# HUMAN RELATIONS

Personal and Professional Development

DAVID A. DE CENZO

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PRENTICE HALL Upper Saddle River, NJ 07458

### Library of Congress Cataloging-in-Publication Data

De Cenzo, David A.

Human relations: personal and professional development / David A. De Cenzo, with editorial assistance from Sharon Lund O'Neil.

p. cm

Includes index.

ISBN 0-13-502329-7

1. Interpersonal relations. 2. Organizational behavior.

3. Success. I. O'Neil, Sharon Lund. II. Title.

HM132.D398 1997

302-dc20

96-32428

CIP

Production Supervision: Kathryn Kasturas

Managing Editor: Mary Carnis

Director of Production and Manufacturing: Bruce Johnson

Manufacturing Manager: Ed O'Dougherty Acquisitions Editor: Elizabeth Sugg Editorial Assistant: Emily Jones Marketing Manager: Danny Hoyt Design Director: Marianne Frasco

Interior Design: Sheree Goodman/Miguel Ortiz

Page Layout: Kathryn Kasturas

Cover Design: Miguel Ortiz/Marianne Frasco

Interior Line Illustrations: North Market Street Graphics, Lancaster, Pennsylvania

Prepress and Printing: R. R. Donnelley & Sons Company, Willard, Ohio

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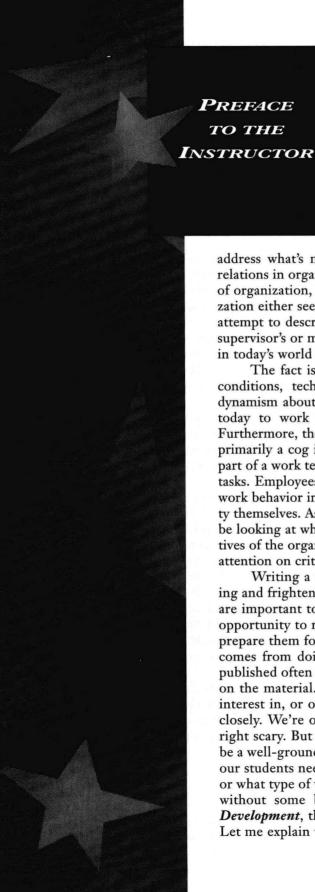
Printed in the United States of America

10 9 8 7 6 5 4 3 2

# Prentice-Hall International (UK) Limited, London Prentice-Hall of Australia Pty. Limited, Sydney Prentice-Hall Canada Inc., Toronto Prentice-Hall Hispanoamericana, S.A., Mexico Prentice-Hall of India Private Limited, New Delhi Prentice-Hall of Japan, Inc., Tokyo Simon & Schuster Asia Pte. Ltd., Singapore Editora Prentice-Hall do Brasil, Ltda., Rio de Janeiro

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Filotogi	apily Credits:
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Human Relations: Personal and Professional Development represents a different paradigm in conveying information to students about human relations in organizations. For years now, books on human relations often came in one of two varieties. On one hand, there are those who present human relations topics to students by focusing on understanding individual characteristics. Covering such topics as norms, values, and the like, these texts give students an opportunity to learn something about themselves. Clearly this is an important way to approach human relations, but it often overlooks an important mark-focusing on where these relations take place. At the other end of the spectrum are human relations texts in which the authors attempt to

address what's missing in the previously-described books by presenting human relations in organizational settings. Recognizing that most of us work in some sort of organization, human relations topics are described in terms of how the organization either sees us, or wants us to behave. Although this focus does represent an attempt to describe human relation interactions at work, it is presented from the supervisor's or manager's view. That's a perspective that may need to be rethought

in today's world of work.

The fact is, the world has changed greatly over the past few decades. Work conditions, technology, and the people with whom individuals work have a dynamism about them that is unprecedented in our history. They are more likely today to work with a more diversified peer group than at any other time. Furthermore, their interactions at work will change, too. No longer are employees primarily a cog in a bureaucratic organization. Instead, they are more likely to be part of a work team and are expected to work together to be successful in achieving tasks. Employees may not have the strong supervisory influence that directed our work behavior in the past. Rather, they'll have to take on more of this responsibility themselves. As such, work behavior will have to adapt. Employees will no longer be looking at what organizations are doing to them, but how they affect the objectives of the organization. Issue such as these have led to writing this text—focusing attention on critical human relations at work—from the employee's perspective.

Writing a text from scratch, and from a different framework, is both exciting and frightening. The excitement comes from being able to address topics that are important to our students as they apply them at work. It gives each of us the opportunity to relate to students in a way that we think they can understand, and prepare them for what lies ahead in their work interactions. The frightening part comes from doing something different that can be appreciated. Books that are published often follow a similar structure. Oh sure, each of us puts his or her spin on the material. Sure, we may give more weight to a topic that we have greater interest in, or one we truly feel is more critical to understand. But look at them closely. We're often saying similar things. Deviating from that "norm" is downright scary. But common sense dictates that when one attempts this, there has to be a well-grounded reason. For me, that reason came from the absolute belief that our students need to understand how to succeed at work today-no matter where or what type of work they do. An author, however, doesn't just go off on a tangent without some basic premises. Human Relations: Personal and Professional **Development**, therefore, had to be rooted in a framework—and my assumptions. Let me explain what mine were.

### The Assumptions

The first major assumption concerning this book is what students need to be exposed to—an order that makes sense. To address this issue, this book presents five parts. Part I: Starting the Journey, was written to provide students with some background information about the field of human relations—past, present, and future challenges. Part II: Human Behavior: The Individual, begins the process of understanding why people do what they do. The three chapters in this part focus on the fundamentals of individual behavior, how people develop an interpersonal communications style, and personal problems they may face. At the end of this part, students should have a better understanding of their own behaviors. But recognizing that these behaviors are frequently exhibited at work, students need to understand the effect of their behaviors in a work setting.

Part III: The Organization, introduces students to the inner workings of organizations. Why workers are grouped the way they are, how group and team behaviors effect individual behavior, the employment process, power, politics, status, and organizational communications are discussed. The nuances of each element, and the behavioral implications are discussed. Part IV: Human Behavior: Interaction in the Organization, recognizes that individuals interact with others while at work. How individuals attempt to get the "most" out of others, how they influence them, and how they deal with change and conflict are highlighted. Part V: Achieving Your Potential, attempts to put all the pieces together. The focus is on one's career, and what one can do to achieve personal goals.

A book on a topic like Human Relations must support the SCANS skill standards that have been suggested. These included such criteria as Interpersonal Skills, processing Information and decision making, developing Personal Qualities, and critical Thinking Skills. SCANS standards were a driving force in developing this book and in determining its features.

Writing a book about human relations has an inherent benefit that other topic areas may not enjoy. That's because it's about people and how they get along. Although the material is often well rooted in organizational behavior and psychological research, it does not have to be presented in a theoretical manner. That, to me, will miss the mark in helping introductory students understand the material. Thus, this book concentrates on the meeting students' needs. This means that it has to be realistic to them, should talk with students about issues they'll face, and emphasize what they should do to be effective in their interactions with others in an organizational setting. It should be written in a manner that is understandable to them, and use examples that are part of their everyday life. The book should also provide a forum for students to learn about themselves, give them an opportunity to explore their behavior, and understand how to interact with others.

A book for students should also be interesting and "user-friendly." It should be performance-based, providing students an opportunity to develop certain skills and competencies. These characteristics make a text more interactive; they are also critical for success in tomorrow's jobs. It's in this performance-based area, then, that many of the features of the book are grounded.

### The Features

In deciding which features to include in this book, several things came to mind. First of all, I wanted students to relate to the book. I wanted them to see themselves through the eyes of others who encounter situations that they may face in their lives.

To assist in this, the goal is to focus on an individual at the beginning of the chapter who has experienced a main topic of the chapter. The situations these individuals face, and their stories, become the opening vignettes.

Several features have been included that can best be described as in-text learning aids. But lately, in-text learning aids have meant including such things as chapter opening learning objectives, summaries tied directly to the objectives, review and discussion questions, key terms and margin notes, experiential exercises, and cases. This text is no different in that it includes them, too. But, in order to make this book more interactive, as well as a learning tool, I've gone beyond the traditional in-text help. Let me explain.

In each chapter, there are several learning stimuli that are designed to help students better understand themselves, the material, and build skills. In each, you'll find a vignette called "Unlocking Your Potential." In this, students are asked to respond to questions about themselves, or how they view an event. Several pages later in the text, the Unlocking Your Potential is followed by a "Keys to Understanding." These "Keys" are designed to explain the important feature of some text-related material as it applies directly to the student. Completing these Unlocking Your Potentials and working through the Keys to Understanding is one means of having students begin to formulate their personal profiles. Many of these Keys to Understandings also present the opportunity to go further—under a section called "extra effort." These "extras" may also be used as a graded student writing assignment.

Each chapter also includes several sections called "Checking Your Understanding." My experience through the years has been that students often think they understand a topic, but when it comes to a test, they can't recall the information. These questions are actual test questions I've used before, and can serve as reinforcement for the student.

In each chapter presentation, there is a major topic that is directly relevant to student behavior. In those places, a Self Assessment has been included which, when completed and scored, further assists students in understanding themselves. In addition, each of the self-assessments poses several critical thinking issues under the heading of "Questions toPonder."

To help build skills, each chapter includes a "Skills Checklist." Each skills checklist is designed to provide students with step-by-step means of handling a given situation. Being exposed to these skills and practicing these steps can provide students some comfort level in dealing with events they'll more than likely face.

Today's students, as well as tomorrow's workers, are bound to be facing dilemmas not encountered by their parents. How students deal with the "unexpected" will often be a function of their value system. In response to this, each chapter contains a vignette called "Value Judgement." Each situation is critically linked to a particular facet in the chapter, and asks the student his or her opinion on how they would deal with or resolve the dilemma.

Reading a preface is like seeing an advertisement for a product. Sure, all authors make claims. But the proof is in the proverbial "pudding." That is, how these claims are supported, as well as how the features come to life, is truly your call. I hope that you'll share the excitement I had as I wrote the book.

### Acknowledgments

No author ever had a book come off his or her word processor and magically appear in a bookstore. That just cannot happen! Publishing a book takes the concerted effort of a number dedicated individuals. I have been fortunate to have been surrounded by a great team of people who believed in this project, and gave of themselves in unselfish ways to make this book come to life. I'd like to recognize as many of them as I can.

The first thank you must go to Elizabeth Sugg, my Acquisition Editor. Elizabeth believed in this project long before the first word was ever written. Her guidance, support, and encouragement is truly appreciated. Roberta Moore, of Expertise, Inc., my Developmental Editor also played an integral role in getting this book to completion. Roberta's kind words, her attention to details, and constructive comments have clearly made the final product better. I owe a debt of gratitude to Roberta that words in an acknowledgement cannot begin to convey how much I appreciated her efforts on my behalf. Nonetheless, thank you, Roberta, for all you did!

A book, too, must be readable, and present information that colleagues value. I have had the good fortune to receive valuable feedback from many reviewers. Their insight and suggestions were extremely helpful, and helped me shape many of the ideas presented in the text. I'd like to recognize the following people for taking the time to become part of this text.

Barbara Ching

Los Angeles City College

Pete Everett

DesMoines Area Community College

Carl Meskimen

Sinclair Community College

William Morris Platt College Marilee Smith

Kirkwood Community College

Ralph C. Soney

Western Piedmont Community College

Dan Tomal

Concordia University

The book is significantly better because of their involvement.

Regardless of all the good suggestions and fantastic assistance from those mentioned above, there's still a lot of work that must be coordinated when the final manuscript is delivered. These include the editors, production staff, designers, and the marketing representatives. I had the good fortune of working with many fine individuals in these areas. This includes my colleagues at Prentice Hall. I also want to thank the sales staff for their shared excitement about this book, and their phenomenal excellence in getting the book into the hands of users.

Lastly, I owe a debt of gratitude to my family. I have a wonderful wife and four great children who have taught me the importance of sound human relations. Their unending love and support is always felt, and greatly appreciated. They have such great influence in helping me see things in more positive ways by the way they act and react to my maniacal writing schedules. Even though I don't say it frequently enough, Terri, Mark, Meredith, Gabriella, and Natalie, know that I do love you! And thank you for being the greatest part of my life.

### Supplements

### Instructor's Manual with Test Item File and Transparency Masters

by Annette Tomal, Wheaton College, and Daniel Tomal, Concordia University. Contains teaching materials including learning objectives, responses to learning objectives items, chapter outlines, chapter notes, key terms, reviewing your understanding, and answers to text cases questions; contains Test Item File of over 470 multiple choice, short answer, and essay questions, by chapter; contains 69 of the 94 PowerPoint Transparencies as transparency masters.

### Study Guide

by Ralph Soney, Western Piedmont Community College. Includes, for each chapter, learning objectives, practice questions (multiple choice, true/false, matching), key terms, chapter summary, and activities.

### PowerPoint Transparencies v.4.0

Ninety-five charts and figures, including many text Exhibits, which can be viewed on the computer screen or as an overhead presentation.

### ABC News/PH Video Library

Consists of five ABC News segments:

- Danger Brewing (Chapter 2) Prime Time Live
- What Are Differences Between Men and Women? (Chapter 3) Nightline
- Laid off Bakers Start Their Own Comapny with Local Help (Chapter 7) World News Tonight/American Agenda
- Profile of Stephen Bishop (Chapter 10) World News Tonight
- Evan Kemp, EEOC Head and Champion of the Disabled (Chapter 12)
   World News Tonight

### NCS Career Assessment Inventory

shrinkwrapped with the text—National Computer System's effective and versatile career-interest inventory with the efficiency of computerized data entry, scoring, and reporting.

А Мемо TO STUDENTS

FR: Dave De Cenzo
SUBJECT: Getting the Most Out of This Text

TO:

All authors of a textbook generally include a preface describing why they wrote the book and what's unique about it, and then thank a lot of people for the role they played in getting the book completed. Well, I'm no different, for I, too, have a preface. But it has become crystal clear to me that two things are common about a book's preface. First, they're usually written for the professor, especially one who's considering

Students Reading this Book

selecting the book. Second, students don't read them! That's unfortunate because they often include information that students can find useful.

As an author, I listen to my customers. Many of mine have told me that they'd enjoy some input from me about using the book, but tell me I should put it where they can find it—don't bury it in the preface. So, I've written this memo. My purpose is to provide you with my ideas about the book, how it was put together, and more important, how you can use it to understand human relations better—and do better in this class.

This book was written to provide you with the foundations of human relations. But human relations can mean different things to different people. It can relate to your interaction with fellow students, your significant other, your family, or your work associates. Because most of us will end up in some type of work setting, and will have to "get along" with others, I've written this book with that in mind. Therefore, I've put this book together to reflect our work lives. Let me tell you a little about the logical flow of the book.

I've divided the book into five parts. Each part is designed to cover information that is important for helping you understand human relations. For example, you start with Part I, "Starting the Journey." Part I is designed to provide you with a broad base of information about human relations, its history, and current challenges we face. Although this information is useful and necessary, the "nuts and bolts" of human relations begins in Part II, "Human Behavior: The Individual."

No matter where we are, who we interact with, or where we do it, we must first understand ourselves. Each of us is made up of a personality, has certain attitudes, and holds definite values. Likewise, we all possess a way in which we communicate with others. Therefore, before we can truly learn to interact with others effectively, we need to understand ourselves to the best of our abilities. Part II gives you that opportunity.

Understanding ourselves, however, cannot exist in isolation. Rather, each of us, throughout most of our adult lives, will be working with others in places we call organizations. So we need to understand ourselves in organizations. That means understanding why organizations exist, how we get employed by them, and how organizations group us in an effort to achieve their goals. Part III, then, deals with "The Organization."

We are now in this thing we call an organization. Common to all organizations are other individuals. Therefore, to succeed in our jobs, we need to be able to work effectively with others. This means understanding what motivates us and how we can influence others, and dealing with the ever-present changes we encounter. Part IV, "Human Behavior: Interaction in the Organization" is designed to give you a foundation for understanding these areas.

Finally, Part V, "Achieving Your Potential," puts all this in perspective. Each of us has a reason for working. Irrespective of those reasons, though, there is a simple concept: Each of us desires to reach our personal goals. In Chapter 14, I've provided you with a wealth of information about setting your goals to making them become a reality. To do that, you'll need to look at the "big picture"—the personal, organizational, health and spiritual factors that contribute to your success. This chapter is not a sermon, but rather offers some tips and techniques from years of experience in helping guide individuals' careers.

Even though I am confident that completing these five parts will provide you the fundamentals of human relations, a book has to offer more. It not only should cover topics (in an interesting and lively way), it should also assist in the learning process. That means a book should provide an opportunity for knowledge to be gained. Furthermore, that knowledge should be translated into useful skills. In my estimation, to accomplish this, the book should be written in such a way that you can understand it, it keeps your attention, and it provides you an opportunity for feedback. I think I've met each of these goals.

To be understandable and lively means that I need to communicate with you. I've made every attempt in this text to have it sound as if I were in front of your class speaking with you. Writing style is important to me. I use examples whenever possible—real examples so that you can see that what I talk about is happening with the "world of work." In the past, people using my books have indicated that my writing style does help hold their attention. But the communication connection is only one-half of the equation. The ultimate tests for you are, does the book help you do well on exams, and does it help prepare you for a job?

I start every chapter with learning objectives. I view these as the critical learning points. They present a logical flow from which the material will be presented. To begin learning this material, you'll need to be able to address each learning objective. If you can explain these, you'll be on the right track. But memory sometimes fools us. We read the material, think we understand it, see how the summaries directly tie the learning objectives together, then receive a grade on an exam that does not reflect "what we knew we knew." I've given a lot of thought to that issue and think I've come up with something that will help—putting in feedback loops.

In each chapter, I have included several boxed areas. These are titled either Unlocking Your Potential or Checking Your Understanding. The Unlocking Your Potential section asks you to respond to a variety of questions. Before some specific material is presented, these questions are designed to get you thinking about a particular topic. Then, shortly after the discussion, I've provided some sample answers to the "assignment." These I have presented in the Keys to Understanding sections.

In a similar fashion, Checking Your Understanding boxes present multiple-choice questions that I've generally used in the past on my exams. I've designed the questions to test your knowledge of critical sections of the chapter's material. If you can correctly answer these questions, then you're one step closer to enhancing your understanding of that material. Recognize, of course, that these are only a learning aid. They help you learn but don't replace careful reading or intensive studying. And don't assume that getting a question right means you fully understand the concept covered. Any set of multiple-choice questions can test only a limited range of information. So don't let correct answers lull you into a sense of false security. If you miss a question or don't fully understand why you got the correct response, go back to the corresponding pages in the chapter and reread the material. To help in this, I've also provided an answer.

Learning, however, goes beyond just passing a test. It also means preparing you to perform successfully in tomorrow's organizations. You'll find that organizations today are requiring their workers to work more closely together than ever before. Call it work groups, work teams, or the like, the fact remains that you'll be interacting with others, and your success will depend on how well you work together. To help model this "group" concept for you, I have included several activities that can be used to facilitate this goal. These include two case studies, a video case, and an experiential exercise in each chapter. These are designed to highlight a particular topic in the text and provide an opportunity to work in groups to "solve" the issue at hand. They also help you develop special skills that can be useful in your careers.

Now that I've given you my ideas behind the text, I'd also like to extend an open invitation to you. That is, if you'd like to say something to me, giving me feedback about the text or suggesting how I might improve the next edition of this book, I encourage you to write me. I can be reached at the Department of Management, Towson State University, Towson, Maryland 21204-7097. I am also available on e-mail. My address is DECENZO-D@TOE.TOWSON.EDU. Good luck this semester, and may all of your human interactions be positive.

### **HUMAN RELATIONS: Personal and Professional Development**

Below are listed selected references to skill exercises that exist in the text:

COMPETENCY	RELATED COURSE SKILL AREA	CHAPTERS WHERE INFO APPEARS	Topics to Cover
RESOURCES		Alic Xain	
Time	Goal Setting; Schedules	5	Time Management
Human Resources	Assessing Skills; Performance Feedback		Performance Appraisals; Skills Checklist
INTERPERSONAL			
Team Member	Contribute to Group Effort	7	Groups; Work Teams
		9	Power-Politics; Skills Checklist
Exercises Leadership	Influences Others	12	Becoming a Leader; Skills Checklist
Negotiates	Work toward agreement/ divergent interests	13	Conflict; Skills Checklist
		9	Power-Politics
Works with Diversity	Works with and understands	2	Diversity
- 1	different backgrounds	9	Mentors and Diversity
INFORMATION Acquires and Uses	External effects on work	2	Globalization;
Information			TQM/Reengineering
SYSTEMS			
Understands Systems	Organizational groups	6	Structures; Grouping Employees
Improves or Designs Systems	Making Suggestions	13	Upward Comm's; Creativity
BASIC SKILLS			
Reading	Self explanatory		
Writing	Keys to Understanding	1–14	Extra Effort
	Unlocking Your Potential		Points to Ponder
Mathematics	Computations	1–14	Self-Assessment scoring
Listening	Active Listening	4	Enhancing Comm's
THINKING SKILLS			
Creativity	Creative process	13	Creativity; Skills Checklist
Decision-Making	Problem solving	7	Group decision-making
Seeing Things in	Processing symbols	3	Perceptions
The Mind's Eye		9	Status
Knowing How to Learn	Shaping Behavior	3	Learning through Consequence/ Experiences
Reasoning	Applying underlying relationships to problems	1–14	Case Applications; Experiential Exercises
PERSONAL QUALITIES			
Self-Esteem	Positive Attitude	3	Positive Attitude; Attitudes;
	Building Blocks of Behaviors		Perception; Values; Shaping Behavior
Socialibility	Interpersonal Communication		Interpersonal Comm Styles
Self-Management	Personal Issues	3	Stress/Issues
	Personal Growth	1–14	Self-Assessments; Unlocking Your Potential; Keys to
	6 6 1	1.4	Understanding
T TT	Career Growth	14	Achieving One's Potential
IntegrityHonesty/	Ethical Behavior	2	Social Responsibility; Ethics
		1–14	Value Judgement

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Personal and Professional Development

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