same job—why is he so stressed out and I'm not? (2) Why am I so emotional and interested in people—while Rod isn't? (3) Why am I so eager to get involved and help—while he sits back and watches? (4) Why is Rod so quiet—while I'm so outgoing? (5) Why do I dislike routine and detail so much—while Rod enjoys it so much? (6) Why does he believe that everything that happens is because of fate—while I don't? (7) When we have to agree on a decision, why is he so slow and analytical—while I'm not? (8) Why is it that we see our jobs so differently when they are the same? (9) When I first met Rod, I thought we would hit it off fine. Why was I so wrong?

Although June's questions have no simple answers, this chapter will give you a better understanding of behavioral differences. / / /

PERSONALITY

> ## *Learning Outcome 2-1*
>
> Describe the Big Five personality dimensions.
>
> ## *Learning Outcome 2-2*
>
> Explain the benefits of understanding and identifying personality profiles.

///In the opening case scenario, As June Peterson's work scenario illustrates, different people behave differently in their everyday lives.**///** *Personality* is the word commonly used to describe an individual's collection (total person) of such behavioral traits or characteristics.[1] Personal style or **personality** is *a relatively stable set of traits that aids in explaining and predicting individual behavior.* As noted, individuals are all different, yet similar, in many predictable ways.[2]

In this section you will learn about personality and the personality classifications of Type A and Type B; locus of control; the Big Five Model of Personality; and the MBTI. Personality is a good predictor of behavior, human relations, and performance.[3] Throughout this chapter and book, you will gain a better understanding of your personality traits, which will help explain why you and others do the things you do (behavior).

Personality Development and Classification Methods

Why are some people outgoing and others shy, some loud and others quiet, some aggressive and others passive? This list of behaviors is made up of individual traits. *Traits* are distinguishing personal characteristics. Personality development is based on genetics, experience, and environmental factors. The genes you received before you were born influence your personality traits. Your family, friends, school, and work also influence your personality. In short, personality is the sum of genetics and a lifetime of learning. Personality traits, however, can be changed at any age, with work.[4] For example, people who are shy can change their thoughts and feelings to consciously use more outgoing behaviors.

Type A, Type B, and Locus of Control

Type A and Type B Personalities

Let's begin here with the simple two-dimensional method Type A, Type B. A **Type A personality** is characterized as *fast moving, hard driving, time conscious, competitive, impatient, and preoccupied with work.* Because a *Type B personality* is the opposite of Type A, often it is called laid-back or easygoing.

The Type A personality is commonly associated with a high level of stress, so we discuss it further in the section on causes of stress.

Locus of Control

Another simple two-dimensional personality classification method is locus of control. Before we discuss it, complete **Self-Assessment Exercise 2-1** to determine if you are more of an internalizer or externalizer.

/// *Self-Assessment Exercise 2-1* ///

Your Locus of Control

Below are five statements. In the blank beside each statement, assign 1 to 5 points based on your agreement with the statement:

Agree		Neutral		Disagree
5	4	3	2	1

_____ 1. Getting ahead in life is a matter of hard work, rather than being in the right place at the right time.

_____ 2. I determine what I do and say, rather than allowing people and situations to upset me and affect how I behave.

_____ 3. Getting a raise and promotion is based on hard work, rather than who you know.

_____ 4. I, rather than other people and situations, determine what happens to my life.

_____ 5. Students earn their grades; teachers don't determine students' grades.

_____ Total. Add the five numbers (1–5). Below, place an X on the continuum that represents your score:
Externalizer 5 – – – – 10 – – – – 15 – – – – 20 – – – – 25 Internalizer

The lower your score, the greater is your belief that you are controlled by external sources such as fate, chance, other people, or environmental situations. The higher your score, the greater is your belief that you are in control of your destiny.

There is no right or wrong score, and a simple five-question instrument may not be totally accurate, but it should be helpful. If you disagree with the score, review the questions and think about why you selected the answers.

Locus of control is *a continuum representing one's belief as to whether external or internal forces control one's destiny.* People with an external locus of control (externalizers) believe that they have little control over their performance and are closed to new experiences. Internalizers believe they are in control and are open to new experiences to improve performance.

If you believe that if you try hard, it doesn't matter, that you cannot be successful, you will most likely be unhappy, give up easily, and not have a successful career. Successful people know that they are in control of their lives, and they are happy and successful because they work at it. Successful people have lots of failures, but they keep trying. Internal locus of control can be changed if you work at it.

Do you believe that you determine your own career success? The importance of an internal locus of control cannot be overstated; it determines your level of satisfaction with self, your stress level, and your career path. Thus, it is absolutely significant that you embrace the message that you control your own destiny and take responsibility for your success.

The Big Five Model of Personality

Let's begin by completing **Self-Assessment Exercise 2-2** to determine your personality profile. The purpose of the Big Five model (commonly called the Five-Factor Model by academics) is to reliably categorize most, if not all, of the traits that you would use to describe someone. The model is organized into five factors or dimensions, and each dimension includes multiple traits.[5] The

Big Five Model of Personality *categorizes traits into the dimensions of surgency, agreeableness, adjustment, conscientiousness, and openness to experience.* The dimensions are listed in **Exhibit 2.1** and described below. Note, however, that the five dimensions are sometimes published with slightly different descriptor names, for example, **OCEAN** (openness, conscientiousness, extraversion, agreeableness, and neuroticism).

/// Self-Assessment Exercise 2-2 ///

Your Big Five Personality Profile

There are no right or wrong answers, so by being honest you can really increase your self-awareness. We suggest doing this exercise in pencil or making a copy before you write on it. We will explain why later.

Identify each of the 25 statements according to how accurately they describe you. Place a number from 1 to 7 on the line before each statement.

Like me		Somewhat like me				Not like me
7	6	5	4	3	2	1

_____ 1. I step forward and take charge in leaderless situations.

_____ 2. I am concerned about getting along well with others.

_____ 3. I have good self-control; I don't get emotional and get angry and yell.

_____ 4. I'm dependable; when I say I will do something, it's done well and on time.

_____ 5. I try to do things differently to improve my performance.

_____ 6. I enjoy competing and winning; losing bothers me.

_____ 7. I enjoy having lots of friends and going to parties.

_____ 8. I perform well under pressure.

_____ 9. I work hard to be successful.

_____ 10. I go to new places and enjoy traveling.

_____ 11. I am outgoing and willing to confront people when in conflict.

_____ 12. I try to see things from other people's points of view.

_____ 13. I am an optimistic person who sees the positive side of situations (the cup is half full).

_____ 14. I am a well-organized person.

_____ 15. When I go to a new restaurant, I order foods I haven't tried.

_____ 16. I want to climb the corporate ladder to as high a level of management as I can.

_____ 17. I want other people to like me and to be viewed as very friendly.

_____ 18. I give people lots of praise and encouragement; I don't put people down and criticize.

_____ 19. I conform by following the rules of an organization.

_____ 20. I volunteer to be the first to learn or do new tasks at work.

_____ 21. I try to influence other people to get my way.

_____ 22. I enjoy working with others more than working alone.

_____ 23. I view myself as being relaxed and secure, rather than nervous and insecure.

_____ 24. I am considered credible because I do a good job and come through for people.

_____ 25. When people suggest doing things differently, I support them and help bring about change; I don't make statements such as, "It will not work," "We never did it before," "Who else did it?" or "We can't do it."

The columns in the chart below represent specific personality dimensions. To determine *your personality profile,* (1) place the number (1–7) that represents your score for each statement, (2) total each column (5–35), and (3) make a bar chart by marking the total scores on the vertical bars.

Surgency		Agreeableness		Adjustment		Conscientiousness		Openness to experience	
_____ 1.	35 25 20 15 10 5	_____ 2.	35 25 20 15 10 5	_____ 3.	35 25 20 15 10 5	_____ 4.	35 25 20 15 10 5	_____ 5.	35 25 20 15 10 5
_____ 6.		_____ 7.		_____ 8.		_____ 9.		_____ 10.	
_____ 11.		_____ 12.		_____ 13.		_____ 14.		_____ 15.	
_____ 16.		_____ 17.		_____ 18.		_____ 19.		_____ 20.	
_____ 21.		_____ 22.		_____ 23.		_____ 24.		_____ 25.	
_____ Total Bar		_____ Total Bar		_____ Total Bar		_____ Total Bar		_____ Total Bar	

The higher the total number, the stronger is the personality dimension that describes your personality. What are your strongest and weakest dimensions? Continue reading the chapter to find out the specifics of your personality in each of the five dimensions.

EXHIBIT 2.1 Big Five Dimensions of Traits
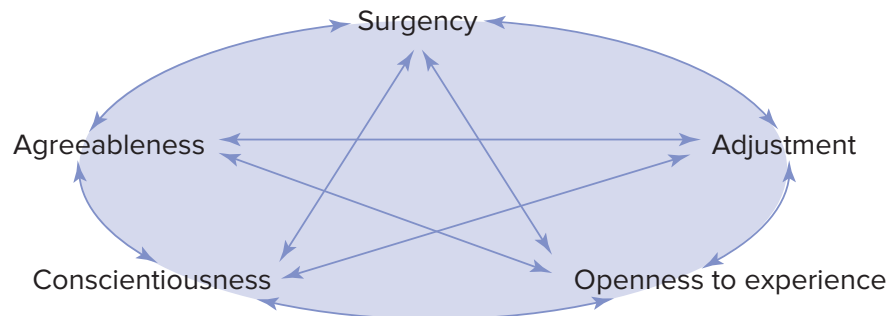
Surgency

The *surgency personality dimension* includes leadership and *extroversion* traits. (1) People strong in leadership, more commonly called dominance, personality traits want to be in charge. They are energetic, assertive, active, and ambitious, with an interest in getting ahead and leading through competing and influencing. **Bill Gates** has a high surgency personality type. People weak in surgency want to be followers, and they don't like to compete or influence. (2) Extroversion is on a continuum between being an extrovert and being an introvert. Extroverts are outgoing, sociable, and gregarious, like to meet new people, and are willing to confront others, whereas introverts are shy. In **Self-Assessment Exercise 2-2**, review statements 1, 6, 11, 16, and 21 for examples of surgency traits. How strong is your desire for power and to be a leader?[6] Should you change your surgency behavior?

Agreeableness

Unlike the surgency behavior trait of wanting to get ahead of others, the *agreeableness personality dimension* includes traits related to getting along with people. Agreeable personality behavior is strong when someone is called warm, easygoing, courteous, good-natured, cooperative, tolerant, compassionate, friendly, and sociable; it is weak when someone is called cold, difficult, uncompassionate, unfriendly, and unsociable. Strong agreeable personality types are sociable, spend most of their time with other people, and have lots of friends. In **Self-Assessment Exercise 2-2**, review statements 2, 7, 12, 17, and 22 for examples of agreeableness traits. How important is having good relationships to you?[7] Should you change your Agreeableness behavior?

Adjustment

The *adjustment personality dimension* includes traits related to emotional stability. Adjustment is on a continuum between being emotionally stable and being emotionally unstable. Stability refers to self-control, calmness–good under pressure, relaxed, secure, and positive–and a willingness to praise others. Being emotionally unstable means being out of control–poor under pressure, nervous, insecure, moody, depressed, angry, and negative–and quick to criticize others. People with poor adjustment

are often called *Machiavellianist* and *narcissists* and tend to be self-centered, looking out only for their self-interest,[8] and cause relationship problems when they get abusive.[9] But they do tend to get promoted to management.[10] **Bill Gates** is said to be in control of his emotions and **Steve Jobs** was sometimes overly emotional and narcissistic. In **Self-Assessment Exercise 2-2**, review statements 3, 8, 13, 18, and 23 for examples of adjustment traits. How emotionally stable are you? Should you change your adjustment behavior?

Conscientiousness

The *conscientiousness personality dimension* includes traits related to achievement. Conscientiousness is on a continuum between being responsible and dependable and being irresponsible and undependable. Other traits of high conscientiousness include persistence, credibility, conformity, and organization. This trait is characterized as the willingness to work hard and put in extra time and effort to accomplish goals to achieve success. In **Self-Assessment Exercise 2-2**, review statements 4, 9, 14, 19, and 24 for examples of conscientiousness. Conscientiousness is a good predictor of life and career success.[11] How strong is your desire to be successful?

Openness to Experience

The *openness to experience personality dimension* includes traits related to being willing to change and try new things. People strong in openness to experience are imaginative, intellectual, open-minded, autonomous, and creative, they seek change, and they are willing to try new things, while those who are weak in this dimension avoid change and new things. Employers seek job candidates that are open to learning and changing.[12] In **Self-Assessment Exercise 2-2**, review statements 5, 10, 15, 20, and 25 for examples of openness to experience. How willing are you to change and try new things, especially to improve your relationships? Should you use more openness behavior?

Work Application *2-1*

Describe your Big Five personality profile.

Personality Profiles

Personality profiles identify individual strong and weak traits. Defining your personality can help you find the right career. Students completing **Self-Assessment Exercise 2-2** tend to have a range of scores for the five dimensions. Review your personality profile. Do you have high scores (strong traits) and low scores (weak traits) on some dimensions?

/// **In the opening case scenario,** recall June's question about why she and Rod are so different. A major reason is that they have different personalities that affect their behavior, human relations, and performance. June has a Type B personality, while Rod has Type A. June is a surgency extrovert, while Rod is an introvert. Not surprisingly, June has a higher agreeableness personality dimension than Rod. They may be similar on the adjustment and conscientiousness personality dimension. June is an internalizer and more open to experience than Rod, who is an externalizer. ///

Application Situations ///

Personality Dimensions AS 2-1

Identify the personality dimension for each of the five traits or behaviors described below.

A. Surgency
B. Agreeableness
C. Adjustment
D. Conscientiousness
E. Openness to experience