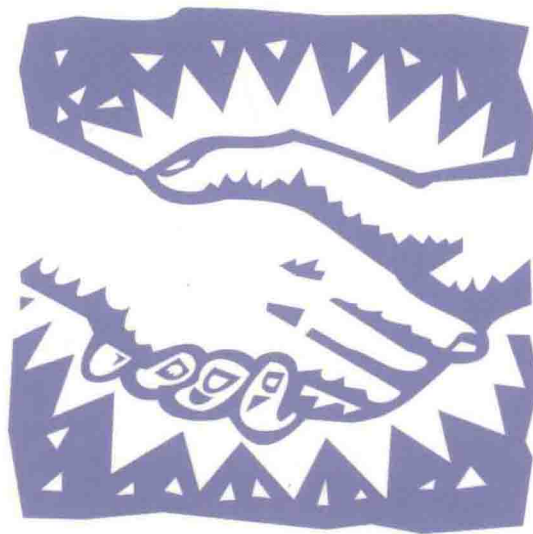


# Applied HUMAN RELATIONS

An Organizational  
and Skill Development Approach

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SIXTH EDITION



DOUGLAS A. BENTON

# APPLIED HUMAN RELATIONS

**AN ORGANIZATIONAL AND SKILL  
DEVELOPMENT APPROACH**

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Sixth Edition

**Douglas A. Benton**

with the assistance of Mary L. Tucker  
*both of Colorado State University*



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# PREFACE

The sixth edition of this book reflects the changes in the current and future trends of human relations within organizations. The emphasis on *applied* human and organizational behavior continues, and there is additional concentration on *skill development* as reflected in the book's subtitle.

As in previous editions, the book is designed to meet the needs of popular courses taught in junior colleges, four-year colleges, universities, adult education and extension programs, and management training seminars. The direct, straightforward language used attempts to emphasize the person in the organization rather than traditional theories of management philosophy. It is not a book on organizational theory, office management, or supervision. Rather, it is about the daily interactions between leaders/managers and other employees.

## NEW AND REVISED TOPICS

Major parts of the sixth edition include new and updated information. The user-friendly, logical flow of chapters is unchanged. New and expanded material includes major additions on communications and management in virtual organizations, conflict management, and expanded discussions on quality management, service orientation, selective teamwork, diversity, values, and leadership.

Specifically, this edition incorporates new and increased emphasis on the following topics:

- Personal performance and organizational productivity
- Teamwork and "people skills"
- Personal values including attitude, humor, courtesy, compassion, and dependability
- Organizational values including equity/fairness, teamwork and cooperation, entrepreneurship, and risk-taking
- Combined personal and organizational values including business and work ethics, honesty and integrity, and mutual trust and respect
- Career planning and development
- Positive stress and stress management
- Anger control and burnout avoidance
- Time management
- Alcoholism and drug abuses
- Sexual harassment and its prevention
- Employee assistance programs
- Approaches to motivation and job design
- Approaches to performance appraisal and measurement
- Job performance and rewarding results
- Improved communication techniques
- Improving listening and understanding
- How to diminish communication barriers

- Communications in cyberspace: electronic communications and virtual organizations
- How to obtain group consensus
- Conflict management
- Sources and types of power
- Office politics
- Catalytic leadership
- Delegation do's and don'ts
- Job orientation, positive discipline, and commitment
- 360-degree feedback
- Decision making, mistakes, and risk-taking
- Change management
- Sociometry and sociograms
- Women in the workforce
- Prejudices, antidiscrimination measures, and diversity
- Employee relations in both nonunion and union organizations including alternative dispute resolution, employee involvement programs, and grievance handling
- Arbitration, mediation, and conciliation in both nonunion and union organizations
- Individuals working in the "shrinking world" of global organizations
- Models of comparative, cross-cultural management
- What organizations and individuals can do to improve their effectiveness in global settings

## NEW AND EXPANDED FEATURES

The material was written to develop the types of skills and thinking that lead to a more effective organization. To this end, each chapter is introduced with *To Start You Thinking* questions and Learning Goals, followed by Self-Appraisals, Express Your Opinion, other experiential exercises, and Action Projects. Because human relations means self-discovery and interchange among persons, the more participative the class can become, the more the students can learn from each experience.

Each chapter closes with summaries, endnotes, and recommended readings, as well as case studies that can be used during class or as outside assignments. All the case studies are based on real-life experiences. Marginal notes identify important information within the paragraphs. They are ideal for reviewing the chapter or finding necessary material.

Each chapter contains relevant examples and illustrative anecdotes. Specific features in this edition include the incorporation of the Action Projects into the text, highlighting and definition of key terms and concepts as they occur in the text (as well as in the end-of-text glossary), and an expanded feature—Profiles of Human Behavior. These profiles are real-world examples of individuals at various organizational levels, and their human behaviors that relate to concepts presented in the chapter. Discussion and study questions—*To Keep You Thinking*—are included at the end of each chapter.

Almost half of the profiles of human behavior, action projects, cases, and other exercises are new or substantially modified in this edition. An Instructor's Manual and Test Item File are available with classroom-tested questions, other learning aids, and transparency masters.

In summary, the chapters contain

1. To *Start* You Thinking questions
2. Learning Goals
3. Key Terms and Concepts
4. Express Your Opinion and/or Self-Appraisal exercises
5. Marginal notes
6. Profiles of Human Behavior
7. Action Projects
8. Summary
9. Case Studies
10. Discussion and Study Questions—To *Keep* You Thinking
11. Endnotes
12. Recommended Reading

## ACKNOWLEDGMENTS AND DEDICATION

One of the main sources of assistance for this edition was provided by Mary L. Tucker, professor of communication and organization management. Mary brought new life and perspective to the book. Specifically, she added material on conflict management, communication, and management in cyberspace and virtual organizations. In addition, she is co-authoring the Instructor's Manual.

I still have *fun* writing and interacting with end users—teachers, organization leaders and managers, their students and employees, and other clientele. The book continues to be classroom- and workplace-tested, and well received by readers at all levels. I have benefited from and acted on constructive criticism from diverse publics noted below.

My colleagues and students at Colorado State University and many other educational institutions have been very helpful and supportive. Specifically, College of Business Deans Steve Bolander and Dan Costello and President Al Yates (profiled in Chapter 11) have been sources of encouragement and moral support. Carol Bemus, Todd Cirelli, Burt Deines, and other graduate students have made great suggestions and have been hard workers in this effort.

Editors and other staff at Prentice Hall have been forthright and understanding during this revision. In alphabetical order, I am particularly indebted to Mary Carnis, Dave Garza, Danny Hoyt, Emily Jones, Elizabeth Sugg, and Patrick Walsh. I want to single out Lori Harvey as a very professional and well-organized project editor at Carlisle Publishers Services; Veronica Burnett of Carlisle Communications, who contributed to the design; and Lorretta Palagi, an outstanding copyeditor.

This edition is dedicated with love to *all* learners—faculty and students, young and mature, personal and professional. Specifically, I respect my colleagues and students, and want them to learn and self-actualize to the greatest extent possible. Likewise, I encourage my personal family to continue their learning. By mentioning some, I risk omitting others who are very special to me but let me single out Dorothy, Sheryl, Bill, Gary, Mitchell, Matthew, Braiden, and other family members as well as business associates like Howard Smith and Jim Sprout, men I admire greatly for their values and friendship. Finally, it is my hope that I too have learned to be more considerate of all people.

Comments from readers are always welcome. Please let me hear from you in care of Prentice Hall or contact me directly at Colorado State University in Fort Collins, Colorado.

Doug Benton

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# PART 1

# INTRODUCTION

## PEOPLE ARE HUMAN

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- 1** Fundamentals of Human Behavior
- 2** Personal and Organizational Values



# 1

## FUNDAMENTALS OF HUMAN BEHAVIOR



## TO START YOU THINKING

Before each chapter in the book, we have provided a set of questions that is designed to stimulate your thinking. Some of the answers will be found in the readings; others will depend on your own personal opinion or experiences. Such open-ended questions are written to generate discussions and an exchange of ideas.

- What is your definition of human relations? Is it different from organizational behavior?
  - What are some common misconceptions about human relations?
  - Why should we study human relations?
  - Why would the study of human relations be more important to the supervisor than to the average worker?
  - Has *scientific management* helped or hindered human relations?
  - How do you explain that responsibility is a two-way street between the employer and the employee?
  - Are the skills required of managers changing?
  - How are Deming's and others' principles helping to transform organizations?
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## LEARNING GOALS

After studying this chapter, you should be able to:

1. Dispel some myths about human relations.
2. Explain why there is a need for an interdisciplinary approach to human relations in business.
3. Define human relations as it is used in business and its importance to the individual.
4. Discuss both the goals and results of scientific management today in light of almost a century of experience with the concept.
5. Explain recent developments in human relations, including quality management, employee empowerment, excellence, and organizational transformation.
6. Describe recurrent trends in human relations.
7. Describe the technical, human relations, and conceptual skills of management.
8. Distinguish among leadership, management, administration, and supervision.



9. Define and apply the following terms and concepts (in order of first occurrence):

- human relations
  - organizational behavior
  - management
  - human goals
  - scientific management
  - Hawthorne studies
  - informal organization
  - quality circles
  - total quality management
  - zero-defects management
  - employee empowerment
  - organizational transformation
  - empathy
  - individual differences
  - whole person
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## DEFINITIONS AND PURPOSES

**Human relations is the study of interaction among people.**

As every book must do at the beginning, we define the subject matter—what it is, and what it is not. **Human relations**, in its most general sense, refers to all interactions that occur among people, whether organizational or personal, conflicting or cooperating. The main focus of this book is human relations at work in organizations or **organizational behavior**, the study of how people, groups, and organizations behave. Because organizations are the sum of their parts, we focus on personal behavior and relationships.

### COMMON GROUND

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By the time most people reach college age, they have developed a system of human relations in their social and personal exchanges that satisfies most of their needs. Frequently, however, people who feel confident and secure in their personal relationships lack confidence and are insecure in their business relationships.

Human relationships at work involve what is commonly referred to as management. **Management** can be defined as an integrated hierarchy and team of people whose activities must be coordinated to achieve specific objectives. *Hierarchy* implies leadership in an organizational structure. *Team* implies working together to accomplish goals and objectives. Emphasis should be on teamwork rather than the hierarchical structure of boss–subordinate relationships. Nevertheless, we all have bosses and at the very least coworkers, if not subordinates, so it is in our best interests to learn as much about these work relationships as possible.

### COMMON MISCONCEPTIONS

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Someone observed that “it ain’t what people don’t know that hurts, it’s the things they know that ain’t so.” Another anonymous saying is “Strange how much you’ve got to know before you know how little you know.”