

ANDREW J. DUBRIN

# Human Relations

FOR CAREER AND PERSONAL SUCCESS

Concepts, Applications, and Skills



Eleventh Edition

# **Human Relations for Career and Personal Success**

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# Human Relations for Career and Personal Success

## Concepts, Applications, and Skills

**Andrew J. DuBrin**  
*Rochester Institute of Technology*

**Eleventh Edition**

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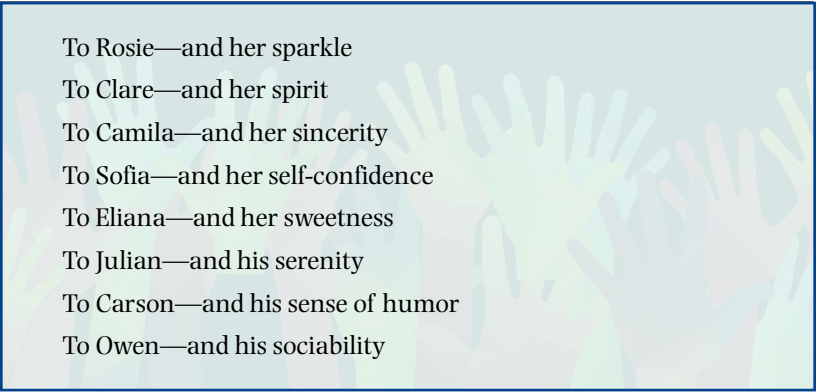
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To Rosie—and her sparkle  
To Clare—and her spirit  
To Camila—and her sincerity  
To Sofia—and her self-confidence  
To Eliana—and her sweetness  
To Julian—and his serenity  
To Carson—and his sense of humor  
To Owen—and his sociability

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## New to This Edition

In addition to thoroughly updating material throughout the text, I have also made other key changes, which include the following:

- Many of the introductory cases, Human Relations in Practice inserts, and case studies have been replaced with new material.
- Sixteen chapter-introduction cases are new, and one has been updated. Seventeen new cases have been included to replace existing cases. Five Human Relations in Practice inserts have been replaced with new inserts, and two have been updated.
- The text has been streamlined in the form of deleting many concepts that cover the same idea as other concepts, and of reducing duplicate mention of some ideas. Part of the streamlining is to not include a human-relations-in-practice insert in every chapter.
- In many places within the text, I have removed some material to reduce complexity, as well as to make room for new material
- Many new self-assessments and class activities have been added to this edition including four new skill-building exercises, five new self-assessment quizzes, and two new class activities. Three Internet skill-building exercises have been replaced with new exercises.
- Eighteen new role-playing exercises (all of them linked to the case studies), and two new class activities.
- Many more examples throughout the text and case problems include job titles that refer to interesting positions that our readers now hold or aspire to including sports club manager, emergency room office manager, support center supervisor, building inspector, and construction supervisor.

### Chapter 1: Human Relations and You

- Addition of the Internet and social media era as part of the history of human relations
- Factors related to the external environment, including the weather, that can influence job performance and behavior

### Chapter 2: Self-Esteem and Self-Confidence

- Information about practicing public speaking to help develop self-confidence
- New and shortened self-discipline model

### Chapter 3: Self-Motivation and Goal Setting

- Conscientiousness as a motive driving behavior
- Discussion of self-determination as part of employee engagement
- Self-Assessment Quiz 3-1, The Conscientiousness Quiz
- Self-Assessment Quiz 3-4, My Self-Discipline Tendencies, replaces the original version

### Chapter 4: Emotional Intelligence, Attitudes, and Happiness

- New listing of several of the 100 Best Companies to Work For
- Self-Assessment Quiz 4-3, Your Decision-Making Style and Happiness

### Chapter 5: Values and Ethics

- New survey about the extent of ethical problems in business
- Blowing the whistle on highly unethical and illegal conduct
- Applying Human Relations Exercise 5-2, The Ethics of Whistle-Blowing

**Chapter 6: Problem Solving and Creativity**

- Human Relations Self-Assessment Quiz 6-1, The Concentration and Focus Checklist, replaces the original from the previous edition.
- Engaging in creative problem solving when not at one's best in order to enhance creativity
- Applying Human Relations Exercise 6-2, Helping the Alliance Rubber Company Prosper
- Human Relations Class Activity, Creative Problem Solving and Potholes

**Chapter 7: Personal Communication Effectiveness**

- Section on interpersonal communication and relationship building has been deleted
- In Figure 7-3, a section on being more persuasive by speaking with a big-picture perspective instead of small details

**Chapter 8: Communication in the Workplace**

- Open workspaces and informal communication

**Chapter 9: Specialized Tactics for Getting Along with Others in the Workplace**

- Exerting emotional effort to please customers
- Providing the Wow Experience, a new component to Applying Human Relations Exercise 9-1

**Chapter 10: Managing Conflict**

- Brief information about racial harassment as a source of workplace conflict
- The destructive hero as a type of difficult person

**Chapter 11: Becoming an Effective Leader**

- Proactivity as a key leadership trait
- Engaging in face time as a behavior of effective leaders
- Leader political support as a method of attaining good relationships with subordinates

**Chapter 12: Motivating Others and Developing Teamwork**

- The two-factor theory of work motivation is now placed under the category of job design, rather than as a separate topic
- Self-managed work groups as a form of empowerment

**Chapter 13: Diversity and Cross-Cultural Competence**

- New objective data from McKinsey & Company about the organizational advantages stemming from cultural diversity
- The metacognitive (higher-order intelligence) as a new dimension of cultural intelligence

**Chapter 14: Getting Ahead in Your Career**

- Launching a job search with a positive attitude
- Importance of job search engines for job finding
- Helping others as a method of career advancement
- Being a star performer as a method of career advancement
- Appearing intelligent as a tactic of impression management

**Chapter 15: Learning Strategies, Perception, and Life Span Changes**

- MOOCs as part of e-learning
- Updated information about the teenage brain
- How knowledge sharing contributes to group learning

**Chapter 16: Developing Good Work Habits**

- Section on making good use of digital technology, including productivity tools (replaces section on making good use of office technology)

- The role of self-discipline in improving concentration on one key task at a time
- Human Relations Self-Assessment Quiz 16-1, A Checklist of Potential Distractions Stemming from Coworkers or Boss

### Chapter 17: Managing Stress and Personal Problems

- More information about the role of wellness programs in managing job stress
- Use of [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) for selecting a healthy diet, including Figure 17-7, which presents the related graphic
- New Internet Skill Builder, Stress Management Component of Wellness Programs

Welcome to the eleventh edition of *Human Relations for Career and Personal Success: Concepts, Applications, and Skills*. This new edition continues the emphasis of the tenth edition on developing effective human relations skills for the workplace, including material on teamwork and motivating and influencing others. The purpose of this text is to show how you can become more effective in your work and personal life through knowledge of and skill in human relations. A major theme of this text is that career and personal success are related. Success on the job often enhances personal success, and success in personal life can enhance job success. Dealing effectively with people is an enormous asset in both work and personal life.

This text is written to help students deal with human relations problems in the workplace and in personal life. It is designed to be appropriate for human relations courses taught in colleges, career schools, vocational–technical schools, and other postsecondary schools. Managerial, professional, and technical workers who are forging ahead in their careers will also find this text immediately useful in improving workplace and personal relationships.

The relevance of studying human relations and interpersonal skills is underscored by a survey of business leaders conducted by the New York Fed in 2015: 48 percent of the leaders indicated they had difficulty finding workers with interpersonal skills, and 42 percent had trouble finding punctual workers.\* Most likely, employers in other regions are also looking for workers at all levels with good human relations and interpersonal skills.

## Organization of the Book

The text is divided into four parts, reflecting the major issues in human relations.

Part I covers four aspects of understanding and managing yourself. Chapter 1 focuses on the meaning of human relations, self-understanding, and the interrelationship of career and personal success. Chapter 2 explains how self-esteem and self-confidence are important parts of human functioning. Chapter 3 explains how to use self-motivation and goal setting to improve your chances for success. Chapter 4 deals with the importance of emotional intelligence and attitudes and factors associated with being happy. Chapter 5 explains the contribution of values and ethics to effective human relations. Chapter 6 explains the basics of solving problems and making decisions, with an emphasis on creativity.

Part II examines the heart of human relations: dealing effectively with other people. The topics in Chapters 7 through 13 are, respectively, personal communication effectiveness; communication in the workplace; specialized techniques for getting along with others in the workplace; managing conflict; becoming an effective leader; motivating others and developing teamwork; and developing cross-cultural competence.

Part III provides information to help career-minded people capitalize on their education, experiences, talents, and ambitions. The topics of Chapters 14 through 16 are getting ahead in your career; learning strategies, perception, and life span changes; and developing good work habits.

Part IV deals with staying emotionally healthy; Chapter 17 covers managing stress and personal problems.

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\*Myles Udland, “Companies Can’t Find Workers Who Can Hold a Conversation or Show Up on Time,” *Business Insider*, <http://finance.yahoo.com>, April 17, 2015, p. 1.



## About the Author



Stefanie Donaldson

An accomplished author, Andrew J. DuBrin, PhD, brings to his work years of research experience in human relations and business psychology. He has published numerous articles, textbooks, and professional books on such subjects as impression management and proactive behavior in the workplace. Dr. DuBrin received his PhD from Michigan State University and is Professor Emeritus at the Saunders College of Business, Rochester Institute of Technology, where he has taught organizational behavior, leadership, and career management.



# Experience the DuBrin Total Learning System

*Human Relations for Career and Personal Success* is not simply a textbook. The eleventh edition contains a wealth of experiential exercises, including new cases and self-assessment quizzes that can be completed in class or as homework.

## Chapter-Opening Cases Set the Stage

Chapter-opening cases introduce students to the topic and set the stage for the chapter narrative.

## Pedagogical Features Relate Concepts to What's Happening Today, Personally and in the Workplace

- **Self-assessment quizzes** give students the opportunity to explore their own opinions, feelings, and behavior patterns as related to chapter topics. All chapters include one or more self-assessment quizzes.
- **Human Relations in Practice** boxes in all chapters illustrate real human relations business practices in today's business world.

## Expanded Assignment Material

End-of-chapter assignment material is organized into two sections:

**Concept Review and Reinforcement**, featuring exercises that focus on concept retention and developing critical thinking skills, and **Developing Your Human Relations Skills**, focusing on developing skills that can be used immediately in life and on the job.

### Concept Review and Reinforcement

#### Key Terms

**Chapter Summary and Review** provides an excellent detailed review of key chapter concepts.

**Questions for Discussion and Review** provide questions and stimulate thinking about the issues.

**Web Corner** provides informational websites and asks students to use the power of the web in researching outside resources. Three of the Internet Skill Builder exercises have been replaced by new exercises.

### Developing Your Human Relations Skills

**Skills Exercises** tie together chapter topics and allow students to apply what they have just learned.

**Role-Playing and Class Projects** allow students to practice and model human relations situations in the classroom.

**Two Human Relations Case Studies** put students into a realistic scenario so they can practice making decisions in tough situations.



# Supplements for Teaching and Learning

## Instructor Resources

At the Instructor Resource Center, [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- Instructor's Resource Manual
- Test Bank
- TestGen<sup>®</sup> Computerized Test Bank
- PowerPoint Presentation



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Andrew J. DuBrin  
Rochester, New York

# **Human Relations for Career and Personal Success**

CHAPTER

# 1

## Human Relations and You



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## Outline

- 1 How Studying Human Relations Can Help You 5**
- 2 How Work and Personal Life Influence Each Other 7**
- 3 Human Relations Begins with Self-Understanding 11**
  - General Information about Human Behavior 12
  - Informal Feedback from People 12
  - Feedback from Superiors 13
  - Feedback from Coworkers 13
  - Feedback from Self-Assessment Quizzes 14
  - Looking at the Self through the Johari Window 14
  - Two Self-Evaluation Traps 16
- 4 How the Human Relations Movement Developed 17**
  - Scientific Management 17
  - The Hawthorne Studies 18
  - The Threat of Unionization 19
  - The Philosophy of Industrial Humanism 19
  - Theory X and Theory Y of Douglas McGregor 19
  - The Internet and Social Media Era 20
  - Relevance of the History of Human Relations to Today's Workplace 21
- 5 Major Factors Influencing Job Performance and Behavior 21**

**B**everly is the manager of building inspection in a metropolitan area with a population of approximately two million people. She has a staff of seven building inspectors and five support workers. Because the city has a strict building code in terms of safety, her staff is quite active. In addition to inspecting new buildings, the staff professionals also make periodic inspections of existing buildings. Beverly has a reputation of managing a department with exceptional productivity and high morale. Nevertheless, her unit was included in a 360-degree-feedback program in which every manager participates.

The feedback survey includes everybody who reports to the manager, along with a few people who use the output of the department. Survey participants rate the manager on ten different dimensions and are also requested to insert a few written comments. The 360-degree survey is done online, and anonymously. Beverly's manager, Beverly, and the survey administrator get to examine the feedback. The survey is designed to provide useful suggestions for improvement, but in Beverly's case there was not much room for improvement. She scored in the top 10 percent on all ten dimensions, and three of the written comments were as follows:

*Beverly has got it as a manager. She is a great role model, and she helps us believe in the importance of inspecting buildings. But what I like best about Beverly is that she cares so much about my welfare. She always compliments me when I do something right, and gives me a gentle nudge when I do something wrong. She takes such great interest in my studying to obtain advanced certification in building inspection.*

*I've been a building inspector for fifteen years, and Beverly is no doubt the best supervisor I have ever had. Bev can be a little too motherly at times, like telling me to dress extra warm on one horribly cold day when I had to inspect a dilapidated factory. But it's great having a manager who really worries about me as a person.*

*Thanks for giving me the chance to write something about Beverly. I admire her talent and skills, but most of all I admire the way she cares about the entire staff. If you want me to criticize Beverly, okay. She should sometimes think more about her own good and not worry so much about us. If the building were burning down, she wouldn't leave until everyone else had escaped.*

The comments made about this public-sector executive focus on the importance of effective human relations. Treating people with kindness helps Beverly deal effectively with her employees. This text presents a wide variety of suggestions and guidelines for improving your personal relationships both on and off the job. Most of them are based on systematic knowledge about human behavior.

We begin our study of human relations by inviting you to take Human Relations Self-Assessment Quiz 1-1, which will give you an opportunity to think through your attitudes about this field of study and practice.

## Learning Objectives ▶

**After studying the information and doing the exercises in this chapter, you should be able to:**

- 1.1** Understand how studying human relations will help you.
- 1.2** Pinpoint how work and personal life influence each other.
- 1.3** Understand how effective human relations begins with self-understanding.
- 1.4** Understand the timeline and development of the human relations movement.
- 1.5** Understand the major factors influencing job performance and behavior.



# Human Relations Self-Assessment Quiz

1-1

## My Attitudes toward Studying Human Relations

Indicate whether you think the following statements are mostly true or mostly false.

### No. Statement about Human Relations

No.	Statement about Human Relations	Mostly True	Mostly False
1.	High-paying jobs are based on technical skills, so studying human relations will hold you back financially.	_____	_____
2.	Leadership positions usually require both human relations and intellectual skills.	_____	_____
3.	Having good people skills is mostly common sense.	_____	_____
4.	The best-known business schools now emphasize human relations skills in addition to analytical skills.	_____	_____
5.	Because everybody in business has a smartphone these days, you never really have to worry about dealing with people face to face.	_____	_____
6.	A lot of self-made millionaires are rude and mean, so studying human relations won't get you very far.	_____	_____
7.	Should I encounter any difficulties in dealing with someone on the job, I will simply find the right app on my smartphone and solve the problem.	_____	_____
8.	With the right emoticons, such as a smiley face, I will be able to solve almost all my problems involving people. 😊	_____	_____
9.	Taking a course in human relations is mostly a waste of time if it is not in your major.	_____	_____
10.	Good human relations skills help you hold onto a job, even in highly technical fields.	_____	_____

### Scoring and Interpretation:

The more questions you answered “incorrectly” as suggested by the scoring key, the more you are likely to benefit from studying human relations. The fewer questions you answered “correctly,” the more you need to study human relations.

- Mostly False.** It is definitely true that technical specialties pay much better to start than nontechnical specialties. Yet in the long run, those people who combine their technical skills with human relations skills generally get more promotions and earn more money than those people who rely exclusively on technical skills. (An exception here is that a great inventor can often get by almost exclusively on technical skill.)
- Mostly True.** Few people are promoted to leadership positions who do not combine interpersonal (or human relations) skills with intellectual skills. The highest level leaders in most fields are able to inspire other people and solve difficult business-related problems.
- Mostly False.** It would seem that having good human relations skills is common sense, but sadly this is not true. Relatively few people have good human relations skills. Also common sense is not so common, as indicated by all the problems people experience, including drunk driving, spending more than they earn, and not reading directions for the safe use of equipment.
- Mostly True.** During the past twenty years, the best-known business schools, such as those at Harvard, MIT, and the University of Pennsylvania, have recognized that they went too far in emphasizing analytical, technical, and financial skills. So now these schools place a heavier emphasis on soft skills such as leadership, motivation, and ethics.
- Mostly False.** Successful people in all types of organizations still take time to meet face to face with employees and customers and communicate with them. Even technology companies like Dell and IBM still maintain a large sales force that calls on customers.
- Mostly False.** It may be true that many self-made millionaires are rude and mean, but they are the exception. Mark Zuckerberg founded Facebook in his early twenties and is now one of world's best-known CEOs. He continues to refine his human relations skills by meeting regularly with his team to discuss ways in which he can improve his effectiveness with people.
- Mostly False.** Dealing with complex human relations problems takes more than a quick access to an app on your smartphone. Even if the app would point you in the right direction, such as an app for dealing with difficult people, you still need to have studied and practiced your skill before an immediate need arises, much like having practiced a maneuver in a sport before it is needed in a big game.

8. **Mostly False.** Emoticons may be cool and a form of nonverbal communication, but they cannot solve many human relations problems. Much more knowledge than sending an emoticon is needed to deal effectively with people when the issue is complex.
9. **Mostly False.** A course in human relations is rarely part of a student's major, but it is designed to supplement a major. The results from a course in human relations are never guaranteed, but anybody in any field can benefit from knowledge that might help him or her interact more effectively with others in the workplace.
10. **Mostly True.** During the past twenty-five years, large numbers of jobs have been outsourced to other companies, often located in other countries. To the extent that your job involves established relationships with people, the less likely it is to be outsourced. For example, a sales rep with good contacts in the industry is less likely to have his or her job outsourced to a firm that does sales and marketing for other companies.

**Source:** "My Attitudes Toward Studying Human Relations" by Andrew J. DuBrin.

## How Studying Human Relations Can Help You

### ◀ Learning Objective 1.1 ▶

In the context used here, **human relations** is the art of using systematic knowledge about human behavior to improve personal, job, and career effectiveness. The field studies individuals and groups in organizations. Human relations is far more than "being nice to people," because it applies systematic knowledge to treating people in such a way that they feel better and are more productive—such as providing a more relaxed work atmosphere to enhance worker creativity.

From the standpoint of management, human relations is quite important because it contributes to **organizational effectiveness**, that is, the extent to which an organization is productive and satisfies the demands of interested parties, such as employees, customers, and investors. Steve Kent, an equities analyst (not a human relations specialist), made extensive observations about the importance of treating employees well (using principles of human relations). He found that treating employees with respect and paying them fairly contribute to developing an efficient and creative organization. Business firms that go the extra mile to treat employees well often derive tangible benefits, such as a high quality of customer service.<sup>1</sup>

Human relations knowledge and skills are also potentially beneficial for the individual as well as the organization. The following case history illustrates how a career-minded person made effective use of human relations principles to resolve a difficult situation that seemed to be blocking her career. You might be able to use the same approach if you face a similar problem.

Ashley worked as a business analyst at a large hospital. Her responsibilities included searching for ways to improve work processes at the hospital, such as developing better forms for collecting information about patients and reducing the time outpatients spent in the waiting room. Ashley enjoyed her work and believed that she was gaining valuable experience toward her goal of becoming a hospital administrator.

Another contributor to Ashley's job satisfaction was her relationship with Paul, her boss. Ashley perceived her work relationship with him to be ideal. Paul kept feeding Ashley interesting assignments, gave her useful suggestions from time to time, and frequently praised her work. On her most recent performance evaluation, Ashley was described as "an ideal hospital business analyst with great potential."

Ashley's smooth working relationship with her manager quickly changed one January. Paul informed the group that the hospital had offered him a promotion to a much bigger role at the hospital and that although he enjoyed his present position, he felt obliged to accept the promotion. In Paul's place, the hospital appointed Jody, an experienced supervisor in another department within the hospital.

#### Human relations

the art of using systematic knowledge about human behavior to improve personal, job, and career effectiveness

#### Organizational effectiveness

the extent to which an organization is productive and satisfies the demands of interested parties, such as employees, customers, and investors

Within the first three weeks, Jody began criticizing Ashley's work. Jody told Ashley that her approach to improving business processes was not up to date, and that it lacked the kind of depth the hospital needed. Ashley then worked diligently on her next project to make the kind of improvements Jody suggested. Jody then found something else to criticize, this time telling Ashley that her PowerPoint presentations supporting her report were too complex, making them difficult for hospital administrators to follow.

Soon Jody found ways to criticize Ashley personally, in addition to the work she was performing. She suggested that Ashley should be careful to never wear heels higher than one and one-half inches to the office and that the tattoo on her neck was unprofessional. Jody also suggested to Ashley twice that she should make sure to use the Internet only for job-related purposes during working hours.

After five months of regular criticism from her boss, Ashley decided to talk over the strained relationship with David, a close friend. Ashley explained to David that the negative chemistry between her and her boss was giving her chest pains and interrupted sleep. Ashley also emphasized that she was worried about receiving such a poor evaluation that it would damage her career.

David advised Ashley to "do what she had to do," by confronting her boss about the unjustified criticisms. If that didn't work, Ashley should communicate directly with Jody's manager to get the problem resolved. David explained that "in the modern organization, you are expected to bring problems right out on the table."

Ashley thanked David for his advice and then did some careful reflection. On the surface, David's advice made sense, but with her career potentially at stake, Ashley did not want to operate on common sense alone. She remembered studying about attitude change somewhere in human relations or social psychology. A point that stuck in her mind was that favorable interactions lead to attitude change.

Ashley developed a game plan to look for ways to have positive interactions with Jody whenever possible. One day she thanked Jody for the suggestions she made about preparing less complicated PowerPoint slides. She also incorporated ideas from a recent article about business process reengineering into her next suggestion for improving the workflow in the hospital laundry. Another day Ashley complimented Jody about a business suit she was wearing. At a luncheon meeting with Jody and several other department members, Ashley wore a blouse that covered the tattoo on her neck.

Ashley's game plan of applying a little-known principle of human relations to improving her relationship with her boss soon started to pay off. Jody actually complimented Ashley's report and stated that she was a strong contributor to the hospital. The most concrete evidence of an improved relationship was that Jody rated Ashley as "exceeding expectations" the first time she formally evaluated her performance.

As the case history just presented indicates, another way of understanding the importance of human relations is to examine its personal benefits. A person who carefully studies human relations and incorporates its suggestions into his or her work and personal life should derive the five benefits discussed next. Knowledge itself, however, is no guarantee of success. Because people differ greatly in learning ability, personality, and life circumstances, some will get more out of studying human relations than will others. You may, for example, be getting along well with coworkers or customers, so studying this topic might seem unnecessary from your viewpoint. Or you may be so shy at this stage of your life that you are unable to capitalize on some of the suggestions for being assertive with people. You might have to work doubly hard to benefit from studying that topic. The major benefits from studying human relations are the following:

- 1. Acquiring valid information about human behavior.** To feel comfortable with people and to make a favorable impression both on and off the job, you need to understand how people think and act. Studying human relations will provide you with some basic knowledge about interpersonal relationships, such as the meaning of self-esteem, why goals work, and win-win conflict resolution. You will even learn such things as effective methods of dealing with difficult people.

- 2. Developing skills in dealing with people.** People who aspire to high-level positions or enriched social lives need to be able to communicate with others, work well on a team,

manage stress, and behave confidently. Relating well to diverse cultural groups is also an asset. Studying information about such topics, coupled with practicing what you learn, should help you develop such interpersonal skills.

**3. Coping with job problems.** Almost everyone who holds a job inevitably runs into human relations problems. Reading about these problems and suggestions for coping with them could save you considerable inner turmoil. Among the job survival skills that you will learn about in the study of human relations are how to deal with difficult people and how to overcome what seems to be an overwhelming workload.

**4. Coping with personal problems.** We all have problems. An important difference between the effective and the ineffective person is that the effective person knows how to manage them. Among the problems studying human relations will help you cope with are self-defeating behavior, dealing with a difficult coworker, overcoming low self-confidence, and working your way out of heavy job stress.

**5. Capitalizing on opportunities.** Many readers of this text will some day spend part of their working time taking advantage of opportunities rather than solving daily problems. Every career-minded person needs a few breakthrough experiences to make life more rewarding. Toward this end, studying human relations gives you ideas for developing your career, becoming a leader, and becoming more creative.

**6. Demonstrating potential for advancement.** As implied in the point just made, workers with skill and knowledge about human relations are more likely to be perceived as having advancement potential than workers who lack such skill and knowledge. Supervisors, managers, and other categories of leaders are typically selected from among those individual workers who have good human relations skills in addition to their technical skills and other types of job knowledge.

The Human Relations in Practice box on page 8 illustrates how human relations skill and understanding can be important in organized activity involving people. You are invited to take the Human Relations Self-Assessment Quiz 1-2 on page 9 to think through your current level of human relations effectiveness.

## How Work and Personal Life Influence Each Other

◀ Learning Objective 1.2 ▶

Most people reading this text will be doing so to improve their job effectiveness and careers. Therefore, the text centers on relationships with people in a job setting. Keep in mind that human relationships in work and personal life have much in common. Several studies have supported the close relationship between job satisfaction and life satisfaction. One such study conducted by Timothy A. Judge, psychology professor at Notre Dame University, and Remus Ilies, psychology professor at Michigan State University, involved seventy-four university employees with administrative support positions, such as secretaries or office managers. The researchers collected reports of mood and job satisfaction at work, mood away from work, and job satisfaction. Data were collected using questionnaires posted on a website.

The major findings of the study were that mood influences job satisfaction, with a positive mood increasing satisfaction. The effect decreases rapidly because moods pass quickly. The researchers also found that employees' satisfaction with their jobs, measured at work, influences the mood at home. Workers who are more emotional by nature are more likely to experience these connections, such as joy or anger on the job spilling over into home life. A related finding was that a mood developed on the job spilled over to the home later in the day.<sup>2</sup> In short, this study confirmed the old cartoons about a worker who is chewed out by the boss coming home and swearing at his or her dog or kicking the furniture!

## Human Relations in Practice

### Kansas State Football Coach Bill Snyder Emphasizes the Human Touch

Bill Snyder is a successful major college football coach. Before the start of the 2015 season, he had won 187 games over twenty-three seasons as the head coach at Kansas State. His teams have won 66 percent of their games during Snyder's tenure. At age seventy-five, Snyder was inducted into the College Football Hall of Fame. He began his coaching at Kansas State by taking over one of the worst football teams in the country and has turned it into a team that regularly appears in bowl games (a postseason event open to about sixty-six teams from across the country).

Many factors have contributed to the success of Snyder's football teams, but two stand out: his unconditional support for his players and how he truly cares about them. Snyder is recognized for his ability to build a relationship of mutual trust and respect with team members. Snyder regularly works long hours and invests time in the lives of his players.

A symbol of Snyder's caring for members of his own team, and also members of competing teams, has been the letters he writes them, using a purple felt-tip pen and sending by postal mail. Each letter is individualized and sent to a player who had a great game or was injured. The letters arrive within a few days after the game, offering encouragement and expressing Snyder's admiration—whether or not the team has won. He sends these letters to players he believes have the right approach, as well as the right attitude about their lives and college football.

One of Snyder's touching letters received a lot of publicity because its recipient attached a photo of the letter to a tweet. The recipient was Clint Trickett, the quarterback of the West Virginia team who had to leave the game against Kansas State when he received a concussion. Part of Snyder's letter said, "I hope the symptoms are gone by now. That you will be back soon. Always appreciate you as a young man of great values, as well as being an excellent quarterback."

Part of Trickett's tweet said, "Coach Snyder is the epitome of college football coaches!"

#### Questions:

1. Who cares what a football coach does? This isn't a course in sports management. What relevance would his approach have to business and related fields?
2. In what way does Coach Snyder demonstrate good human relations skills?
3. In what way might writing notes by hand be considered a human touch?

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Sources: The original story presented above was created based on facts presented in the following: Ian A. Boyd, "Demystifying Kansas State: When, Why, and How Are the Wildcats Good?" *Football Study Hall* ([www.footballstudyhall.com](http://www.footballstudyhall.com)), August 5, 2014, pp. 1–6; Pete Grathoff, "West Virginia Quarterback Touched by Letter He Received from K-State's Bill Snyder," *Kansas City Star* ([www.kansascity.com](http://www.kansascity.com)), December 4, 2014, pp. 1–6; Chip Rouse, "K-State's Bill Snyder Adds Personal Touch to His Coaching," (<http://talking12.com>), January 8, 2015, pp. 1–3; David Skretta, "Snyder Puts Pen to Paper," Associated Press, December 26, 2014.

# Human Relations Self-Assessment Quiz

1-2

## Human Relations Skills

For each of the following statements about human relations skills, indicate how strong you think you are right now. Attempt to be as objective as possible, even though most of us tend to exaggerate our skills in dealing with people. To help obtain a more objective evaluation of your capabilities, ask someone who knows you well (family member, friend, or work associate) to also rate you on these factors. Use the following scale: (1) very weak, (2) weak, (3) average, (4) strong, (5) very strong.

### Person

	Self-Rating	Rating by Other
1. Listen carefully when in conversation with another person.	_____	_____
2. Smile frequently.	_____	_____
3. Am tactful when criticizing others.	_____	_____
4. Am comfortable in dealing with people from a different generation than myself.	_____	_____
5. Am comfortable in dealing with a person from a different ethnic group than myself.	_____	_____
6. Am comfortable in dealing with a person from a different race than myself.	_____	_____
7. Let my feelings be known when I disagree with another person.	_____	_____
8. Let my feelings be known when I am joyful about something.	_____	_____
9. Have a neat, well-groomed appearance.	_____	_____
10. Congratulate the winner when I lose an athletic or any other type of contest.	_____	_____
11. Concentrate on another person when in conversation instead of accepting a call on my cell phone, making use of call waiting, or responding to e-mail.	_____	_____
12. Compliment others when a compliment is merited.	_____	_____
13. Have a good sense of humor.	_____	_____
14. Am patient with people who do not understand what I am saying.	_____	_____
15. Cooperate with others in a team effort.	_____	_____
16. Have a controllable temper.	_____	_____
17. Am respected for being honest and dependable.	_____	_____
18. Hug people when the situation is appropriate.	_____	_____
19. Am trusted by other people.	_____	_____
20. Motivate others to do something they hadn't thought of doing.	_____	_____
21. Am willing to talk to another person to resolve a problem rather than relying exclusively on text messaging.	_____	_____
	<b>Total Score</b>	_____
	<b>Combined Score (self plus other)</b>	_____

### Scoring and Interpretation:

- Self-ratings:** If your self-rating is 85 or more, and your scoring is accurate, you have exceptional human relations skills. Scores between 60 and 84 suggest moderate, or average, human relations skills. Scores of 59 and below suggest below-average human relations skills in the areas covered in this quiz.
- Rating by other person:** Because people tend to judge us a little more critically than we judge ourselves in human relations skills, use the following scale: 80 or more suggests exceptional human relations skills; 55 to 79 suggests moderate, or average, human relations skills; 54 and below suggests below-average human relations skills.
- Combined ratings:** 165 or more suggests exceptional human relations skills; 115 to 163 suggests moderate, or average, human relations skills; 114 or below suggests below-average human relations skills.

**Action plan:** Whether you scored high, low, or medium on this quiz, there is always room for improvement, just as athletes, actors, and musicians are always looking to improve their art. Scores in the bottom category suggest a more urgent need for improvement in human relations skill.

**Source:** "Human Relations Skills" by Andrew J. DuBrin.