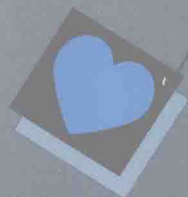
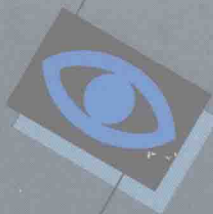
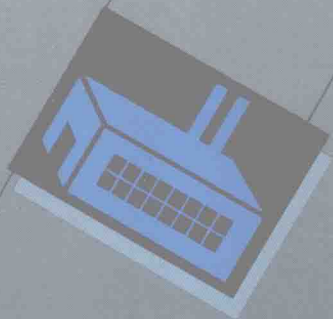
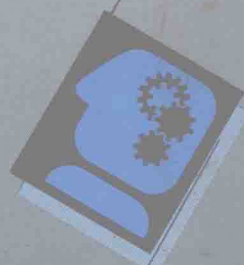
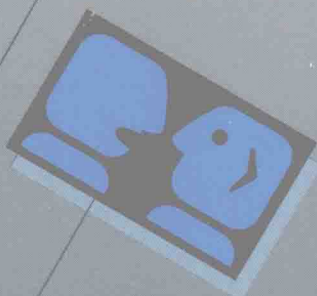


PERSONAL PSYCHOLOGY FOR LIFE AND WORK

THIRD EDITION



BALTUS

Personal Psychology for Life and Work

THIRD EDITION

Rita K. Baltus, Ph.D.

Northcentral Technical College
Wausau, Wisconsin

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PREFACE

Success in today's rapidly changing, technological world requires more than work-related skills. While such skills are of great importance, also important are the personal skills required for an understanding of self and of others—the skills essential to becoming a responsible, self-actualized person. Individuals who have realistic goals, who are well, and who are able to recognize and cope with life's challenges are more likely to live meaningfully, and with less frustration.

Personal Psychology for Life and Work, Third Edition, provides students with many opportunities to prepare themselves for life and work in today's complex world. The practical, applied approach of this text-workbook appeals to students in vocational and technical programs. It appeals to the interests and needs of today's young adults, but it is also adaptable to persons of varied ages and backgrounds. It is readable, practical, and meaningful to students. It contains illustrations and cartoons that contribute to understanding and interest. Students do not say, "What does this have to do with *me*?" They can readily understand the content and relate it to their lives and goals.

This edition has been extensively updated throughout and expanded with new features for both students and instructors.

Each unit begins with a listing of Learning Objectives, followed by the text reading. At the end of the text reading, in addition to footnotes, students will find a list of Suggested Readings. Learning Activities, which are correlated to the Learning Objectives, are then provided in a perforated workbook section at the end of the book. And finally, each workbook unit includes optional Enrichment Activities designed to extend coverage of the unit's content. A glossary with more difficult terms relevant to each unit is also provided, as is an index.

The *Instructor's Manual and Key* contains comprehensive teaching suggestions, answers to the activities, selected resources, a transparency master for each unit, and a complete set of tests that may be duplicated by the instructor.

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1 OUR CHANGING WORLD

LEARNING OBJECTIVES

1. Given reasons for interest in or concern about the future, complete statements expressing your particular interest in or concern about the future.
2. Given an example of high-tech/high-touch and a definition of high-touch, give another example of a high-tech/high-touch combination.
3. Given an example of how people have accidentally created a second problem in attempting to solve an original problem, describe another such instance.
4. Given a statement from the text pertaining to changing roles of men and women, give an example of how roles have changed in family living and your evaluation of the effect.
5. Given reference to a daily newspaper, select an article or column pertaining to a human behavioral problem and explain why, in your opinion, society has such problems.
6. Given a statement referring to increasing numbers of people working in their homes, list what you believe to be both advantages and disadvantages of this practice.
7. Given examples of two changes that are expected in the future, suggest the possible effects of either one in regard to satisfaction from work, use of leisure time, and human relationships.
8. After considering challenges discussed in the unit reading, indicate how you might personally participate in meeting one of the challenges.

*“The more we know **why** we work, what we are working for, what are the consequences of our labor, the more we will be in a position to control our destinies.”*

Walter S. Neff

*You are one of over five billion people in the world.
You are a unique individual in a changing world.
You, an individual, can affect tomorrow's world.*

The world in which you live is different from what it was in your grandparents' youth, in your parents' youth, and even from the world in which you were a child. It is even different in some ways from what it was a year ago—or perhaps yesterday.

The rate of change has increased so much that today's young people are involved in more radical discoveries and changes than have ever before occurred in one generation. It is an exciting time to be young, but change also requires the ability to make choices and adapt.

In 1970 Alvin Toffler, a futurist, wrote a book entitled *Future Shock*. His basic definition of **future shock** was “too much change in too short a time.” He urged us to be aware of the accelerative or “snowballing” effect of change, the social and psychological effects of change, the effects on our values, and the side effects of solutions to problems.¹ We can see effects of these concerns in our world today. To some extent they are effects that accompany change regardless of our awareness or concern. Individually and together, however, we must realize that we can have a positive effect on change in our world.

WHAT WE CAN DO

What will your future world be like? One of the reasons for an interest in the answer to this question may be simple curiosity. We are usually curious about where we are going and what is going to happen when we get there. There are additional reasons why we should be interested in the future. If we have some idea what to expect, we can better prepare ourselves. This is particularly important as it pertains to preparing for work, updating job skills, and retraining for new jobs. It can be to our benefit also to be aware of what will be available in health care, housing, educational opportunities, and other important aspects of our lives.

A further reason for “future awareness” is to use our best efforts to control or influence what is happening to us and our environment. Although we may feel somewhat ineffective as individuals in many situations, we can make a difference. When we join forces with others who have similar concerns, we can have a greater impact. We can influence the effects of what is happening in our schools, neighborhoods, community; in our state or nation; and thus even in the world. Our right to vote is one way we can do this, but there are also numerous other ways.

In other instances we may foresee a change that we, individually or as a society, may want to *prevent* from happening. There are orderly, constructive ways to do this, especially if we are sure of what we want and know what our options are. It is easier to identify and oppose undesired changes in the planning stage than to try to counteract them after they are realities.

A still further reason for interest in the future is to promote desired change or make things happen. We can bring about some changes that would not occur without our efforts. If we want to live in a safer world with more advantages and opportunities, we cannot simply rely on luck, the natural course of events, or the efforts of others.

Since everyone in a society does not have the same needs or values, others do not always want what you want. In fact, some may want the opposite. This complicates the process of change and reaction to it. All persons cannot have what they want, but in a democracy voices are heard and everyone has responsibilities. Change affects everyone and everyone can effect change.

HIGH-TECH/ HIGH-TOUCH

In *Megatrends*, John Naisbitt identified major trends in today's world. One of these he identified as moving from *forced technology* to *high-tech/high-touch*. He explains, "High-tech/high-touch is a formula I use to describe the way we have responded to technology. What happens is that whenever new technology is introduced into society, there must be a counterbalancing human response—that is, high touch—or the technology is rejected. The more high tech, the more high touch."²

Naisbitt explains *high touch* further in saying, "But something else was growing alongside the technological invasion. Our response to the high tech all around us was the evolution of a highly personal value system to compensate for the impersonal nature of technology. The result was the new self-help or personal growth movement, which eventually became the human potential movement."³

An example of high tech/high touch that Naisbitt gives is that the high technology of transplants and brain scanners has led to a new interest in the family doctor and neighborhood clinic. Another example is that word processors have led to a revival of handwritten notes.

In a later book entitled *Reinventing the Corporation* Naisbitt and Patricia Aburdene, the authors, say, "The basic assumption of a reinvented company is that people—human capital—are its most important resource."⁴ There are also greater respect for and appreciation of the individual.

This idea is expressed by other futurists and managers in business today. A further positive comment on the subject of high tech from *Vital Speeches* is "High tech has the potential, if properly used, of giving us a more full, more useful, longer, dynamic, and exciting life, and to free many of us from dull and repetitious jobs. It will permit us to spend more time in cultural and learning activities, recreation, and helping others in the community."⁵



"Have you noticed that company picnics just aren't as much fun as they used to be?"

Human beings must decide on the technologies they want, learn to use them to their advantage, and still retain their humanness in the world of work as well as in their personal lives.

One of the major problems with the human response to technology is that technology keeps advancing year after year, generation after generation. Yet each new generation must learn to understand and cope with technology anew. This idea is suggested by Robert C. Maynard in "Technology Hasn't Changed Facts of Life":

Our possibilities for mobility and information have been vastly expanded, but the capacity of people to deal with the implications of such an expansive universe is still trying to catch up.⁶

THE WORLD OF TELECOMMUNICATIONS

Telecommunications is an area of high technology that affects us all and will continue to open lines of communication. Human beings can now talk to one another from practically anywhere in the world and even from space. Computers talk to us and even to other computers.

Telecommunication, or the transfer of messages by electrical or electronic means, has an impressive role in the changing world in which we live. Consider this message heard by David on his arrival at work: "Good morning, David. You have a safety committee meeting this morning at 10:00. Bring this month's accident reports. Thank you. Take care."

David was listening to a "disembodied voice" known as a **speech synthesizer**. Such talking computers, and other communications technology, are products of the technology and information age in which you, David, and the rest of us live and work. Not long ago futurists

were referring to the “coming of the technological age.” We are now living in that age—also referred to as the *communications revolution*, *computer era*, and *information age* and by other variations of these terms.

Other ages have preceded the technology and information age. Alvin Toffler in a later book, *The Third Wave*, refers to the agricultural age as the *first wave*, to the industrial age as the *second wave*, and to our current technological age as the *third wave*.⁷

Modern telecommunications systems were preceded by the invention of the telegraph in 1844 and the telephone in 1896. A major development in telecommunications was *Telstar*, a satellite that first linked Europe and North America via television in 1962. Other technological developments of this age are citizens band (CB) radios, cordless telephones, voice synthesizers, and microcomputers. As a result of these technological developments in communication, the United Nations General Assembly designated 1983 as World Communications Year.

By the twenty-first century, computers within the home are expected to be as common as television sets are today. These computers will be used to conduct business and to achieve numerous other purposes. According to another futurist, “Well before the end of this century, a global revolution will occur in the way people get access to information and communicate with one another. By the 1990s a new network—‘Skynet 2000’ could be in place to provide inexpensive, portable radio links to and from space.”⁸ There has been continuing progress with communications satellites, including the use of laser beams in place of radio waves. By the year 2000 it is expected that communications satellites could make it possible to contact another person anywhere by three-dimensional **holography**, whereby the image of the person is produced by means of laser light.



As we fast approach the twenty-first century, what evidence do we have that telecommunications predictions are coming true?

Change can cause uneasiness and even resistance. This has been true to some extent with communications developments. We may hesitate to use or respond to a talking machine because of inexperience or “technological shyness.” There are still those who hang up on a telephone recorder for this reason. Many people also feel somewhat unnatural the first time they use a microphone or record their own voices with a tape recorder. We must recognize, however, that telecommunications is part of our world and will continue to advance. Knowledge and experience will also make us more comfortable with their functions and more competent in their use.

The program in which you are now enrolled, whether for job entry, career updating, or personal improvement, is affected by advances in telecommunications. We must be telecommunications literate to be a part of this nation’s work force today. We must also, however, retain,

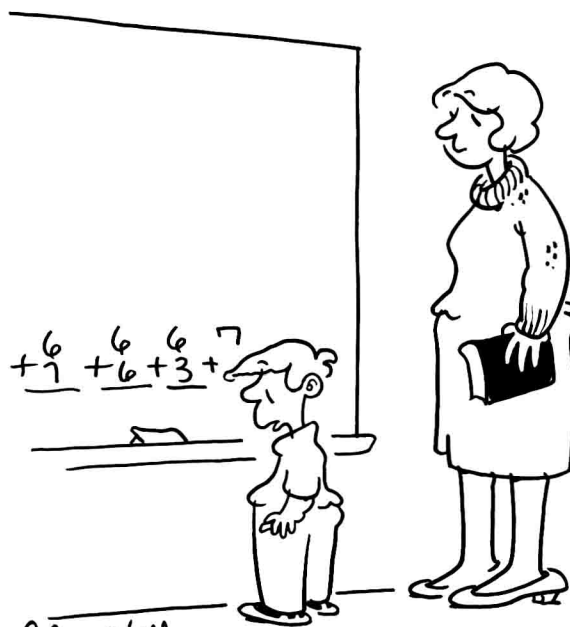
or improve, our ability to communicate on a person-to-person basis. Technology may replace some functions formerly performed by humans, but it will never replace human beings.

THE ROLE OF EDUCATION

An article in *The Futurist* states:

A major responsibility of schools in the future will be to prepare students to enter a rapidly changing job market. If the United States is to continue to compete in the worldwide marketplace, American workers will need to be more highly trained than at present. This means a greater emphasis on high-tech vocational education will be needed—an issue most educational reformers have ignored.

To a large extent schools and training programs must help enrollees not only prepare for the immediate future but also to look ahead to changes in the world of work. We do not always know what the changes will be—but we do know changes will occur. It is generally recognized today that since change is rapid and continuous, learning must also be continuous, or lifelong. Schools will be responsible for preparing students who are adaptable and able to respond quickly to the changing requirements of new technologies. In the near future, workers' jobs will change dramatically every 5 to 10 years. Schools will train both youth and adults; adult workers will need re-education and retraining whenever business and industry update their operations. In the future, workers will be displaced frequently and will be moving constantly from one occupation to another. They will need periodic retraining because each new job will be different from the previous one.⁹



Campbell.
"Where's the keyboard?"

Learning occurs in many places other than school classrooms and takes many forms. Businesses and institutions conduct many of their own training sessions or hire educators and training specialists to administer them. Such learning includes courses on communications and human relations in addition to technical skills. One of the most valuable skills a person can have today is knowing how to learn.

THE QUALITY OF LIFE

Quantity or the number of years one lives does not guarantee quality, or the degree to which one's life is satisfying and meaningful. Life expectancy is increasing, however, and most people consider a longer life desirable. A person born in 1800 could expect to live only thirty-five years. Life expectancy is now more than double that figure. Control of disease and the aging process, organ transplants, synthetic organs, new surgical techniques, and improved environmental conditions contribute to longer life.

Concern for the quality of life is a characteristic of today's world. Everyone wants to be comfortable and to be happy and wants life to be satisfying and meaningful. The characteristics of quality living are largely a matter of personal values, of course. A better life is not guaranteed by more conveniences, more material possessions, or more free time. To a great extent it is the responsibility of the individual to make life meaningful and satisfying, but the society in which we live can make it easier. Many severely disabled individuals would tell you that the quality of their lives is high. We will have a better world if we can agree to some extent on the kind of world we want and are willing to work together to attain it. This need not interfere with individual rights and values.

FAMILIES AND CHANGING ROLES

Recent years have brought a number of changes in family living. Today there are more mothers working outside the home and more parents who share the responsibilities of raising a family. But there are also more divorces, and families spend less time together as a unit. Many children live with one parent. Many others are latchkey children, with no one home when they return from school each day.

Some say the family is disintegrating, and others say family relationships are better than ever. Roles of men and women are not as separate as they were in generations past, and many would say it is to everyone's benefit. One of the strengthening effects of family life today is increased sharing by parents in caring for children. Unit 13, "Life-Styles," will consider in more detail many of the changes affecting today's family.

TRAVEL AND TRANS- PORTATION

Exciting predictions pertaining to transportation and travel have been made. According to a *U.S. News & World Report* special report entitled "What the Next 50 Years Will Bring," cars will be electronic, and "voice commands will turn the car on and off, select a radio channel and activate the interior ventilation system."¹⁰ It is also

expected that fuel mileage will at least double early in the twenty-first century. Designers predict that many vehicles will run on hydrogen and be able to travel on water as well as land.

“A collision-avoidance system on cars, using sensors and a high-speed microprocessor, will automatically steer vehicles away from trouble spots. In many cars, and on most freight-hauling trucks, electronics will control fuel use as well as monitor and record vehicle condition to warn drivers and mechanics of possible problems.”

There will be similar advances in buses, trains, and air travel, and “for trips of a few miles or less, there will be people movers—sidewalk belts that will glide along elevated guideways at speeds of 10 to 15 mph. Likely users will be between airport terminals or commuter-train stations and office buildings.”¹¹



POINT TO PONDER

Can you think of any reasons why some predicted changes in transportation may not come about?

THE WORLD OF WORK

One interested in the changing world of work can find helpful information in the current issue of the *Occupational Outlook Handbook* in a section entitled “Tomorrow’s Jobs.” An early 1980s issue stated:

One statement can be made about the future with absolute certainty: It will be different from today. Constant change is one of the most significant aspects of the United States job market. Changes in the population, the introduction of new technology or business practices, and changes in the needs and tastes of the public continually alter the economy and affect employment in all occupations . . .

As an individual planning for a career, you must come to terms with changes that occur in the job market. Your interests and abilities will determine the occupations that attract you, but future economic and social conditions will determine the job opportunities you face. Fortunately, most factors that alter the demand for workers in occupations—shifts in population or the labor force, the introduction of technology and the development of new organization and management techniques—generally occur over several years. By examining what has happened in the recent past, it is possible to project future requirements for workers in industries and occupations. Although no one can forecast the future with certainty, these employment projections will help you learn about future opportunities in occupations that interest you.¹²

The number of people employed is growing faster in some types of work than in others. For example, the number of employees in goods-producing industries has been declining in the recent years, whereas the number working in services has been increasing steadily. Services related to electronics, health care, food, computers, and business will continue to create most new jobs. The demand for clerical workers will remain great, but they will be expected to be competent with word processors and other business machines. Technicians in every area of business and industry will also have favorable job opportunities.

Despite educational and occupational opportunities, young people can be under numerous pressures. As one young man said to his father, "It's not easy to cope with all the advantages you had to get along without." Opportunities are accompanied by the responsibility for making decisions and fulfilling requirements, and one must be willing to change and continue to learn. These are also characteristics of a stimulating, challenging life. Work today need not be boring. It is likely you will not be doing the same thing all of your working life. In fact, you may change jobs six or seven times in your lifetime. This doesn't mean that you "can't keep a job" or that you "won't stay put." It is representative of the changing world of work.

Unless both companies and individuals can foresee changes in the world of work, they will experience unfavorable consequences. These changes are brought about by the economy, competition and trade, wages, profit margins, new technology, and variations in the demand for products and services as well as other factors.

In a 1987 *Trend Letter* Naisbitt states, "Before the decade ends, professional, managerial and technical workers in the U.S. will outnumber blue-collar workers—the most significant shift since manual workers succeeded farmers as the most numerous group early in this century."¹³

Changes in *where* and *when* people work will become greater in years ahead. More people are working in their own homes. Some of these are self-employed, but growing numbers contract their work for businesses.

There are a number of advantages to working in one's home. These include avoiding travel time, traffic jams, and parking expenses and problems; being able to care for one's children and work at the same time; having flexible hours to attend outside activities of interest; and having less expense for lunches and clothing. Increased neighborhood contact and fewer burglaries of empty houses have also been noted as plus factors.

There have been a number of changes in work schedules and hours spent on the job. One of these is **flextime**, which allows *flexibility* in one's workday schedule. Some people, because of either other responsibilities or personal preferences, want to start work later in the morning but are willing to work later in the day. Others prefer to start earlier and finish earlier. Still others may need a longer lunch hour but can start earlier or work longer. Although an employee usually has a fixed schedule, he or she has some say in what that schedule will be. This has worked well for both companies and employees in most cases.

Another change in the world of work pertains to a type of part-time work known as **job sharing**. As the term suggests, this involves sharing a full-time job with another person. Some people do not want to work full-time or may not want to work during the summer. The sharing can be done in a variety of ways. Naturally, any arrangement must have the approval of the employer. Many employers like the idea, however.

In addition to flextime and job sharing for some, other people are working two jobs, working weekends or hours outside typical work-day hours. Changes in America's work force also pertain to greater numbers of women working outside the home and earlier retirement, as well as the shift from products to services.

Although the work week is getting shorter in some industries and localities, this is not desired by everyone. A Current Population Survey conducted by the U.S. Labor Department in 1985 revealed, "A preference for a longer workweek (and thus 'more money') was expressed by one-fourth of the workers. In contrast, fewer than one in 10 said they would opt for a cut in hours accompanied by a reduction in earnings."¹⁴

The *Monthly Labor Review* verifies another characteristic of the U.S. labor force. This refers to part-time workers. A 1986 issue states:

Although typically pictured as working 40 hours a week, the American work force includes a substantial number of persons who put in far fewer hours. Young people while attending school, parents juggling childrearing and career responsibilities, those in retirement wishing to remain partly active in the work force, and workers whose hours have been reduced because of economic conditions are examples of persons who either choose or have to settle for part-time employment. Nearly half of all part-timers are in sales or service jobs.¹⁵

SOCIETY'S PROBLEMS

Human beings, individually and as groups, have always had problems. But sociologists say that our ability to avoid or solve problems has not kept pace with other aspects of human progress. Through neglect—or lack of foresight in solving problems—we have often created new problems.

News media bring the problems of society to everyone's attention. Crime and violence are daily occurrences. There is concern over the growing number of cases of acquired immune deficiency syndrome (AIDS). Economic conditions and unemployment have caused serious financial problems for many people. Threats of war, taking of hostages, and armed uprisings have brought uneasiness and tragedy. Additional problems pertain to human rights, energy shortages, waste disposal, and other environmental concerns. Not only must we recognize these and other problems, but we must take effective action to lessen their undesirable effects or solve them.

