

This International Student Edition is for use outside of the U.S.

Robert N. Lussier

12th Edition



HUMAN RELATIONS IN ORGANIZATIONS

**Mc
Graw
Hill**

APPLICATIONS AND SKILL BUILDING

HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

12TH EDITION

Robert N. Lussier, Ph.D.

Springfield College





HUMAN RELATIONS IN ORGANIZATIONS

Published by McGraw Hill LLC, 1325 Avenue of the Americas, New York, NY 10105. Copyright © 2022 by McGraw Hill LLC. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without the prior written consent of McGraw Hill LLC, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 24 23 22 21

ISBN 978-1-265-12955-2

MHID 1-265-12955-X

Cover Image: *Rawpixel/Shutterstock*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the author or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

mheducation.com/highered

CONTENTS IN BRIEF

PART ONE

INTRAPERSONAL SKILLS: BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE BEGIN WITH YOU 1

- 1 Understanding Behavior, Human Relations, and Performance and Being Happy 1
- 2 Personality, Stress, Learning, and Perception 33
- 3 Attitudes, Self-Concept, Values, and Ethics 68

PART TWO

INTERPERSONAL SKILLS: THE FOUNDATION OF HUMAN RELATIONS 105

- 4 Communications, Emotions, and Criticism 105
- 5 Dealing with Conflict 154

PART THREE

LEADERSHIP SKILLS: INFLUENCING OTHERS 195

- 6 Leading and Trust 195
- 7 Motivating Performance 238
- 8 Ethical Power and Politics 279
- 9 Networking and Negotiating 313

PART FOUR

LEADERSHIP SKILLS: TEAM AND ORGANIZATIONAL BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE 349

- 10 Team Dynamics, Creativity and Problem Solving, and Decision-Making 349
- 11 Organizational Change and Culture 404
- 12 Valuing Diversity and Inclusion Globally 443

Appendix A

Time, Career, and Etiquette Management 484

Appendix B

Applying Human Relations Skills 522

Glossary 531

Index 536

CONTENTS

PART ONE

INTRAPERSONAL SKILLS: BEHAVIOR, HUMAN RELATIONS,
AND PERFORMANCE BEGIN WITH YOU 1

CHAPTER 1

Understanding Behavior, Human Relations, and Performance and Being Happy 1

Why Human Relations Skills Are So Important 2
Human Relations and Its Goal 4
Behavior, Human Relations, and Organizational Performance 5
Human Relations: Past, Present, and Future 9
Happiness and Developing Human Relations Skills 12
Handling Human Relations Problems 17
What's in the Book 18
Assessing Your Human Relations Abilities and Skills 20

CHAPTER 2

Personality, Stress, Learning, and Perception 33

Personality 34
Stress 41
Intelligence, Emotional Intelligence, and Learning 46
Perception 51
Developing Positive First Impressions 55

CHAPTER 3

Attitudes, Self-Concept, Values, and Ethics 68

Attitudes 69
Job Satisfaction 74
Self-Concept 77
Values 81
Ethics 84

PART TWO

INTERPERSONAL SKILLS: THE FOUNDATION OF HUMAN
RELATIONS 105

CHAPTER 4

Communications, Emotions, and Criticism 105

Organizational Structure and Communication 106
The Communication Process, Barriers, and Differences 111
Sending Messages 118
Receiving Messages 120
Responding to Messages 124
Situational Communication 127
Dealing with Emotions 128
Criticism 131

CHAPTER 5

Dealing with Conflict 154

Transactional Analysis 155
Assertiveness 160
Anger, Incivility, and Violence in the Workplace 165
Conflict Management Styles 167
Resolving Conflicts with the Collaborating Conflict Style 174
Putting It All Together 177

PART THREE

LEADERSHIP SKILLS: INFLUENCING OTHERS 195

CHAPTER 6

Leading and Trust 195

The Need for Leadership Skills 196
Leadership Trait Theory 198
Behavioral Leadership Theories 200
Contingency Leadership Theories 205
Situational Supervision 210
Putting the Leadership Theories Together and Diversity and Global Leadership 217
Trust 219

CHAPTER 7

Motivating Performance 238

The Importance of Motivation 239
Content Motivation Theories 241
Process Motivation Theories 247
Reinforcement Theory 250
Motivation Techniques 253
Putting the Motivation Theories Together and Self-Motivation 259
Do Motivation Theories Apply Globally? 263

CHAPTER 8

Ethical Power and Politics 279

Power 280
Influencing Tactics 286
Organizational Politics 290
Vertical Politics 293
Horizontal Politics 296
Customer Relations 298
Do Power and Politics Apply Globally? 300

CHAPTER 9

Networking and Negotiating 313

Networking 314
The Networking One-Minute Self-Sell 318
Developing Your Network 319
Negotiating 325

Negotiation Planning 327
 Bargaining 329
 Do Networking and Negotiating Apply Globally? 333

PART FOUR

LEADERSHIP SKILLS: TEAM AND ORGANIZATIONAL
 BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE 349

CHAPTER 10

Team Dynamics, Creativity and Problem Solving, and Decision-Making 349

Teams 350
 Team Dynamics 354
 Team Development Stages and Leadership 359
 Leadership Skills in Team Meetings 366
 Problem Solving and Decision-Making 371
 Creativity and Team Problem Solving and
 Decision-Making 376
 Does Teamwork and Decision-Making Apply Globally? 380
 Putting Teamwork All Together 382

CHAPTER 11

Organizational Change and Culture 404

Managing Change 405
 Resistance to Change and How to Overcome It 410
 Organizational Culture 415
 Organizational Climate 417
 Organizational Development 418
 Global Differences 424

The Relationship Between Organizational Culture, Climate,
 and Development 426

CHAPTER 12

Valuing Diversity and Inclusion Globally 443

Diversity and Inclusion 444
 Prejudice and Discrimination 445
 Equal Employment Opportunity For All 447
 Dimensions of Diversity and Inclusion 450
 Sexism, Racism, and Work and Family Balance 455
 Global Cultural Diversity and Relations 461
 Handling Complaints 467

Appendix A

Time, Career, and Etiquette Management 484
 Time Management 485
 Career Management 498
 Etiquette Management 510

Appendix B

Applying Human Relations Skills 522
 A Review of Some of the Most Important Human Relations
 Concepts 523
 Assessing Your Human Relations Abilities and Skills 524
 Human Relations Planning 527

GLOSSARY 531

INDEX 536

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 learning. 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.



Communication Skills

Refer to CS Question ##.



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 Complaints” 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

Instructors: Student Success Starts with You

Tools to enhance your unique voice

Want to build your own course? No problem. Prefer to use our turnkey, prebuilt course? Easy. Want to make changes throughout the semester? Sure. And you'll save time with Connect's auto-grading too.

65%
Less Time
Grading



Laptop: McGraw Hill; Woman/dog: George Doyle/Getty Images

Study made personal

Incorporate adaptive study resources like SmartBook[®] 2.0 into your course and help your students be better prepared in less time. Learn more about the powerful personalized learning experience available in SmartBook 2.0 at www.mheducation.com/highered/connect/smartbook

Affordable solutions, added value



Make technology work for you with LMS integration for single sign-on access, mobile access to the digital textbook, and reports to quickly show you how each of your students is doing. And with our Inclusive Access program you can provide all these tools at a discount to your students. Ask your McGraw Hill representative for more information.

Padlock: Jobalou/Getty Images

Solutions for your challenges



A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Visit www.supportateverystep.com for videos and resources both you and your students can use throughout the semester.

Checkmark: Jobalou/Getty Images

SUPPORT ^{AT}
every step

Students: Get Learning that Fits You

Effective tools for efficient studying

Connect is designed to make you more productive with simple, flexible, intuitive tools that maximize your study time and meet your individual learning needs. Get learning that works for you with Connect.

Study anytime, anywhere

Download the free ReadAnywhere app and access your online eBook or SmartBook 2.0 assignments when it's convenient, even if you're offline. And since the app automatically syncs with your eBook and SmartBook 2.0 assignments in Connect, all of your work is available every time you open it. Find out more at www.mheducation.com/readanywhere

"I really liked this app—it made it easy to study when you don't have your textbook in front of you."

- Jordan Cunningham,
Eastern Washington University



Calendar: owattaphotos/Getty Images

Everything you need in one place

Your Connect course has everything you need—whether reading on your digital eBook or completing assignments for class, Connect makes it easy to get your work done.

Learning for everyone

McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services Office and ask them to email accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.

Top: Jenner Images/Getty Images, Left: Hero Images/Getty Images, Right: Hero Images/Getty Images



ACKNOWLEDGMENTS

I want to thank Dr. Herbert Sherman, Professor, Long Island University-Brooklyn, for writing new cases for this 12th edition.

Special thanks to the reviewers of the 12th edition of my manuscript for their excellent recommendations:

Pamela Ball, *Clark State Community College*

David Bergen, *High Point University*

Analea Brauburger, *South Seattle College*

Frederick Brockmeier, *Northern Kentucky University*

Irene Church, *Muskegon Community College*

Melanie Jacks Hilburn, *Lone Star College-North Harris*

Theresa Janeczek, *Manchester Community College*

Philip Mathew, *Olympic College*

I also want to thank Ann Paulson, PhD, Edmonds College, for reviewing portions of Chapter 12.

Thanks also to reviewers of past editions:

David John Bergen, *High Point University*

Margaret V. Ryan, *Highline College*

Pamela K. Ball, *Clark State Community College*

Teddie Laing, *Miami Dade College*

Philip Mathew, *Olympic College*

Lo-An Tabar-Gaul, *Mesa Community College*

Samira Hussein, *Johnson County Community College*

Frederick Brockmeier, *Northern Kentucky University* and
University of Phoenix

S. Graham Bourne, *Lake-Sumter State College*

Daniel Bialas, *Muskegon Community College*

Lydia Anderson, *Fresno City College*

Bonnie Andrys, *Northland Community & Technical College*

Wayne Gawlik, *Joliet Junior College*

Melanie Hilburn, *Lone Star College-North Harris*

Norma Johansen, *Scottsdale Community College*

Joseph Randall, *Bainbridge State College*

Randall Wade, *Rogue Community College*

Teresa R. Campbell, *Clark State Community College*

Shannon Durham, *Middle Georgia Technical College*

Jennifer Susan Malarski, *Minneapolis Community and
Technical College*

Keith D. Matthews, *Northeast Community College*

Connie Smejkal, *Centralia Community College*

Mary Hedberg, *Johnson County Community College*

Jane Bowerman, *University of Oklahoma*

Margaret Ryan, *Highline Community College*

Mofidul Islam, *Columbia Southern University*

Marilyn J. Carlson, *Clark State Community College*

John Thiele, *Cañada College*

Rachel Erickson, *National College of Business and Technology*

Cindy Brown, *South Plains College*

Robert Losik, *Southern New Hampshire University*

Daniel Lybrook, *Purdue University*

Thomas McDermott, *Pittsburgh Technical Institute*

Therese Palacios, *Palo Alto College*

Margaret V. Ryan, *Highline Community College*

Thomas J. Shaughnessy, *Illinois Central College*

Mary Alice Smith, *Tarrant County College*

Joseph Wright, *Portland Community College*

Boyd Dallos, *Lake Superior College*

Sally Martin Egge, *Cardinal Stritch University*

Brian E. Perryman, *University of Phoenix*

Glenna Vanderhoof, *Southwest Missouri State University*

Marion Weldon, *Edmonds Community College*

Lee Higgins, *Southeast Community College-Beatrice Campus*

Janet Weber, *McCook Community College*

William Weisgerber, *Saddleback College*

Andy C. Saucedo, *Dona Ana Community College*

Charleen Jaeb, *Cuyahoga Community College*

John J. Heinsius, *Modesto Junior College*

Roger E. Besst, *Muskingum Area Technical College*

Rebecca S. Ross, *Shenango Valley School of Business*

Thomas E. Schillar, *University of Puget Sound*

Rosemary Birkel Wilson, *Washtenaw Community College*

Edward J. LeMay, *Massasoit Community College*

Julie Campbell, *Adams State College*

John Gubbay, *Moraine Valley Community College*

Ruth Dixon, *Diablo Valley College*

John J. Harrington, *New Hampshire College*

Robert Wall Edge, *Commonwealth College*

Abbas Nadim, *University of New Haven*

Steve Kober, *Pierce College*

Dee Dunn, *Commonwealth College*

Marlene Frederick, *New Mexico State University at Carlsbad*

Linda Saarela, *Pierce College*

David Backstrom, *Allan Hancock College*

Rob Taylor, *Indiana Vocational Technical College*

Warren Sargent, *College of the Sequoias*

Jane Binns, *Washtenaw Community College*

Charles W. Beem, *Bucks County Community College*

Robert Nixon, *Prairie State College*

Leo Kiesewetter, *Illinois Central College*

Stephen C. Branz, *Triton College*

William T. Price, Jr., *Virginia Polytechnic Institute and State University*

Jerry F. Gooddard, *Aims Community College*

Rex L. Bishop, *Charles Community College*

Bill Anton, *DeVard Community College*

Stew Rosencrans, *University of Central Florida*

John Magnuson, *Spokane Community College*

Doug Richardson, *Eastfield College*

Thanks to the following students for suggesting improvements:

Doug Nguyen, *Truckee Meadows Community College of Nevada*

Richard Gardner, *New Hampshire College*

Peter Blunt, *New Hampshire College*

Christianne Erwin, *Truckee Meadows Community College*

Robert Neal Chase, *New Hampshire College*

Cheryl Guiff, *Taylor University Online*

Contact Me with Feedback

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

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.

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

- 1 Understanding Behavior, Human Relations, and Performance and Being Happy
- 2 Personality, Stress, Learning, and Perception
- 3 Attitudes, Self-Concept, Values, and Ethics

CHAPTER 1

Understanding Behavior, Human Relations, and Performance and Being Happy



Learning Outcomes

After completing this chapter, you should be able to:

- | | |
|---|---|
| <p>LO 1-1 Explain why human relations skills are important.</p> <p>LO 1-2 Discuss the goal of human relations.</p> <p>LO 1-3 Describe the relationship between individual and group behavior and organizational performance.</p> <p>LO 1-4 Briefly describe the history of the study of human relations.</p> <p>LO 1-5 State some of the trends and challenges in the field of human relations.</p> <p>LO 1-6 List 10 guidelines for effective human relations.</p> | <p>LO 1-7 List the three approaches to handling human relations problems and discuss which is the most effective approach.</p> <p>LO 1-8 Describe the three parts of developing a new habit.</p> <p>LO 1-9 State the three objectives of the book.</p> <p>LO 1-10 Identify your personal low and high human relations ability and skill levels.</p> <p>LO 1-11 Identify three personal human relations goals for the course.</p> <p>LO 1-12 Define the 17 key terms throughout the chapter identified in bold with their definitions in <i>italic font</i>. They are listed at the end of the chapter.</p> |
|---|---|

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 friendships¹ 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.



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

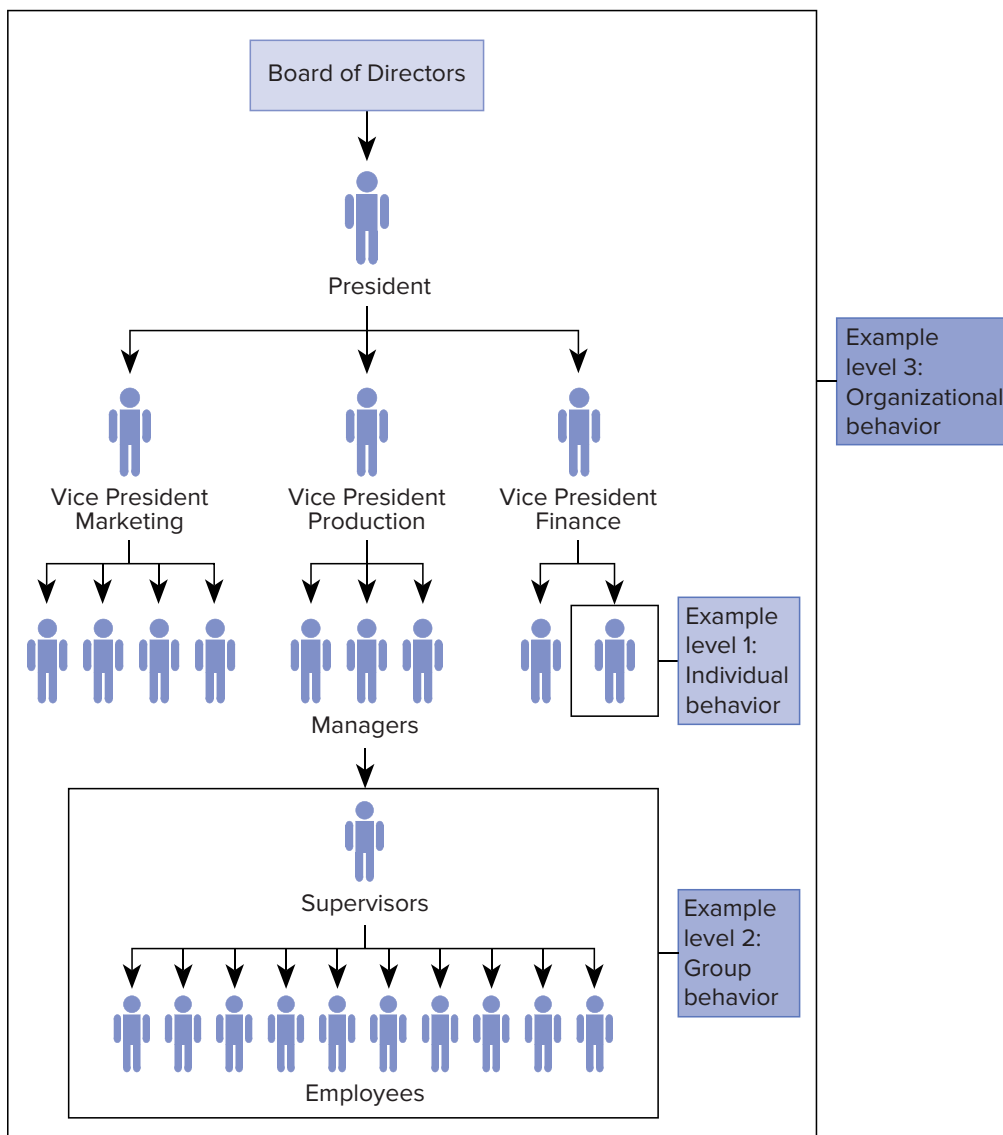
As individuals and groups interact, their collective behavior constitutes the organization's behavior that affects organizational level outcomes.³² Thus, **organizational behavior (OB)** is *the collective behavior of an organization's individuals and groups.* //IBM is an organization, and its collective 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

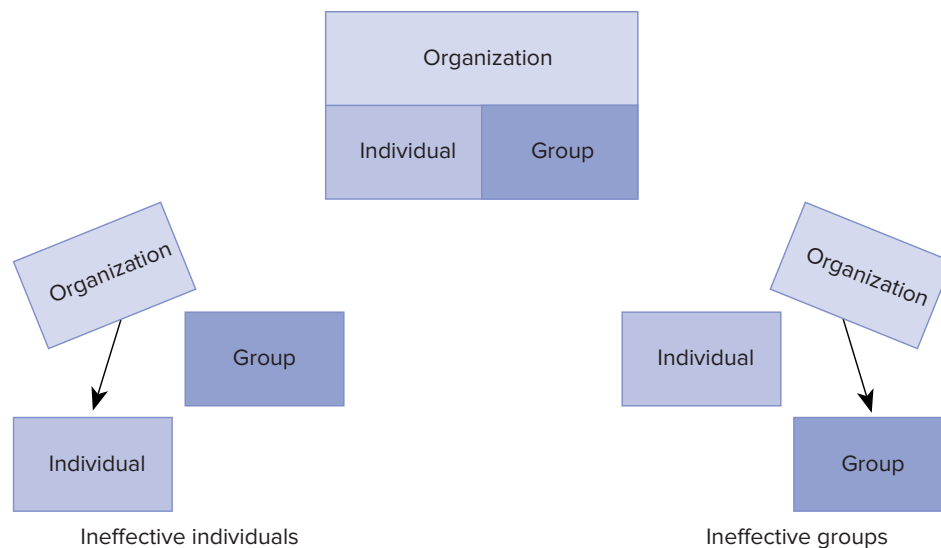
A system is a set of two or more interactive elements. The systems approach, developed by **Russell Ackoff**, focuses on the whole system with an emphasis on the relationships between its parts.³⁴ For our purposes, under the **systems effect** *all people in the organization are affected by at least 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.

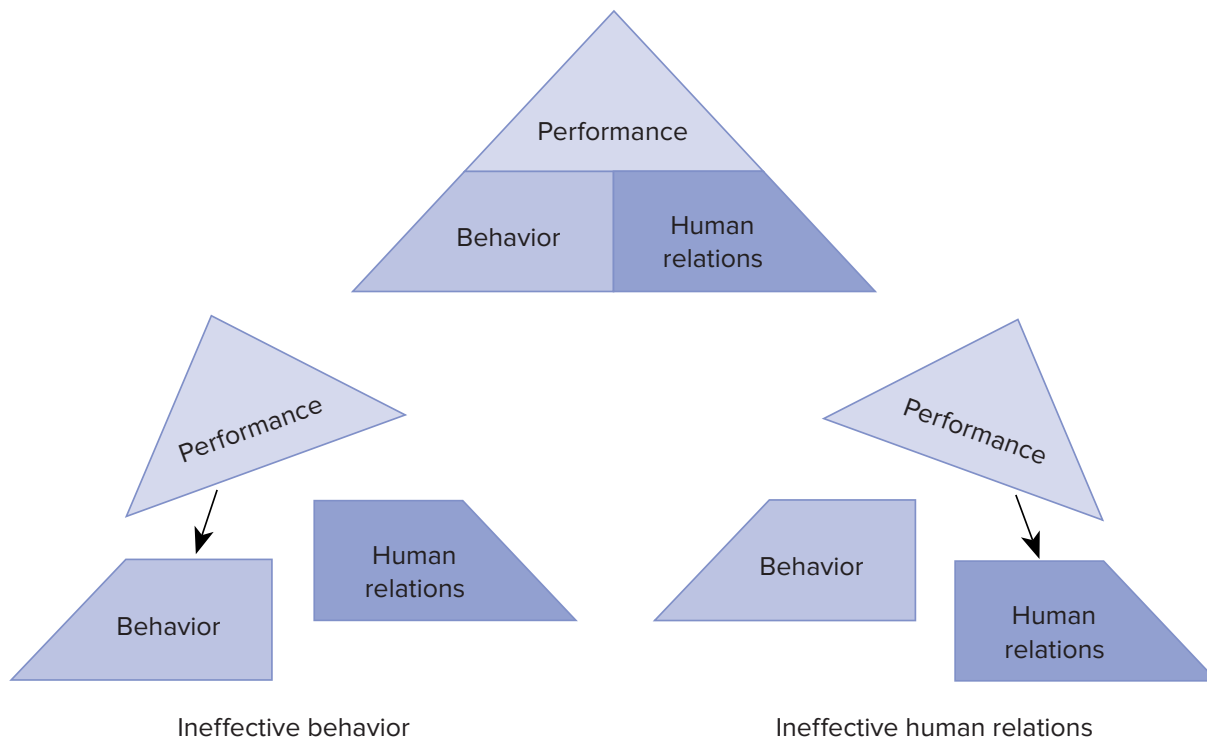
The challenge to management is to develop high-performing individuals and groups and link them together as a whole system.³⁵ In a sense, individuals and groups are the foundation of an organization. If either is ineffective, the organization cannot stand. See **Exhibit 1.2** for a graphic illustration.

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