



# Human Organizations in Organizations

Foundations and  
Building

Fourth Edition

Robert N. Lussier

# Human Relations in Organizations

*Applications and Skill Building*

**Robert N. Lussier**

Springfield College

*Fourth Edition*

 **Irwin  
McGraw-Hill**

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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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**HUMAN RELATIONS IN ORGANIZATIONS: Applications  
and Skill Building**

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# Preface

The business world has changed and so should the way it is studied. Increasing numbers of students want more than just an understanding of the concepts of human relations. Students want to be able to apply the concepts and develop skills that they can use in their daily life, as well as in their professional life. This is why I wrote the first edition of this book back in 1988, prior to AACSB and SCANS calling for skill building, the newest buzz word. The fact that competitor books are now offering exercises is a tribute to the success of *Human Relations in Organizations: Applications and Skill Building*.

## ***Integration***

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

- a clear understanding of human relations concepts;
- the application of human relations concepts for critical thinking in the business world; and
- the development of human relations skills.

In addition to writing this text and its supporting ancillary package to support these three distinct but integrated parts, this new edition now includes tests to evaluate student performance in all three areas. The text coverage of the traditional and current topics includes more concepts than most human relations textbooks. The book also contains more applications developing students' critical-thinking skills by requiring them to apply specific concepts to short application situations (300—20 per chapter), text cases (176 questions—averaging 12 per chapter), video cases (8—one for over 50 percent of the chapters), and their own part-time, summer, or full-time work experience (163—averaging 11 per chapter). The book also contains more and superior skill-building material than the competitors' (47—averaging 3 per chapter). I wrote almost every exercise and application in this package to ensure complete integration and a seamless course experience.

## ***Flexibility***

The five types of applications, five types of skill-building material, and two types of videos are clearly identified and delineated in this preface for your reference. There are a variety of applications, skill building, and video materials to meet the diverse needs of students and faculty. Thus, our package offers more flexibility than the competitors so that instructors can create their course by using only features that fit with their objectives.

## ***Concepts***

- *Research based and current.* The book is based on research, not opinion. It is the most heavily referenced human relations text with 701 references for an average of 47 per chapter. The references are also current; most references are from 1997, the year in which the revision was made. See pages 549–563 for a list of notes.



-  Organization
-  Group
-  Individual

-  Performance
-  Human Relations
-  Behavior



- *Comprehensive coverage.* The text includes more comprehensive coverage than most competitor texts.
- *Systems Orientation.*
  1. Throughout the text, in the margin appears this poster, identifying the level of behavior as individual, group, or organizational. The level of discussion is highlighted in blue. Chapters 1 through 3 and 15 focus primarily on individual behavior, chapters 4 through 8 on skills influencing all three levels of behavior, chapters 9 through 11 on group behavior, and chapters 12 through 14 on organizational behavior.
  2. Throughout the text, in the margin appears this poster, identifying the scope of study coverage of behavior, human relations, or performance. The level of discussion is highlighted in blue. All chapters discuss how the various concepts affect behavior, human relations, and performance.
  3. The goal of human relations is stressed throughout the text. This poster (in the margin) signifies when the goal is discussed in the chapter.
- *Pedagogy.* Each chapter contains: (1) Learning objectives at the beginning and in the body of the chapter where the objective can be met. (2) Key terms at the beginning of each chapter and again at the end of the Chapter Review and Glossary. The key terms appear in yellow and *are defined within the chapter in italic* so they are easy to find. (3) The chapter outline. (4) Exhibits, some of which contain multiple concepts/theories. See Exhibits 6–7, 6–8, 7–8, and 11–7, for example. (5) A Chapter Review and Glossary. The unique feature of the Chapter Review and Glossary is that it is active. Students must identify the key terms in one of three ways: fill in the blank, matching from a list of key terms, and/or by filling in the key terms from the beginning of the chapter.

#### REVIEW AND GLOSSARY

Select one or more methods: (1) fill in the missing key terms from memory; (2) match the key terms, from the end of the review, with their definitions below; and/or (3) copy the key terms in order from the key terms at the beginning of the chapter.

As was clearly stated, human relations skills are very important for success in organizations for the individual, group, and organization as a whole. \_\_\_\_\_ are interactions among people, while the \_\_\_\_\_ is to create a win-win situation by satisfying employee

- *Test Bank Assessment of Concepts.* The test bank includes true-false and multiple-choice questions, including the key terms, for the concepts presented in each chapter. Each chapter also has a key term matching test with 10-key terms. The test bank also includes the learning objectives from each chapter, which can be used as short answer questions to test concept understanding. The answers to the learning objectives appear in the Instructor's Manual and test bank.

### Applications

- *Opening Case.* Each chapter opens with a case. Throughout the chapter, how the text concepts apply to the case are presented so that students can understand the application of the concepts to actual people in organizations.

**Perception**

The Nature of Perception  
 Bias in Perception  
 How Perception Affects Behavior, Human Relations, and Performance

**Developing Positive First Impressions**

How First Impressions Affect Behavior, Human Relations, and Performance  
 Image Projection

June Allyson was walking alone to the lunchroom. As she walked, she was thinking about her coworker, Rod Wills. June has trouble getting along with Rod because they are complete opposites. As June walked, two general thoughts came to her mind: Why does Rod do the things he does? Why are we so different? More specific questions came to mind: (1) We do the same job—why is he so stressed out and I'm not? (2) Why am I so emotional and interested in people—while Rod isn't? (3) Why am I so eager to get involved and help—while he sits back and watches? (4) Why is Rod so quiet—while

- *Work Applications.* Throughout each chapter there are approximately 11 questions that require the students to apply the concepts to their own work experience. Work experience can be present or past and 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.

**WORK APPLICATIONS**

2. Give two examples of when your attitudes affected your performance. One should be a positive effect and the other a negative one. Be sure to fully explain how the attitude affected performance.
3. Give an example of when you lived up to or down to someone else's expectations of your performance (the Pygmalion effect). It could be a parent's, teacher's, coach's, or boss's expectations. Be specific.

- *Application Situations.* Each chapter contains three or four boxes with 5 to 10 questions (20 total) within the chapter that require students to apply the concept illustrated in a specific short example. The questions develop critical-thinking skills through the application process.

**APPLICATION SITUATIONS****Media Selection****AS 4-1**

Select the most appropriate media for each message.

- |               |                 |           |           |
|---------------|-----------------|-----------|-----------|
| A. One-on-one | C. Meeting      | E. Memo   | G. Report |
| B. Telephone  | D. Presentation | F. Letter | H. Poster |

1. The supervisor has to assign a new customer order to Karen and Ralph.
2. The supervisor is expecting needed material for production this afternoon. She wants to know if it will arrive on time.



- *Objective Cases.* At the end of each chapter there is a short case. The unique feature is the “objective” part with 10 multiple-choice questions. There are also open-ended questions. The cases require students to apply the concepts to actual people and organizations.

**OBJECTIVE CASE 6****Friedman's Business Technique**

The following conversation takes place between Art Friedman and Bob Lussier. In 1970, Art Friedman implemented a new business technique. At that time the business was called Friedman's Appliances. It employed 15 workers in Oakland, California. Friedman's is an actual business that uses the technique you will read about.

BOB: What is the reason for your success in business?

ART: My business technique.

BOB: What is it? How did you implement it?

- *Video Cases.* At the end of 8 of the 15 chapters (over 50 percent), there is an introduction to a video case, which the instructor shows in class. There are open-ended critical thinking discussion questions in the textbook, with possible answers in the Instructor's Manual. The cases require students to think critically as they apply the specific text concepts to an actual organization shown in the video.

**VIDEO CASE 9**

◆ **Ethics: Arthur Anderson**

This video presents separate short cases.

*Vignette 1: The High-Bid Dilemma*

A purchasing agent and his assistant are reviewing bids from seven companies. They disagree on who to give the contract to. Place yourself in the role of the assistant.

*Critical Thinking Questions:*

1. Is there a conflict of interest in this case?
2. From the purchasing manager's view, is this Type I or II ethical behavior?
3. Should you, as the assistant, agree with the purchasing agent and give the business to Spin Cast or disagree and object to giving the business to Spin Cast?

- *Test Bank Assessment of Concepts and IM.* The test bank includes the work applications from the text and 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 of the application features above, except the opening case which is illustrated in the text.

## ***Skill Building***

- *Self-Assessment Exercises.* Each chapter has between one and three (27 total) self-assessment exercises to enable students to gain personal knowledge of self. 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.

**Self-Assessment  
Exercise 9-2**

**Political Behavior**

Select the response that best describes your actual or planned use of the following behavior on the job. Place the number 1-5 on the line before each statement.

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

\_\_\_\_\_ 1. I get along with everyone, even those recognized as difficult. I avoid or delay giving my opinion on controversial issues.

- *Skill-Building Objectives and SCANS.* Each skill-building exercise begins by listing its objective. The objective is followed by listing the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies developed through the exercise.

**IN-CLASS SKILL-BUILDING EXERCISE**

**Giving Praise**

**SB 6-2**



*Procedure*  
(12-17 minutes)

*Objective:* To develop your skill at giving praise.


*SCANS:* The SCANS competencies of information and especially interpersonal skills and the foundations of basic, thinking, and especially personal qualities are developed through this exercise.

*Preparation:* You will need your prepared praise.

*Experience:* You will give and receive praise.

Break into groups of five or six. One at a time, give the praise.

1. Explain the situation.
2. Select a group member to receive the praise.

- *Individual and Group Skill-Building Exercises.* Twenty-seven (57 percent) of the skill-building exercises primarily focus on individual skill building, most of which are out of class as preparation for the exercise. However, in-class work in groups using the concepts and sharing answers can enhance skill building. Thus, the instructor has the flexibility to: (1) simply have students complete the preparations out of class and during class and go over the answers with concluding remarks, and/or lead a class discussion without using any small-group time, or (2) spend group class time as directed in the exercise. All individual and group exercises are labeled  as illustrated below.

**IN-CLASS SKILL-BUILDING EXERCISE**

**Your College  
Climate**

**SB 12-2**



*Procedure 1*  
*Tabulate the Class's  
Survey Responses*

*Objectives:* To better understand organizational climate and the climate at your college.


*SCANS:* The SCANS competencies of interpersonal skills, information, and especially systems and the foundations of basic, especially thinking in the area of problem solving, and personal qualities are developed through this exercise.

*Preparation:* You should have completed the preparation questionnaire.

*Experience:* Your class will calculate its climate and discuss it.

*Option A:* Break up into teams of five or six and tabulate team members' responses to each of the questions selected by your instructor. Each group reports its responses to the instructor, who tabulates the total responses for the entire class. He or she summarizes the results on the board.



- *Group Skill-Building Exercises.* Fourteen (30 percent) of the skill-building exercises primarily focus on small-group (2–6 members) activities. Thus, breaking into small groups is required. All group exercises are labeled  as illustrated below.

#### IN-CLASS SKILL-BUILDING EXERCISE



##### Team Dynamics


##### SB 11–1



*Note:* This exercise is designed for groups that have met for some time. (Five or more hours are recommended.)

*Objectives:* To gain a better understanding of the group structure components and how they affect group performance, and to improve group structure.

*SCANS:* The SCANS competencies of resource, interpersonal skills, information, and especially systems and the foundations of basic, thinking in the area of problem solving and decision making, and personal qualities are developed through this exercise.

- *Role-Play Skill-Building Exercises.* Six (13 percent) of the skill-building exercises primarily focus on developing skills through behavior modeling, as discussed next. Thus, breaking into groups of three and role playing is required. All role-playing exercises are labeled , as illustrated above in example SB 6–2.
- *Models, Behavior-Model Videos and Icons, and Skill-Building Exercises.* Throughout the book are 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. Following 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. However, videos can be used as stand-alone activities. The icon combination in the margin illustrates when the video serves as a behavior model to a Skill-Building (SB) exercise. The SB icon also appears in the text when the concepts have been presented that enable the skill-building exercise to be completed. The lecture may stop and skill building begin in class to break up the lecture.
- *Behavior Model Videos and Icon.* There are one or more behavior model videos (19 total) for each chapter. Behavior model videos 2 through 19 show people successfully handling day-to-day human relations situations. Videos can be followed by class discussion. Also, many videos are used in conjunction with skill-building exercises. The video icon appears in the margin of the text, with the video behavior module number 1 through 19, to indicate when the concepts illustrated in the video have been covered. Thus, instructors may stop lecturing and show the video to break up the lecture.
- *Video Exercise and Icon.* The video exercises are designed to illustrate specific text concepts/styles that the students identify. Each exercise has a place for the students to write their answers. The video icon indicates that a specific video module serves as a video exercise. The first number represents the chapter and the second is the number of the video exercise within the chapter. Some of the video exercises can be used as part of a skill-building exercise or separately, and some are self-contained. Chapters 2, 4, 5, 7, 9, and 10 have video exercises.
- *Test Bank Assessment of Skill Building and IM.* The test bank includes skill-building questions to assess skill building. The Instructor's Manual gives detailed instructions on using all skill-building exercises, answers, etc., and states how students can be tested on the exercises and instructions to give to students.



Video



Skill Building



Video



Video Exercise

## VIDEO EXERCISE

## ◆ Learning Styles

## VE 2-1

Procedure 1  
(10–20 minutes)

## ◆ BM-2

*Objectives:* To better understand the four learning styles.

*Preparation:* You should understand the four learning styles.

The instructor shows Video Module 2, Learning Styles. As you view the meeting, identify the four learning styles being used by each of the group members.

Chris _____	A. Accommodator
Bob _____	B. Diverger
Sandy _____	C. Converger
Jesse _____	D. Assimilator

### Summary of Unique Innovations

- The three-pronged approach to the text: concepts, applications, skills.
- The three-pronged test bank: concepts, applications, skills.
- Five types of applications that are clearly marked in the text for developing critical thinking skills.
- Five types of skill-building exercises clearly marked in the text that truly develop skills that can be used in ones' personal and professional life.
- An unsurpassed video package: 19 Behavior Models and 8 Video Cases.
- Flexibility—use all or only some of the features that work for you.

### Changes to the Fourth Edition

- *Name:* The name of the book changed from *Human Relations in Organizations: A Skill-Building Approach* to *Human Relations in Organizations: Applications and Skill Building* to better reflect the true contents of the book. Because the quality and quantity of concepts are also such a strong feature, I seriously considered using the term *concepts* in the subtitle to fit with the three-pronged approach of the text.
- *Three-prong approach to the text.* Although the prior three editions had these distinct features, this edition makes them clear.
- *Three-prong Test Bank.* The test bank now clearly identifies concept, application, and skill-building questions. New questions in all three areas have been added.
- *Updated.* The text has been completely updated with more references than the third edition. In Chapter 1, a section called "trends and challenges in the field of human relations" now includes downsizing and re-engineering, family issues, the virtual office and telecommuting, and innovation and speed. Chapter 2 has a new section on the learning organization. Chapter 3 has increased coverage on values and a new exercise on giving and accepting compliments. Chapter 4 has improved coverage of nonverbal communications and a new self-assessment exercise to identify one's preferred response style. Chapter 5 has a new section on the information networks and the Internet and an Internet exercise. Chapter 6 has a new skill-building exercise on setting objectives. Chapter 8 has a new section on violence in the workplace. Chapter 9 now includes codes of ethics. Chapter 10 has a new section on groups versus teams. Chapter 11 has a new section on the team performance model and new exhibits to illustrate it. Chapter 12 now includes basic reactions to change and reasons why people resist changes. Chapter 13 now includes how to handle customer complaints, and Chapter 14 now includes ISO 9000. Appendix A has been expanded to include why employees join unions and major legislation affecting labor relations.



- *New Self-Assessment Exercises and Skill-Building Exercises: Internet.* See above for a list of new exercises.
- *Color Coordination.* The application material is now clearly identified by its blue color and skill building is identified by its yellow color.
- *Video Cases.* Eight video cases have been added.
- *SCANS.* Each skill-building exercise now states the SCANS competencies developed through the exercise.
- *Review and Glossary.* The *Review* is now called *Review and Glossary* to better reflect what it is.
- *Work Application.* The prior *Connections* boxes are now called *Work Applications* to better describe what they are.
- *Application Situations.* The *Application Situations* now appear in the text, rather than all at the end of the chapter so that students get immediate application of the concepts.
- *End-of-Book Notes.* Each endnote appears at the end of the book. The references in these notes also serve as additional readings. You may want to read some of the sources for an in-depth coverage of specific topics.

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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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# ABOUT THE AUTHOR

Robert N. Lussier, is a professor of management at Springfield College and has taught for more than 25 years. He has also developed some innovative and widely copied methods for developing and applying human relations skills that can be used in one's personal and professional life.

Dr. Lussier is also a prolific writer, with some 135 publications to his credit. These include four other textbooks and a myriad of textbook supplements. His great interest in empirical research is demonstrated by the fact that his articles have been published in the *Academy of Entrepreneurship Journal*, *Business Horizons*, *Business Journal*, *Entrepreneurial Executive*, *Journal of Business & Entrepreneurship*, *Journal of Business Strategies*, *Journal of Small Business Management*, *Journal of Small Business Strategy*, and *SAM Advanced Management Journal*.

When not writing, Dr. Lussier acts as a consultant to a wide array of commercial and nonprofit organizations. In fact, some of the material in this book was developed for such clients as, Baystate Medical Center, Coca-Cola, Friendly Ice Cream, Institute of Financial Education, Mead, Monsanto, Smith & Wesson, the Social Security Administration, the Visiting Nurses Association, and YMCA's.

Presently, he is the director of Springfield College's program in Israel, and has recently negotiated a joint venture contract with an Israeli college to offer Springfield degrees in that country. Dr. Lussier visits Israel twice yearly, and teaches courses there. His other international experiences include work in Namibia and South Africa.

Dr. Lussier holds a bachelor of science in business administration from Salem State College, two master's degrees in business and education from Suffolk University, and a doctorate in management from the University of New Haven.



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