

# Human Relations in Organizations

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Applications and Skill Building



**Mc  
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Education

**Robert N. Lussier**

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Eleventh Edition

# HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

ELEVENTH EDITION

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# HUMAN RELATIONS IN ORGANIZATIONS

APPLICATIONS AND SKILL BUILDING

ELEVENTH EDITION

**Robert N. Lussier, Ph.D.**  
Springfield College





HUMAN RELATIONS IN ORGANIZATIONS: APPLICATIONS AND SKILL BUILDING,  
ELEVENTH EDITION

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

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

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

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

## ENGAGING NETGEN STUDENTS

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

## INTEGRATION WITH FLEXIBILITY

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

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

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

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

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

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

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

## CONCEPTS

- *Research-based and current.* The book is based on research, not opinion. The eleventh edition has been completely updated. There are more than 925 new references, for an average of 78 per chapter, resulting in 91 percent new references. This is from 30 to 50 percent more references per chapter than major competitors. Earlier references are primarily classics, such as the motivation (Maslow) and leadership (Fiedler) theories.
- *Comprehensive coverage.* The text includes more topics than most competing texts.
- *Systems orientation.* The text is organized in two ways. First, the parts of the book are based on the competency model of managerial education, building from intrapersonal skills, to interpersonal skills, to leadership skills. Second, it also follows the levels of behavior approach, going from individual, to group, to organizational levels of behavior. The systems effect is discussed throughout the book. Cases from Chapters 2 through 12 have questions based on previous chapters to integrate the concepts of multiple chapters.
- *Recurring themes.* Chapters 2 through 12 begin with a discussion of how the chapter concepts affect behavior, human relations, happiness, and performance. Chapters include a discussion of how the concepts differ globally.
- *Pedagogy.* Each chapter contains the following:
  - (1) Learning outcomes at the beginning and in the body of the chapter where the objective can be met. A summary of each learning outcome is given in the Review section at the end of the chapter.
  - (2) Key terms at the beginning of each chapter and again at the end of the Review. The key terms appear in **boldface** and *are defined within the chapter in italic* so they are easy to find.
  - (3) Exhibits, some of which contain multiple concepts or theories.
  - (4) Review. The unique feature of the Review is that it is active in two ways. Students first

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

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

## APPLICATIONS

1. *Opening Case.* Each chapter opens with a case. Throughout the chapter, the ways the text concepts apply to the case are presented so that students can understand the application of the concepts to actual people in organizations.
2. *Work Applications.* Throughout each chapter there are approximately 11 questions (more than 140 total) that require the students to apply the concepts to their own work experience. Work experience can be present or past and may include part-time, summer, or full-time employment. Work applications require the students to think critically and bridge the gap between the concepts and their world.
3. *Application Situations.* Each chapter contains two to six boxes, each with 5 to 10 questions (300 total) that require students to apply the concept illustrated in a specific, short example. The questions develop critical thinking skills through the application process.
4. *Cases—with Internet video and cumulative questions; plus role-play exercises.* Each chapter has a case study from a real-world organization. At the end of the case, the organization's Web site is given so that students can visit the Web to get updated information on the case. Some of the cases also include Web sites to view case manager interviews/talks. Chapters 2 through 12 include cumulative questions. Cumulative questions include concepts from previous chapters. Thus, students continually review and integrate concepts from earlier chapters. Following each case is a role-play exercise to develop skills based on the concepts illustrated in the case.
5. *Objective Cases.* At the end of each chapter there is a short objective case. The unique feature is the "objective" part, with 10 multiple-choice questions, followed by one or more open-ended questions. These cases require students to apply the concepts to people and organizations.

6. *Communication Skills Questions.* There are more than 125 communication skills questions, an average of approximately nine per chapter, which can be used for class discussion and/or written assignments.
7. *Test Bank Assessment of Applications and Instructor's Manual.* The test bank includes the work applications from the text as well as multiple-choice questions, similar to the Application Situations and case questions, to evaluate critical thinking skills. The Instructor's Manual includes the recommended answers for all the application features above, except the opening case, which is illustrated throughout the chapter text.

## SKILL BUILDING

1. *Self-Assessment Exercises.* Each chapter has between one and five (more than 45 total, an average of three per chapter) self-assessment exercises to enable students to gain personal knowledge. Some of the exercises are tied to skill-building exercises to enhance the impact of the self-assessment. All information for completing and scoring, and self-assessment, is contained within each exercise. A unique new feature includes determining a personality profile (in Chapter 3); in all other chapters, students find out how their personality relates to their use of the chapter concepts.
2. *Skill-Building Exercises.* There are more than 50 exercise (average of 4 per chapter). Each exercise states if it is individual or group focused, and if it is appropriate for *in-class and/or online class activities*.
3. *Individual and Group Skill-Building Exercises.* Around 60 percent of the skill-building exercises focus primarily on individual skill building, most of which is done outside class as preparation for the exercise. However, in-class and/or online work in groups or as a class using the concepts and sharing answers can enhance skill building. Thus, the instructor has the flexibility to (1) simply have students complete the preparations outside class and during class or online discussion, and then go over the answers, giving concluding remarks and/or leading a class discussion without using any small-group time, or (2) spend group class time as directed in the exercise.
4. *Role-Play Skill-Building Exercises.* Around 10 percent of the skill-building exercises focus primarily on developing skills through behavior modeling, as discussed next. Thus, breaking into groups and role-playing is required. Again, all 12 cases include a role-play exercise.
5. *Models, Behavior Model Videos, and Skill-Building Exercises.* Throughout the book are more than 25 models with step-by-step instructions for handling

day-to-day human relations situations. How to use several of the models is illustrated in the behavior-modeling videos. For example, students read the model in the book and watch people send messages, give praise, resolve conflicts, handle complaints, and coach an employee, following the steps in the model. After viewing the video, students role-play how they would handle these human relations situations. Students may also give each other feedback on the effectiveness of their role-plays. Videos can also be used as stand-alone activities.

6. *Test Bank Assessment of Skill-Building and Instructor's Manual.* The test bank includes skill-building questions to assess skill building. The Instructor's Manual gives detailed instructions on using all skill-building exercises and answers to skill-building exercises. It also states how students can be tested on the exercises and provides instructions to give to students.
7. *Skill-Building Objectives and AACSB Competencies.* Each skill-building exercise states its objective and the Association to Advance Collegiate Schools of Business (AACSB) competencies developed through the exercise.

## SUMMARY OF INNOVATIONS

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

## OVERALL REVISIONS

### Reorganization and Title Changes

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

- The title of Part 3 has been changed to “Leadership Skills: Influencing to Help Yourself and Others Succeed.”
- Chapter 8 title has been changed by dropping Etiquette, which has been moved to Appendix A.
- Chapter 12 title is now “Valuing Diversity and Inclusion Globally,” to emphasize the increased coverage of inclusion.
- Chapter 12 has been reorganized to include more coverage of the various types of diversity groups and global differences.
- In Chapter 1, the Assessing Your HR Abilities and Skills 43 questions have been changed to reflect the revised contents. The assessment now has 12 questions. In Appendix B, the same assessment appears for a pretest and posttest comparison. However, there is also a new, longer 36 question assessment.

## Updated and New

- The book is completely updated with more than 825 new current references, for a total of more than 925 references; over 91 percent of the references are new to this edition. References include a balance of scholarly journals (including the *Academy of Management Journal*, *Academy of Management Review*, *Academy of Management Perspectives*, and *Academy of Management Learning & Education*) to provide research support for the text concepts and business publications (including *Business Week*, *Forbes*, *Fortune*, and *The Wall Street Journal*) to provide advice and examples of how the concepts are used in all types of organizations.
- There are more than 100 new people and organization examples of how they use the text concepts.
- There is a new, shorter 12 question pretest and posttest assessment, and a longer 36 question assessment for course learning comparisons.
- Five (42 percent) of the end-of-chapter cases are new to this edition, and the other cases have been updated.
- Most of the new cases, and some of the updated cases, now have suggested video links and new questions related to the case.
- There are three new Application Situation boxes, adding 15 new questions.
- There is a new Skill Building Exercise, Developing New Habits, stating in Chapter 1 and repeated continuing through Appendix A. Based on the chapter concepts, the exercise requires selecting any one habit to change following the three step model.
- AACSB standards have been updated using the 2016 AACSB Business Accreditation Standards, General Skills Areas. The listing of AACSB skills developed in

each of the Skill Building Exercises throughout the book has also been updated.

- ACBSP (Accreditation Council for Business Schools and Programs), and IACBE (International Assembly for Collegiate Business Education) are now included in Chapter 1.
- New concepts discussed in the new edition include Five-Factor Model, OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism), Human-Metrics, Test Your Stress Smarts, relativism ethics, bullying, idea and personal conflict, authentic leadership, LMX leadership, altercast, networks of teams, multi-team systems, healthy and unhealthy cultures.
- There is less of a management focus so that everyone can clearly understand how to improve human relations and happiness in their personal and professional lives, regardless of their position in the organization.
- Virtually all of the major chapter sections have minor updates, most have revisions, and some sections have been rewritten, as described below.

## CHANGES BY CHAPTER

### Chapter 1

- The entire chapter has been updated with 62 (88 percent) new references to this new edition, keeping the 6 classic historic references, for a total of 76 references.
- There are 18 new people and company/brand examples: Zappos, Fortune Editor Alan Murray, Wells Fargo, Yahoo, Home Depot, Sonja Lyubomirsky, Booker T. Washington, B.C. Forbes, Neil Pasricha, Facebook’s Sheryl Sandberg, Sealed Air, Kirk Douglas, Nike, ACBSP (Accreditation Council for Business Schools and Programs), IACBE (International Assembly for Collegiate Business Education).
- The major change to this chapter is the addition of a new title including Being Happy. There is a new section “Happiness and Relationships” that explains the importance of how relationships affect happiness.
- There is a new subsection “New Habits” that discusses how to make positive habits to improve relationships. Plus, there is a new Skill Building Exercise 1-4, Developing a New Habit to develop this skill.
- Another major change is “Assessing Your HR Abilities and Skills.” There is now a short version in Chapter 1 and a longer version in Appendix B. The assessment in Chapter 1 now only has 12 questions, one per chapter and Appendix A (down from 43 questions). The longer version now has 36 questions, three per chapter and Appendix B (down from 43 questions).

- A short paragraph before the opening case now includes an explanation of why we open with a case and how to use the case.
- The section “What’s in It for Me?” has been expanded to include how readers can benefit from the book in their personal and professional lives with all new references.
- In the Myths and Reality section, Myth 2 now includes the importance of developing relationships, which is the focus of the book.
- The section “Human Relations: Past, Present, and Future” subsection “Current and Future Challenges in the 21st Century,” has been rewritten with all new updated references.
- In addition to AACSB, this section now also states the it meets the core professional components of **ACBSP** (Accreditation Council for Business Schools and Programs), and **IACBE** (International Assembly for Collegiate Business Education) standards.
- The end of chapter case has been updated.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- Skill Building Exercise 1-3 has revised questions to focus more on the positives of human relations content.
- Work Application 2-3 now includes the question, “How does your stress personality type enhance and/or hurt your performance?”
- The section “The Learning Organization” has been rewritten with two new subsections “The Need for Individual Learning” and “Group and Organizational Learning” to separate and expand on these topics.
- In the “Perception” section, there is a new description of why we have perception differences and how to improve obtaining perceptual congruence.
- The section “Developing Positive First Impressions” now includes Image Management to stress the importance of a continuing positive impression.
- The subsection “Nonverbal Communications” now has level 3 heading to identify “Facial expressions,” “Eye contact,” and “Handshake” discussions.
- The end of chapter case has been updated.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Chapter 2

- The entire chapter has been updated with 53 (82 percent) new references to this new edition, for a total of 65 references.
- There are 13 new people and company/brand examples: Google, Lowe’s, McDonald’s, RadioShack, Xerox, OCEAN, Bill Gates, Steve Jobs, Human Metrics, APA (American Psychological Association) “Test Your Stress Smarts!,” PepsiCo CEO Indra Nooyi.
- The “Big Five Model of Personality” states that is it commonly called the Five-Factor Model by academics, and that it is also known as OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism).
- In the “Myers-Briggs Type Indicator (MBTI), it now states that you can also take a free 64 question survey at the **HumanMetrics** website link (<http://www.humanmetrics.com/cgi-win/jtypes2.asp>).
- The key term stressors has been moved from the “What Is Stress?” section introduction to the subsection “Problems Associated with Too Much Stress.”
- The “Signs of Stress” section now states that the **APA** (American Psychological Association) has the “Test Your Stress Smarts!” you can take for free at <http://www.apa.org/helpcenter/stress-smarts.aspx> to assess how much you know about stress.

## Chapter 3

- The entire chapter has been updated with 88 (94 percent) new references to this new edition, for a total of 94 references.
- There are 15 new people and company/brand examples: Jessica Herrin, Founder of Stella & Dot, Intel, IBM, Twitter, Google, Steve Jobs Apple, Pixar, Countrywide Financial, Wells Fargo Bank, Indra Nooyi CEO of PepsiCo, Royal Dutch Shell,
- The first section title now includes Happiness—How Attitudes, Job Satisfaction, Self-Concept, Values and Ethics Affect Behavior, Human Relations, Happiness, and Performance.
- The Self-Concept section now discusses the importance of having a positive self-concept in getting a job.
- The Building a Positive Self-Concept section now includes using habits to change behavior.
- The beginning of the Values section has been reorganized and much of it rewritten.
- The entire Ethics section has been expanded as follows:
  - In the Ethics section, the first section has been rewritten with expanded coverage. It is now titled “Why Do People Behave Unethically and Does Ethical Behavior Pay?” The first subsection is “Why Do Good People Do Bad Things,” followed

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

- The “How People Justify Unethical Behavior” section now includes key terms for the examples of unethical behavior.
- The “Human Relations Guides to Ethical Decision Making” now includes subheads to clearly identify the prior three guidelines, with two new topics discussing “Discernment and Advice” and “Application of Ethical Guides.”
- The “Global Ethics” section is now “Managing Ethics Globally.” It now has a section discussing how to manage ethics.
- The end of chapter case is new.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Chapter 4

- With the reorganization of the book, Chapter 4 was Chapter 5 in the tenth edition.
- The entire chapter has been updated with 90 (97 percent) new references to this new edition, for a total of 93 references.
- There are new people and company/brand examples: LinkedIn, Broadcom CEO Scott McGregor, Yahoo, Home Depot, Apple Senior Vice President of Retail and Online Stores Angela Ahrendts.
- The Introduction section title now includes Happiness and has been rewritten with all new references.
- The subsection “Social Media,” in the Digital Information Technology section, has expanded coverage.
- In the “Cross-Cultural Communications” section, coverage of nonverbal communications has been expanded.
- The introduction to the “Receiving Messages” section has been rewritten with all new references.
- The Emotions subsection “Global Difference” now includes a discussion of crying at work and global differences of its acceptance.
- In the Emotions subsection “Getting Criticism,” there are new suggestions on how to get feedback from your boss and better performance reviews.
- The end of chapter case is new.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual

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

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

## Chapter 5

- With the reorganization of the book, Chapter 5 was Chapter 6 in the tenth edition.
- The entire chapter has been updated with 44 (90 percent) new references to this new edition, for a total of 49 references.
- There are 3 new people and company/brand examples: Bridgewater Associates, CEO Los Angeles Opera, Christopher Koelsch.
- The Introduction section title now includes Happiness and has all new updated references.
- The “Anger and Violence” section now discussed bullying in the subsections.
- The “Conflict Management Styles” first subsection has been changed to “Reasons for and Types of Conflict.” It also has two third level headings “Psychological Contract” and “Idea and Personal Conflict” that explain the difference in positive conflicts of ideas for improvement versus personal conflict that tends to be negative and hurt relationships.
- The “Accommodating Conflict Style” section now includes a discussion of its importance in our personal life.
- The introduction to the “Resolving Conflict” section has been rewritten with all new references improving the integration with the prior section “Conflict Management Styles.”
- The end of chapter case is new: Trying Times for Uber’s Co-founder & CEO Travis Kalanick.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.

## Chapter 6

- With the reorganization of the book, Chapter 6 was Chapter 7 in the tenth edition.
- The entire chapter has been updated with 70 (86 percent) new references to this new edition, for a total of 81 references.
- There are new people and company/brand examples: General Electric (GE), Integrate CEO Jeremy Boom, New York Times bestselling Author Lewis Howes, Meg Whitman, CEO of IBM, Gene Lee CEO of Darden Restaurants.



- The introduction to the opening section “How Leadership Affects Behavior Human Relations, Happiness, and Performance” has been rewritten with all new references. There is also a new level three heading “Leadership in Your Personal” to make students realize they use leadership skills virtually every day to influence others to get what they want. There is also a new level three head “Participative Leadership” to help students realize the trend is to teamwork and shared leadership, so leadership skills are important to employees too.
- The subsection of “Behavioral Leadership Theories” now includes authentic leadership and LMX leadership.
- The introduction to the “Trust” section has been rewritten with all new references and better ties the topics of leadership and trust.
- The end of chapter case has been updated.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Chapter 7

- With the reorganization of the book, Chapter 7 was Chapter 8 in the tenth edition.
- The entire chapter has been updated with 60 (85 percent) new references to this new edition, for a total of 71 references.
- There are 16 new people and company/brand examples, including Acuity insurance, Facebook, Google, Kimberly-Clark, GE, Wells Fargo, Johnson & Johnson, Apple, Tesla, AB InBev, GM CEO Mary Barra, Berkshire Hathaway CEO Warren Buffett, Foot Locker CEO Ken Hicks.
- The section “How Motivation Affects Behavior, Happiness, Human Relations, and Performance” title now includes Happiness, and the section is completely rewritten with all new updated references.
- The “Equity Theory” section now has more discussion of how to treat people fairly and expanded coverage of how to “Motivate with Equity Theory.”
- The two sections “Job Enrichment” and “Job Design” have been combined to “Job Enrichment and Design.”
- In the “Putting the Motivation Theories Together” section there is a new level two heading “Self-Motivation” with two level three headings “Interpersonal Skills”

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

- The end of chapter case is updated.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Chapter 8

- With the reorganization of the book, Chapter 8 was Chapter 9 in the tenth edition.
- Included in the re-organization of the eleventh edition contents, the material covering Etiquette has been moved to the new Appendix A: Time, Career, and Etiquette Management.
- The entire chapter has been updated with 71 (97 percent) new references to this new edition, for a total of 73 references.
- There are three new people and company/brand examples: Actor Steve Martin, Racecar champion Mario Andretti, Zig Ziglar.
- The opening section has been rewritten with all new references.
- Because the “Business Etiquette” section has been moved to Appendix A, we now state that it is part of organizational politics in the level two heading “Developing Political Skills” as a level three head “Business Etiquette,” stating that the topic will be discussed in Appendix A.
- The “Power” section “Influencing Tactics—Ingratiation” now includes how to altercast and ask for a favor.
- The tenth edition section “Customer Satisfaction and Etiquette” is now “Customer Satisfaction and Complaints.” There is a new section heading “Dealing with Customer Complaints.”
- The tenth edition section “Do Power, Politics, and Etiquette Apply Globally?” is now “Do Power and Politics Apply Globally.”
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Chapter 9

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

## Chapter 10

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

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

## Chapter 11

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

## Chapter 12

- With the reorganization of the book, Chapter 12 was Chapter 13 in the tenth edition.
- The title has been changed to include “Inclusion.”
- This chapter has major revisions. The material on human relations issues has been decreased, while the coverage of diversity and inclusion and global diversity have been expanded with new coverage discussed below.
- The entire chapter has been updated with 98 (84 percent) new references to this new edition, for a total of 116 references.
- The Introduction section has been updated and now has three level two heads to emphasize the importance of diversity: “Diversity in America, Global Diversity, and Is Diversity and Inclusion Really Important?”
- The second section “Prejudice and Discrimination” now has three subsections: Prejudice, Discrimination, and Common Areas of Employment Discrimination. The prior subsection “Valuing-Diversity/Inclusion Training” has been deleted, with content moved to other sections.
- The third section “Equal Employment Opportunity for All” has an expanded list of those protected under the law enforced by the EEOC. Exhibit 12.1, Federal Employment Laws, has been revised. The laws are now presented in chronological order, and the less relevant laws have been deleted, and the Genetic Information Act of 2008 has been added. The Learning Outcome and answer have been changed to include the seven major diversity laws enforced by the EEOC. Also, the subsection “From AA to Valuing Diversity to Inclusion” has been moved to the end of the fourth section.
  - The fourth section has been remained “Dimension of Diversity and Inclusion” and rewritten with multiple changes to expand coverage of diversity.
  - The prior first subsection has been replaced and expanded with “Diversity Types and Discrimination” and list the EEOC eight protected groups, plus an extended list of other types of diversity. Therefore, prior coverage of alcohol and drug abuse and AIDS has been deleted. There is a new Work Application question 12-5 and a new link to a self-assessment exercise on diversity.
  - The second section is now “Gender, Sexual Orientation, and Sexual Harassment” with increased updated coverage of these topics including discussing the difference between sex and gender, and the long EEOC definition of harassment has been deleted while quid pro quo and hostile work environment sexual harassment have been added.
- The last section is “From Affirmative Action to Valuing Diversity to Inclusion” with expanded coverage focusing on inclusion. Its Work Application question 12-8 now includes valuing diversity and inclusion.
- The fifth section title is the same, but it has major revisions with three subsections, instead of five. Women in the Workforce and Women and Minority Managers is now combined and rewritten, titled: “Women and Minority in the Work Force and Advancement.” Work and Family Balance is now a subsection of How Families and Gender Roles Are Changing.
- The sixth section is now “Global Cultural Diversity and Relations.” There is a new subsection “National Culture and GLOBE” discussing these two new topics. There is a new Learning Outcome 12-6 and a new Application Situation box 12-5 to apply GLOBE dimensions.
- The prior “Managing Diversity” section has been deleted and is now “Managing Diversity Globally” and has been rewritten replacing U.S. human resource material with inclusion and global coverage. There are two new Work Applications 12-14 and 12-15.
- The case is still Google, but it is new because it has been rewritten with all new questions.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Appendix A

- Appendix A Time and Career Management are from Chapter 4 of the tenth edition, and the Etiquette section is from Chapter 9.
- The Appendix has been updated with 25 new references to this new edition, for a total of 58.
- The case Jay-Z is not used in this edition. The appendix does not include a case.
- The Objective Case “Overworked” from prior Chapter 4 has been retained.
- The format of all Skill Building Exercises has been changed to better indicate if the exercise is individual focused and answers are shared in-class or online in groups. AACSB competencies are updated and clearly listed.
- There is a new Skill Building Exercise “New Habits” to develop skills related to the chapter topics.

## Appendix B

- This was Appendix A in the tenth edition.
- The Assessment from Chapter 1 is repeated in Appendix B for a direct comparison of pre and post

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

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

## SUPPLEMENTS FOR INSTRUCTORS AND STUDENTS

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### 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

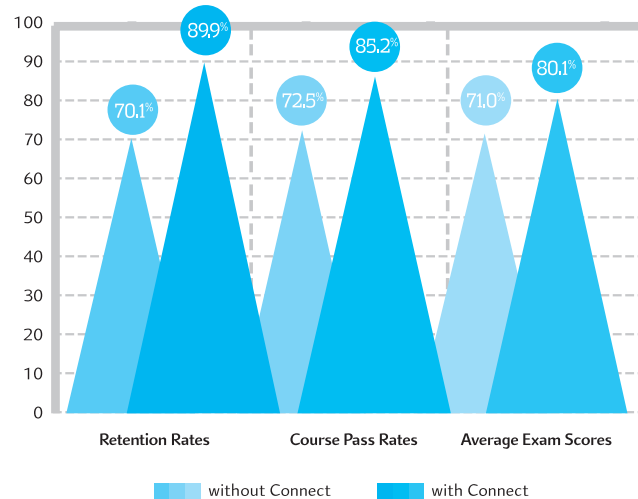
### Manager's Hot Seat Video

Now instructors can put students in the hot seat with access to an interactive program. Students watch real managers apply their years of experience when confronting unscripted issues. As the scenario unfolds, questions about how the manager is handling the situation pop up, forcing the student to make decisions along with the manager. At the end of the scenario, students watch an interview with the manager and view how their responses matched up to the manager's decisions. The Manager's Hot Seat videos are now available as assignments in Connect.

## Homework and Adaptive Learning

- Connect's assignments help students contextualize what they've learned through application, so they can better understand the material and think critically.
- Connect will create a personalized study path customized to individual student needs through SmartBook<sup>®</sup>.
- SmartBook helps students study more efficiently by delivering an interactive reading experience through adaptive highlighting and review.

### Connect's Impact on Retention Rates, Pass Rates, and Average Exam Scores



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## Quality Content and Learning Resources

- Connect content is authored by the world's best subject matter experts, and is available to your class through a simple and intuitive interface.
- The Connect eBook makes it easy for students to access their reading material on smartphones and tablets. They can study on the go and don't need internet access to use the eBook as a reference, with full functionality.
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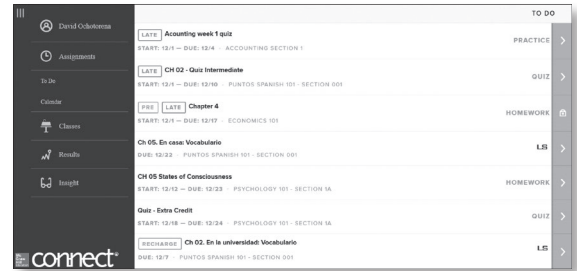
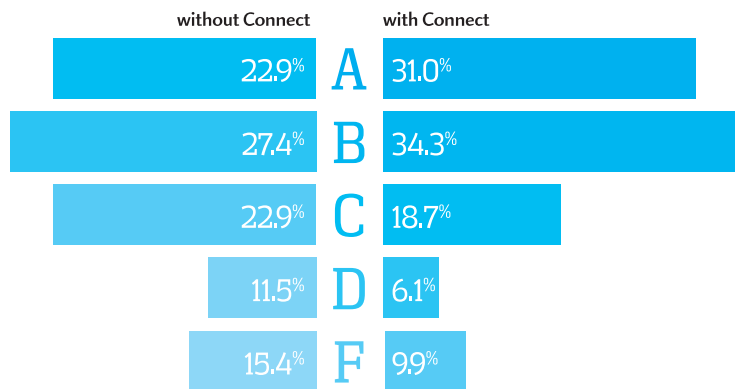
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- Connect Insight® generates easy-to-read reports on individual students, the class as a whole, and on specific assignments.
- The Connect Insight dashboard delivers data on performance, study behavior, and effort. Instructors can quickly identify students who struggle and focus on material that the class has yet to master.
- Connect automatically grades assignments and quizzes, providing easy-to-read reports on individual and class performance.



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- Connect integrates with your LMS to provide single sign-on and automatic syncing of grades. Integration with Blackboard®, D2L®, and Canvas also provides automatic syncing of the course calendar and assignment-level linking.
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## CONTACT ME WITH FEEDBACK

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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.

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# 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

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



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## LEARNING OUTCOMES

After completing this chapter, you should be able to:

- LO 1-1** Explain why human relations skills are important.
- LO 1-2** Discuss the goal of human relations.
- LO 1-3** Describe the relationship between individual and group behavior and organizational performance.
- LO 1-4** Briefly describe the history of the study of human relations.
- LO 1-5** State some of the trends and challenges in the field of human relations.
- LO 1-6** List 10 guidelines for effective human relations.
- LO 1-7** Identify your personal low and high human relations ability and skill levels.
- LO 1-8** Identify five personal human relations goals for the course.
- LO 1-9** Define the following 17 key terms (in order of appearance in the chapter):
 

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

## OPENING CASE WORK SCENARIO

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

**///** When Olin Ready graduated from college, he accepted his first full-time job with IBM. As he drove to work on his first day, he thought: How will I fit in? Will

my peers and new boss Nancy Westwood like me? Will I be challenged by my job? Will I be able to get raises and promotions?

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

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

**Learning Outcome 1-1**

Explain why human relations skills are important.

## WHY HUMAN RELATIONS SKILLS ARE SO IMPORTANT

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

### What's in It for Me?

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

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

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

### Myths and Realities about Human Relations

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

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

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

**Myth 3: Leaders Are Born, Not Made** Leadership skills are crucial for success in today's business world.<sup>17</sup> 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.<sup>18</sup> Regardless of your natural ability, using the material in this book, you can develop your human relations skills.



**Communication Skills**  
Refer to CS Question 1.

**WORK APPLICATION 1-1**

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

**Learning Outcome 1-2**

Discuss the goal of human relations.

**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.

**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.

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

**Goal of Human Relations**

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

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

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

**The Total Person Approach**

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

**BEHAVIOR, HUMAN RELATIONS, AND ORGANIZATIONAL PERFORMANCE****Levels of Behavior**

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

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

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

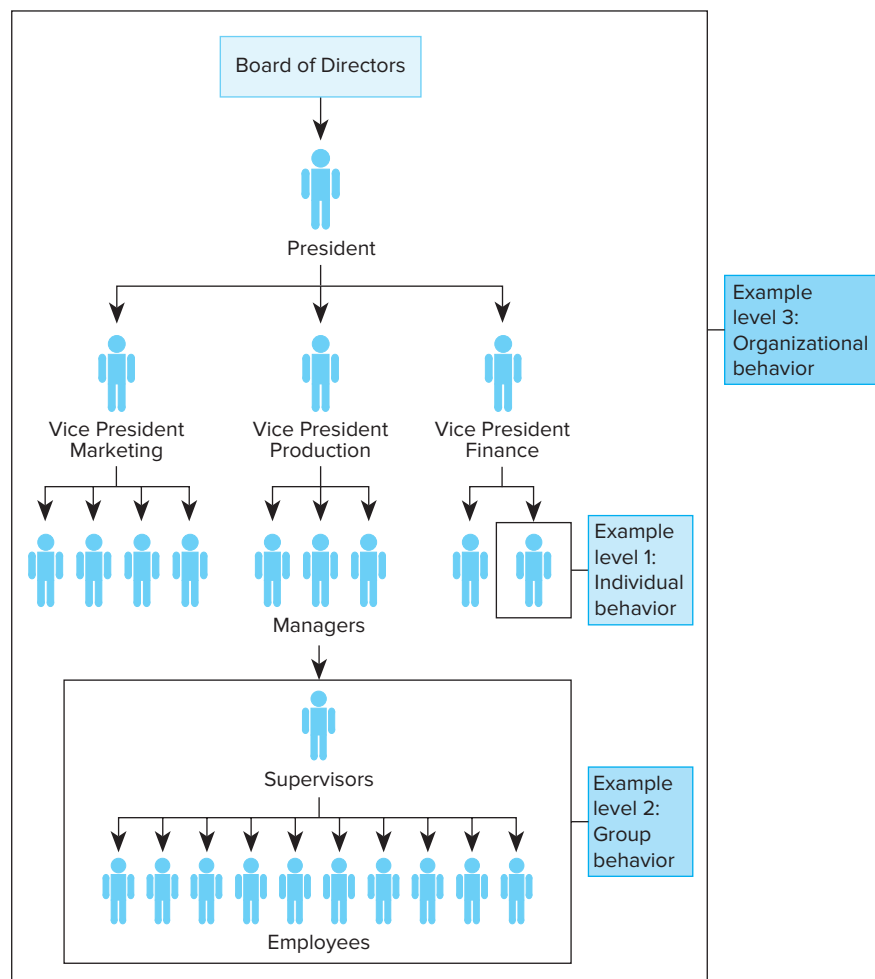
organizations in which people work to make a living. Organizations are created to produce goods and services for the larger society. If you have ever worked, you have been a part of an organization. You also come into contact with organizations on a regular basis, such as when you go into a store, school,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

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

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

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

**EXHIBIT 1.1** | Levels of Behavior



Each manager would have one or more supervisors reporting to him or her, and each supervisor would have several employees reporting to him or her.

**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.

**Learning Outcome 1-3**

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

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

### The Relationship between Individual and Group Behavior and Organizational Performance

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

#### 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. It's near quitting time and Karl boxed up the last package to be sent out today.
- \_\_\_\_\_ 2. "I've been working hard to do a good job. I got a raise; now I can buy that new iPhone I've been saving for."
- \_\_\_\_\_ 3. Jack and Wanda are discussing how to complete a project they are working on together.
- \_\_\_\_\_ 4. Julio is quietly working alone on a report.
- \_\_\_\_\_ 5. All the people listed above are members of a(n) \_\_\_\_\_.

**WORK APPLICATION 1-5**

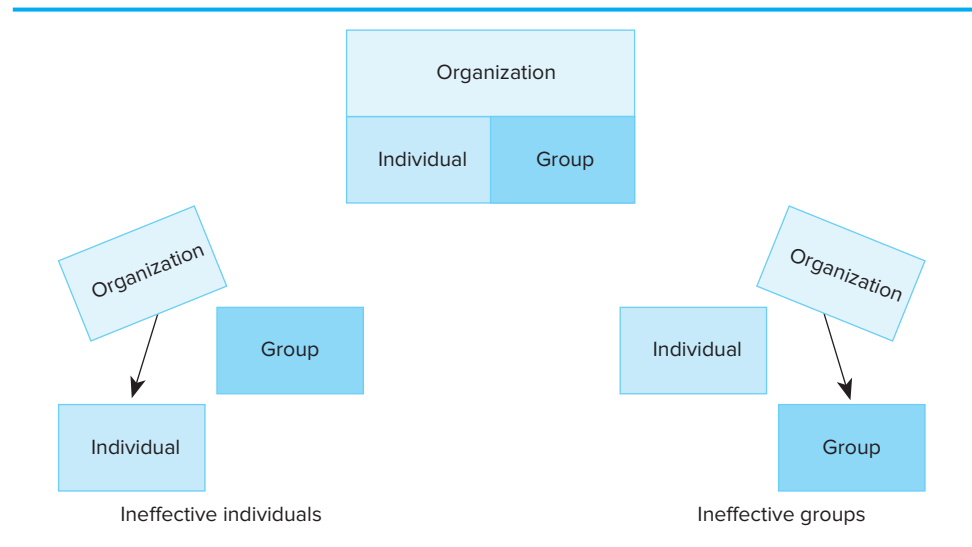
Give two specific examples of how human relations affected your performance—one positive and the other negative. Be specific in explaining the effects of human relations in both cases.

**The 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.<sup>22</sup> For our purposes, under the **systems effect** *all people in the organization are affected by at least one other person, and each person affects the whole group or organization*. The organization's performance is based on the combined performance of each individual and group. To have high levels of performance, the organization must have high-performing individuals and groups. Groups are the building blocks of the organization. As a result of the systems effect, the destructive behavior of one individual hurts that group and other departments as well.<sup>23</sup> In addition, the destructive behavior of one department affects other departments and the organization's performance.

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

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

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



## 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. Apple has just completed its income statement for the year.

\_\_\_\_\_ 7. The sales department exceeded its sales quota for the year.

\_\_\_\_\_ 8. Juan and Peg are working on a project together.

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

\_\_\_\_\_ 10. Latoya is writing a letter to a customer regarding a complaint.

## HUMAN RELATIONS: PAST, PRESENT, AND FUTURE

### Learning Outcome 1-4

Briefly describe the history of the study of human relations.

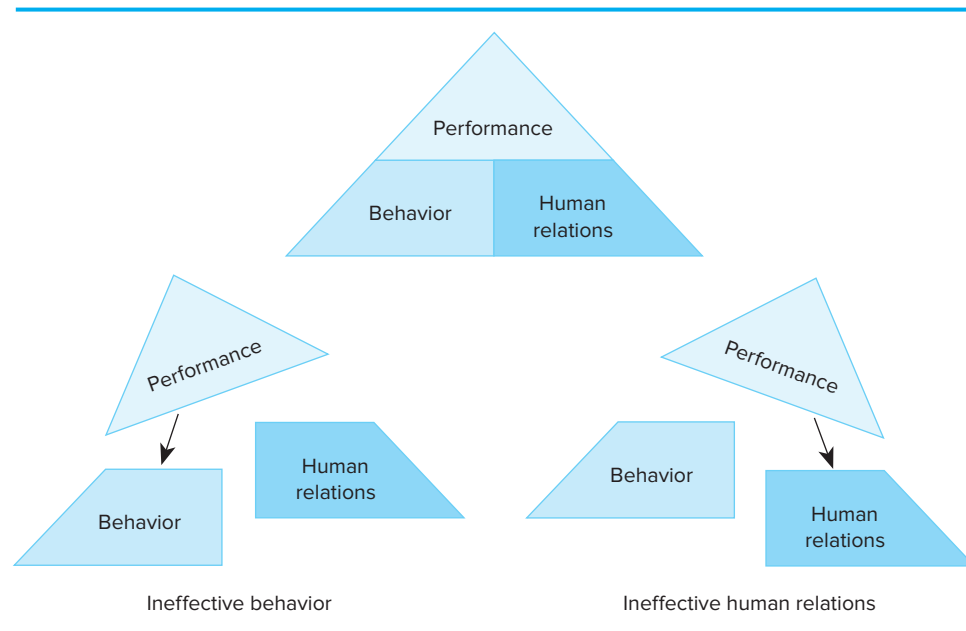
### Human Relations Is a Multidisciplined Science

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

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



**EXHIBIT 1.3** | The Relationship between Behavior, Human Relations, and Performance



knowledge base on a sound foundation of scientific theory and research. Human relations takes a practical, applied approach. It attempts to anticipate and prevent problems before they occur and to solve existing problems of interpersonal relations in organizations.

### The Early Years: Frederick Taylor and Robert Owen

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

**Frederick Taylor** Frederick Taylor, an engineer known as the “father of scientific management,” focused on analyzing and redesigning jobs more efficiently in the late 1800s and early 1900s, which led to the idea of mass production. Scientific managers focused on production, not people.<sup>24</sup> 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.<sup>25</sup> 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.<sup>26</sup>

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

## The 1930s to the 1990s

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

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

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

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

In the 1980s, the U.S. rate of productivity was much lower than that of Japan. William Ouchi discovered that a few particularly successful firms did not follow the typical U.S. model. After years of research and investigation, Ouchi developed *Theory Z.*<sup>28</sup> **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.<sup>29</sup> During the 1980s, their work was criticized as companies identified as excellent began to have problems. Total quality management was popular in the 1980s.

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



Communication Skills  
Refer to CS Question 2.