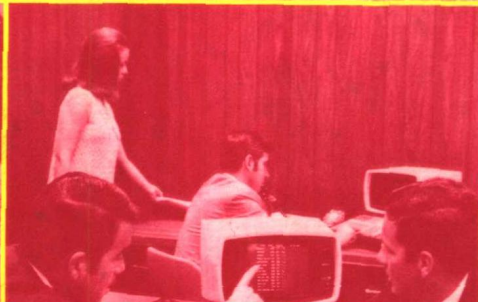
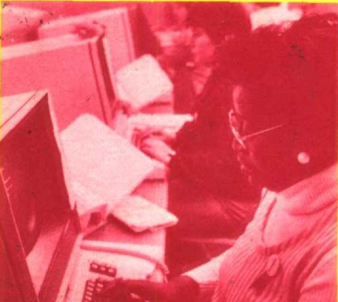


# PSYCHOLOGY APPLIED TO LIFE AND WORK

6th edition

Harry Walker Hepner



*SIXTH EDITION*  
**PSYCHOLOGY**  
**APPLIED TO**  
**LIFE AND WORK**

**HARRY WALKER HEPNER**

Professor Emeritus Psychology  
Syracuse University  
*and*  
Management Consultant

Prentice-Hall, Inc., *Englewood Cliffs, New Jersey 07632*

*Library of Congress Cataloging in Publication Data*

HEPNER, HARRY WALKER

Psychology applied to life and work.

Includes bibliographies and index.

1. Success 2. Psychology, Industrial.

I. Title.

BF637.S8H43 1979 158 78-11923

ISBN 0-13-732461-8

© 1979, 1973, 1966, 1957, 1950, 1941 by Prentice-Hall, Inc.,  
Englewood Cliffs, N.J. 07632

*All rights reserved. No part of this book may be reproduced  
in any form or by any means without permission  
in writing from the publisher.*

Printed in the United States of America

10 9 8 7 6 5 4 3 2

Prentice-Hall International, Inc., *London*  
Prentice-Hall of Australia Pty. Limited, *Sydney*  
Prentice-Hall of Canada, Ltd., *Toronto*  
Prentice-Hall of India Private Limited, *New Delhi*  
Prentice-Hall of Japan, Inc., *Tokyo*  
Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*  
Whitehall Books Limited, *Wellington, New Zealand*

# Preface

Psychology is a science, and its major contributions are those of research.

An outstanding contribution of recent research is the improvement in the mental health of the people of the United States. The reasons for their improvement are many and varied. A recent trend is to move patients into community life as soon as they can cope with it and are likely to benefit from it. This means that communities need members with informed attitudes about behavioral maladjustments and mental health. One especially helpful approach in understanding people is the adjustment concept. It is basic and easy to grasp and use.

Your study of the applications of the adjustment concept should enable you to develop not only better understanding of people who have psychological problems but also bring related benefits to you as a person—you will develop side-benefits of *empathy* toward the people you are trying to understand. This will apply to persons of your community, associates at work, and members of your family. In time, you should develop what others may call “warmth of personality.” This is a pleasing byproduct of research-based insights.

Insights and empathic qualities are needed in many situations. Examples take place in getting jobs and career advancement. Pleasant relations with people at work tend to make work more enjoyable.

Advancements in psychological research and insights are taking place not only in the United States but also in other countries. The author found that many scientific and management journals are published all

around the world. No one library here or elsewhere has copies of all the research reports that could contribute to a student's mental growth. This made it necessary to do searchings in the larger libraries of London, Edinburgh, and Paris, as well as in leading libraries of the United States.

The contribution of these foreign searchings to you is that your intellectual perspectives will be enlarged. You as a student will appreciate more fully that scholars of foreign countries are continually reporting helpful research. When you know that your sources of information are worldwide, you are likely to have more confidence in the worth of your judgements.

Information has become so extensive that experts in the sciences designate this period in our history as the “New Age of Information.” A recent publication by the U.S. Department of Commerce, Office of Telecommunications, states that 46 percent of our Gross National Product is bound up with information activity, and 53 percent of our labor income goes to members of the labor force holding some kind of “informational” job.

This means that the college student of today must plan to cope with the rapidly growing informational aspects of life and work. One method of coping for you as an ambitious individual is to recognize you cannot study every subject in depth. The practical answer is to decide to achieve *expertise* in the few areas of information that have special appeal for you.

This really means that you will find it necessary to become acquainted with computerized information retrieval services.

These services are now available and are easy to use—knowledge of computers or higher mathematics is not needed. The two requirements for you are to develop the ability to ask appropriate questions and to synthesize new information with what you already know. You are doing this now whenever you take a course that brings about intellectual development. Computerized information retrieval services will enable you to do it more easily and more thoroughly.

This aspect of educational progress will cause you to think of a textbook as providing you with a knowledge base on which to build new information for use in your creative thinking. Pages 13–20, 160–68, and a section of the Appendix will introduce you to your eventual use of information retrieval services.

The satisfactions you enjoy in your study of psychology will contribute to your growth as an intellectually mature person. This will become more evident to you as you utilize the findings from research and from your own use of the adjustment concept. In some cases, you may be able to help another person understand himself, and that, in turn, will often enable you to

understand yourself better. You will realize this as you enrich your mind with significant new information.

Through the years, this kind of growth will be stimulated when you choose new purposes in life. Eventually, you may even discover that the one most enjoyable purpose in life is to have purposes greater than self.

That is when you will realize that among all the benefits you will have gained in the study of this course, the one most important turns out to be the contribution to your personal philosophy. Chapter 7 suggests some approaches toward attaining this benefit.

Unfortunately, English has no neuter pronoun. The author has tried to make references to people and professions “unisex,” but the limitations of our language do not always allow this. Hopefully, these limitations will not cause anyone offense.

No man can produce a text such as this by his own efforts only. Formal acknowledgements to publishers and writers have been made in standard form, but they do not express my gratitude to certain others who have been especially helpful.

Gordon L. Barclay, New York State Department of Mental Health  
 Richard A. Condon, TRW, California  
 Sarah Crittenden, SPJC, Florida  
 Robert Donati, Lockheed Information Systems, New York  
 E. Dunlop, National Library of Scotland, Edinburgh  
 Betty Feeney, Countway Library of Medicine, Harvard Medical School  
 Malcolm C. Hamilton, Gutman Library, Graduate School of Education, Harvard University  
 Roger K. Hanson, University of Utah, Salt Lake City  
 Lowell H. Hattery, *Information Retrieval & Library Automation*, Maryland  
 Gustav T. Kovalik, University of Florida

John Leigh, Bayswater Library, London  
 Cloyd McClung, Eckerd College Library, Florida  
 Robert B. Mehnert, National Library of Medicine, Maryland  
 A. E. Negus, INSPEC, London  
 R. A. Nightingale, British Petroleum, Ltd., London  
 Mary E. Pensyl, NASIC, M.I.T., Cambridge, Massachusetts  
 Debra K. Potts, Predicasts, Cleveland, Ohio  
 Staff, Bibliotheque CUJAS, De Droit et Sciences Economiques, Paris  
 Gwen Walters, University Community Hospital, Florida  
 Marjorie Wilson, *Psychological Abstracts*, APA, Washington, D.C.

xii *PREFACE*

Friends who read and evaluated parts of the manuscript for my benefit are W. Lee and Virginia Evey, Herbert and Jacqueline Shipp, Robert and Barbara Ulrich, Stephen and Mary Van Sciver, Margaret Harmon, and Leo A. Pollack. The one person who

worked with me in my library searches both here and abroad was my wife, Hazel Miller Hepner. She not only suggested improvements in my writing but also made our searchings productive and zestful.

*Harry W. Hepner*

# Contents

Preface x

## *PART ONE* **INTRODUCTION**

<b>1</b>	
<b>Why Study Psychology?</b>	<b>3</b>
What Psychology Is Not,	4
What Psychology Is,	5
The Life Division—Adjustment Patterns,	11
The World of Work Division,	11
As a Student You are Building a Knowledge Base for the New Age of Information,	13
Acknowledgments and References,	20
Projects,	21
Collateral Readings,	21

## *PART TWO* **PSYCHOLOGICAL PROBLEMS AND HOW PEOPLE ADJUST TO THEM**

<b>2</b>	
<b>Adjustment by the Direct Intelligent Approach</b>	<b>25</b>

The Mental Health of the American People is Improving,	26
We Need a Basic Pattern for Our Study of People,	31
Acknowledgments and References,	40
Projects,	40
Collateral Readings,	41

**3**

**Adjustment by Substitute Activities  
That Are Often  
of Some Positive Value 42**

Compensatory Mechanisms, 43    How Can We Help People Acquire Identifications, 50  
Acknowledgments and References, 56    Projects, 56    Collateral Readings, 57

**4**

**Adjustment by Substitute Activities:  
Negative Values 58**

Evasive Adjustments, 59    Impulsions and Functional Ailments, 68  
Functional Ailments, 75    Acknowledgments and References, 80    Projects, 81  
Collateral Readings, 82

**5**

**Methods of Treating the Maladjusted 83**

Treatment of the Major or Serious Maladjustments, 84  
Common Conceptual Approaches Used in Psychotherapy, 96  
Acknowledgments and References, 103    Projects, 104    Collateral Readings, 105

**6**

**Counseling: How a Student May Become  
a More Insightful Friend 106**

Students as Counselors, 107    Factors that Influence the Effects of Counseling, 110  
Principles That Often Apply to the Counseling Interview, 116  
Acknowledgments and References, 119    Projects, 120    Collateral Readings, 121

**PART THREE**

**YOUR GROWTH TOWARD  
PSYCHOLOGICAL  
MATURITY**

**7**

**Your Personality and Purposes In Life 125**

Personality, 126    Purposes in Life, 130  
Acknowledgments and References, 133    Projects, 134    Collateral Readings, 135



**8****Your Methods of Study 136**

Barriers to Effective Study, 137      Study Techniques, 141  
 Acknowledgments and References, 150      Projects, 150      Collateral Readings, 151

**9****Our New Information Economy:  
Significance for Applied Psychology 152**

Benefits of Technological Advance and Improved Information, 153  
     Use of Retrieval Services for People Problems, 164  
     Psychological Significance of our Information Economy, 166  
 Acknowledgments and References, 168      Projects, 168      Collateral Readings, 169

**PART FOUR**  
**THE WORLD**  
**OF WORK**

**10****Choosing a Vocation 173**

Self-Actualization and Vocational Choice, 174      Methods of Choosing a Vocation, 177  
     Adjustment and Vocational Choice, 181      Definite Vocational Goals, 185  
 Acknowledgments and References, 187      Projects, 188      Collateral Readings, 188

**11****Getting a Job and Gaining Advancement 189**

Applying for a Job, 190      The Interview, 198      Advancing in Business, 201  
     Suggestions for the Growth-Motivated College Person, 203  
 Acknowledgments and References, 209      Projects, 210      Collateral Readings, 211

**12****Hiring the Employee—the Interview 212**

Types of Interviews, 215      Summaries of Research on the Selection Interview, 221  
     Personnel Functions that Involve Hiring are in Transition, 224  
 The Use of Tests in Hiring, 227      Acknowledgments and References, 231      Projects, 232  
     Collateral Readings, 233

**13**

**Appraising the Employee—Merit Ratings  
and Job Performance Coaching 234**

Appraisals of Merit, 235      Appraisals for Coaching Purposes, 240  
Acknowledgments and References, 246      Projects, 247      Collateral Readings, 247

**14**

**Making Working Conditions Favorable  
for Employee Efficiency 248**

The Open Office—Task/Ambient Lighting, 249      Color, 251      Noise, 254  
Music in Industry, 257      Accidents, 258      Fatigue and Boredom, 261  
Acknowledgments and References, 266      Projects, 267      Collateral Readings, 268

**15**

**Psychological Climates 269**

Influences to Note in Order to Sense the Climate, 270  
How Companies Acquire Good Climates, 280  
Acknowledgments and References, 282      Projects, 282      Collateral Readings, 283

**16**

**Group Dynamics In Industry 284**

The Western Electric Studies, 285      Later Studies and Findings, 288  
Group Structure and Interaction, 294      Group Cohesion and Productivity, 295  
When Group Dynamism is Destroyed, 301  
“An Organizational-Distress Syndrome: Diagnosis and Treatment”, 302  
You Can Improve Your Sensitivity to Group Dynamics, 303  
Acknowledgments and References, 304      Projects, 305      Collateral Readings, 306

**17**

**Supervising Employees 307**

Supervisor-Employee Relations, 308      Group Methods of Training Supervisors, 313  
Improving Employer-Employee Relations, 318  
Acknowledgments and References, 321      Projects, 322      Collateral Readings, 322

**18**

**Communication In Industry—  
Morale Surveys and Media  
for Communication 323**

Employee Morale, 324      Communications: Media and Methods, 334  
Acknowledgments and References, 340      Projects, 342      Collateral Readings, 342

**19**

**Organized Labor 343**

- Why Workers Join Unions, 344      Why Workers Strike, 351  
 Positive Approaches to Union Relations, 353  
 Acknowledgments and References, 354      Projects, 355      Collateral Readings, 355

**20**

**Psychology of the Consumer 356**

- Those Who Distribute Goods Work In the Dynamic Area of Ideas, 357  
 Identifying the Market, 359      Methods of Obtaining Consumer Research Data, 359  
 Motivation Research in Marketing, 364      Consumerism, 370  
 Positive Approaches to Combat Consumer Discontent, 370  
 Acknowledgments and References, 372      Projects, 373      Collateral Readings, 374

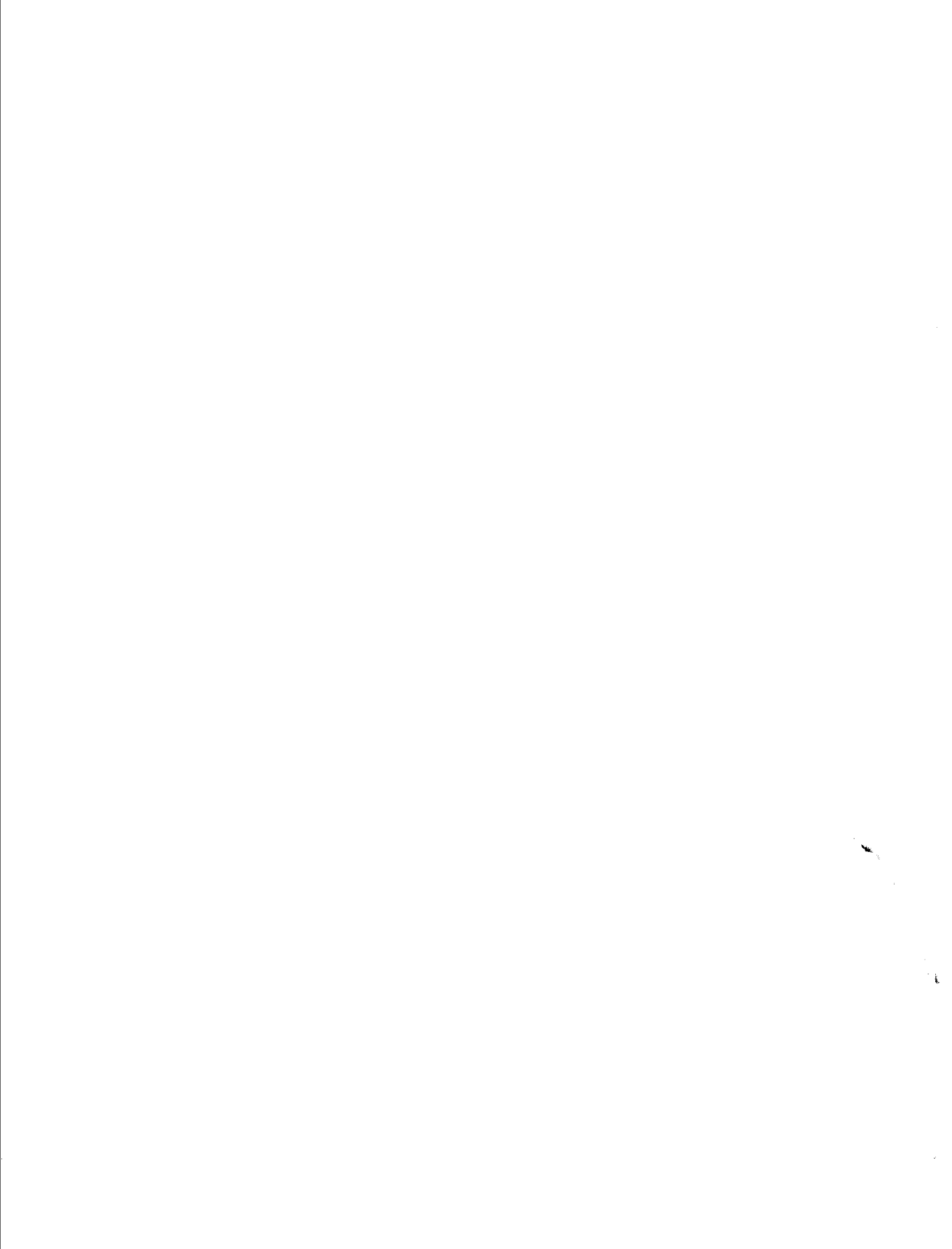
**Appendix 375**

- A Test of Personality Maturity, 375  
 How to Get Acquainted with Some of the Computerized Information Retrieval Services, 382

**Author Index 385**

**Subject Index 395**

*PART ONE*  
**INTRODUCTION**



# 1

## Why Study Psychology?

*People study psychology for various reasons. A few want to appreciate its importance in events of historical significance, but most young people study it as an aid in dealing with their own problems in life and work. In this chapter, some of these personal problems are examined and readers are encouraged to discover for themselves how the findings of psychology can aid them as individuals. In the last section of the chapter, readers are invited to enter the new "Age of Information" and to choose a field or subject in which they can develop expertise.*

We all like to study people. Psychology is surely among the most useful of all our sciences. Its importance is constantly impressed upon us by the delightful and the unpleasant behavior of our associates as well as of ourselves. Examples of psychological influences are as numerous as people—ourselves, our friends, our work associates, and our leaders. Every human being, no matter how low or high his position on whatever scale of values we choose, is a living example of the subject matter of psychology.

Somehow many people seem to think that psychology is more or less limited to the study of atypical persons, such as the mentally retarded, the neurotic, the psychotic, the genius, the problem child, or other exceptions. They fail to appreciate that the so-called ordinary individual, the member of the great majority, is just as interesting as the most unusual personality.

Of course the most interesting person to study is yourself. You have been studying yourself in certain limited ways all your life, and you already do know a great deal about yourself. You have been observing those around you, and you may now think that you have a lot of knowledge about them and their mental lives. Some of your observations about yourself and others are worthwhile, but you undoubtedly should add greater depth and accuracy to the findings of your observations. Many of the things you think you know you will want to modify as you enlarge your observations and benefit from the work of the thousands of scientists who have devoted their professional careers to the study of the mental life.

Every person is something of a psychologist. The roots of psychology are as old as the human species.

## WHAT PSYCHOLOGY IS NOT

In Greek mythology Psyche was represented as a beautiful maiden having the wings of a butterfly and symbolized the soul. The butterfly symbolized human immortality. Originally psychology, from the root words *psyche*, soul, and *-logy*, a combining form meaning a science—the science of the soul—was a branch of philosophy.

Several generations ago psychology severed its formal relations with philosophy and became a science in itself. It is no longer concerned with the soul, nor with such problems as communication with the dead. Psychology and psychical research are two different fields, and the psychologist does not have very much hope of successful discoveries in *psychic* realms. Psychology has lost its mystical quality. It is not interested in cults or in magical influences on people who happen to be about us. It does not take the place of the witch doctor.

Psychologists are not interested in character analysis from observation of superficial physical signs, except to report that such methods of analyzing people are largely fallacious. Most psychologists are not interested in mind reading or in thought transference. They have not found that mental telepathy has sound foundations. Investigations of those incidents in the lives of their friends that indicated that mental telepathy might exist have usually shown that such experiences were coincidences that occur in the life of everyone. When psychologists have checked or examined phenomena of this sort, they have found that the apparently mystical should be treated in terms of natural laws.

Nor is psychology a shortcut to success in business or in life. Many people who study psychology do so with the hope of finding

a talisman for success. However, psychology will not make a mentally strong and powerful individual out of a weakling. It is of assistance, of course, in bringing out the latent possibilities in people and in enabling them to adjust themselves to one another, but we should look upon psychology as a science.

### WHAT PSYCHOLOGY IS

Psychology applies scientific methods to mental phenomena, to behavior and experience. The outstanding approach to the problems of our modern age is our highly developed technique for gaining insight into all aspects of our experiences—namely, the scientific method. Steps in a scientific method are: (1) observing a chosen phenomenon; (2) accumulating the facts; (3) noting a pattern among the facts; (4) finding a plausible explanation of the pattern within these facts (hypothesis); (5) making a new prediction on the basis of the plausible explanation; and (6) checking the prediction experimentally—hence increasing or decreasing the belief in the plausible explanation, depending upon whether the new findings agree or disagree with the prediction. Albert Einstein once put it:

The scientific way of forming concepts differs from that which we use in our daily life, not basically, but merely in the more precise definition of concepts and conclusions; more painstaking and systematic choice of experimental material; and greater logical economy. By this last we mean the effort to reduce all concepts and correlations to as few as possible logically independent basic concepts and axioms.<sup>1</sup>

The use of the scientific method does not reveal absolute laws or ultimate truth. Rather, scientifically developed principles are descriptive statements of relationships observed between events. Each principle, though useful in describing relationships, is subject to further improvement. Scientists

do not expect to discover final laws but they do seek progress toward continued enlightenment.

Delicate instruments have been invented to aid the observer in detecting and measuring variations of the phenomena under study. Involved statistical techniques have been developed for treatment of the data. The thousands of scientific studies being made by psychologists and other scientists are slowly modifying our daily work and living. They have already revealed possibilities for utilizing human and physical forces that were not dreamed of by our forefathers. The use of the scientific method for gaining insight has partially displaced unsound methods such as those of superstition and unverified guesses.

Present-day psychologists take pride in their use of the scientific method. Years ago it was not unheard of to set up a "law" after making a hypothesis. Now the emphasis is on objectivity and quantitative data. Statisticians and psychologists have collaborated to achieve scientific methodology. They have made possible the objective appraisal of facts with a minimum of subjectivity by devising methods of analyzing quantities of data to determine whether the data have any real significance.

Another method by which experiments are made more scientific and yield dependable conclusions is the use of control groups in experimental groups of subjects. Use of a control group with an experimental group makes it possible to learn which factors under investigation have a bearing on the findings. Animals are used frequently as subjects by some experimental psychologists. Through such experiments it has been possible to learn about important aspects of drives and motivations—effects of thwarting, and problem-solving behavior, for example. Caution must always be exercised, however, in generalizing results obtained from animal experiments to human beings.

We now define *psychology* as the "study of human behavior by scientific methods."



*Behavior*, as used here, refers to more than conduct, deportment, or manner. It includes all normal and abnormal activities of the whole organism, even those of the mentally retarded and the mentally ill. Purposes of this study are to explore the roles of behavior in self-discovery and the varied beneficent behavioral patterns the individual can develop. *The aims of applied psychology are the description, prediction, and control of human activities in order that we may understand and direct intelligently our own lives and influence the lives of others.*

Psychology is a most useful study because every person must live with himself and with others. Even though a person may never study it as a science, his every thought and act illustrate its principles. To live means to function, and behavior is the material of psychology. The unit of study is the individual.

Of course, a person may live a pleasant life and never study himself or his behavior. An angleworm and a cow are presumably content, but we have no evidence to indicate that they are intelligently happy. Fulfillment for the modern individual demands more than mere organismic contentment. He wants to be physically comfortable, but he also wishes to know the principles of human behavior so that he may use them for new satisfactions. Our present civilization rests upon the basis: "Let us study life and its conditions so that we may utilize our findings to rise to new and more intelligent levels of personal satisfactions and social relationships."

Each person adjusts himself to his world in his own way. Average or so-called normal behavior is really only theoretical. There is no sharp division between normal and abnormal behavior. Behavior considered normal might be said to represent that of more than half the people in a society. Although such a definition is only one of several possible and arbitrary ones, it should be understood that atypical behavior refers to the less common methods of adjustment in a particular culture.

When a person's behavior is so far removed from the norm of his society as to make him or society uncomfortable, psychotherapy is often indicated. This is a job for clinical psychologists, who utilize the work of experimental and other psychologists. To guide the process of therapy, clinical psychologists employ various diagnostic methods—tests to help determine the dynamics underlying behavior and devices that yield specific information, such as the electroencephalogram, a tracing of brain waves that reveals whether certain disorders are functional or due to epilepsy or brain tumors.

So much work has been and is being done by psychologists throughout the world that scores of scientific journals are constantly publishing their findings in the United States and other countries. If we include publications in psychiatry and other closely related behavioral science fields, the total is over 100. These range in topical content and title all the way from *Behavior Genetics* to *Omega*, "the international journal of the psychological study of dying, death, bereavement, suicide, and other lethal behaviors"! Of course the thousands of reports of scientific researches published each year are too voluminous for any one student to read, and it would be too difficult for him to understand all of them if he had access to them.

Accordingly, courses and texts in psychology must be selective in content and purpose. Most courses in American colleges must of necessity be either science oriented or life oriented. Students who wish to become scientists or to major in psychology need science-oriented courses. Students who have other objectives—and most do—usually prefer life-oriented courses.<sup>2</sup>

This text is life oriented and deals especially with the psychological problems of people, with special attention to those of students. Students of all colleges have problems that are characteristic of their age group and the college situation. Most of their problems are not very serious, but certain ones are. The seriousness of the