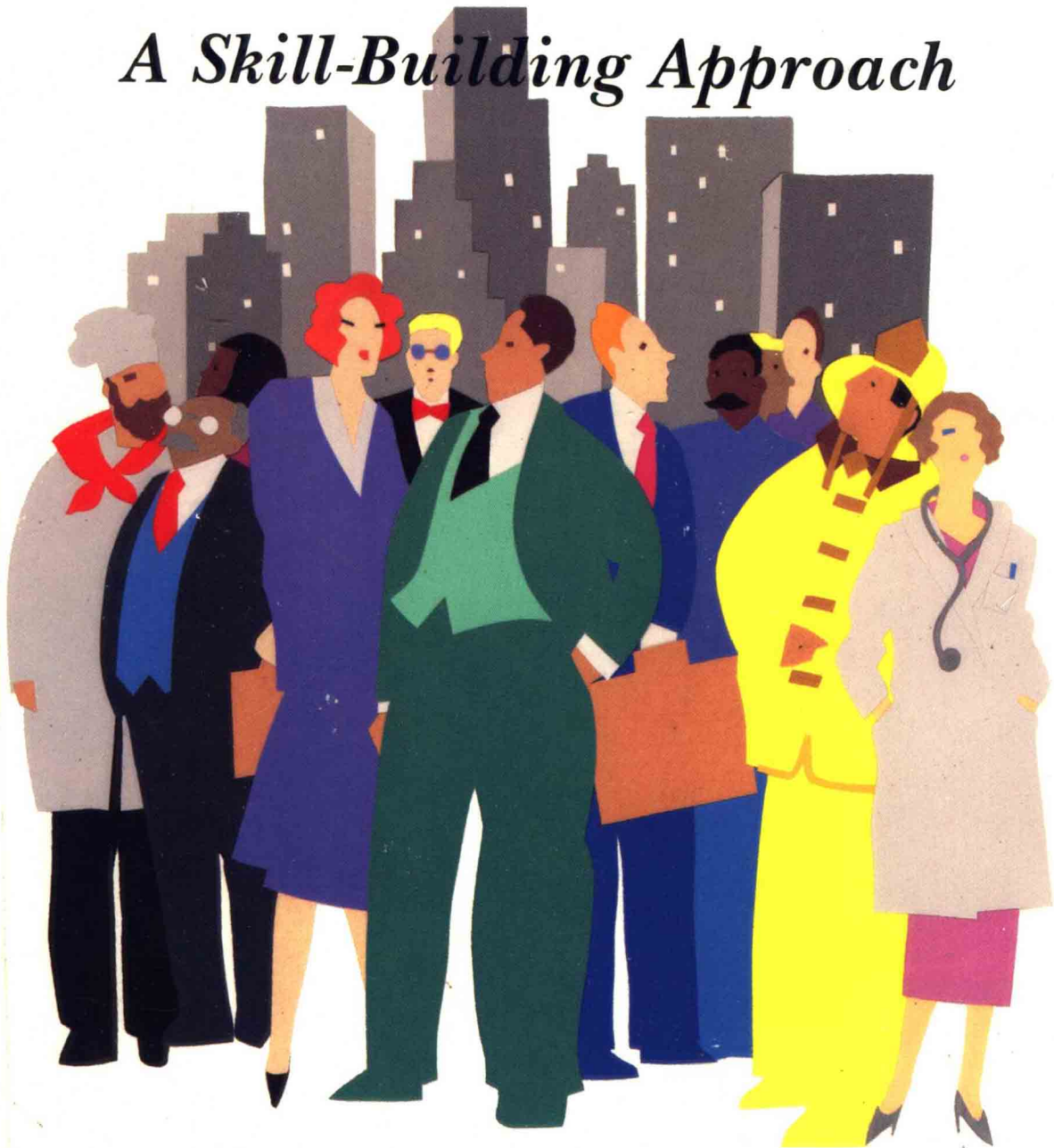# HUMAN RELATIONS IN ORGANIZATIONS

A Skill-Building Approach

THIRD EDITION

Robert N. Lussier

HUMAN RELATIONS IN ORGANIZATIONS

A Skill-Building Approach

THIRD EDITION

Robert N. Lussier

Springfield College

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, and Brian for their loving support.

PREFACE

Changes in the New Edition

Contemporary Issues

All 15 chapters of the third edition of *Human Relations in Organizations: A Skill-Building Approach* have been completely updated. In the chapters that cover the most contemporary issues (Part V), approximately 80 percent of the references are from the last two years. There are an average of 42 references per chapter.

The third edition has been reorganized and updated to reflect the following contemporary issues:

- **Diversity.** Diversity is now discussed throughout the book. The most detailed coverage can be found in Chapters 1, 2, 3, 12, and 13.
- **Participative Management.** Participative management is now discussed throughout the book. The most detailed coverage can be found in Chapters 5, 7, 10, 11, and 14.
- **Teams.** Teams are now discussed throughout the book. The most detailed coverage can be found in Chapters 10, 11, and 14. Part IV is devoted entirely to teams.
- **Quality.** Total Quality Management (TQM) is now discussed throughout the book. The most detailed coverage can be found in Chapters 1, 12, and 14.
- **Globalization.** Globalization is now discussed throughout the book. The most detailed coverage can be found in Chapters 1, 5, 6, 7, and 13.
- **Change and Creativity.** Change and creativity are now discussed throughout the book, with detailed coverage in Chapters 10 and 12.
- **Productivity.** Productivity is now discussed throughout the book, with detailed coverage in Chapters 1 and 14.
- **Ethics.** Ethics is now discussed throughout the book, with detailed coverage in Chapter 9.

New and Improved Features

The third edition contains a number of new features.

- **Video Exercises.** The author developed six video exercises that appear at the ends of Chapters 2, 4, 5, 7, 9, and 10. These exercises are not cases. After watching a video, students identify and discuss the text concepts that are illustrated. Students learn by applying the concepts seen in the video, which depicts people in real-world job situations.

- **Learning Objectives.** Learning objectives now appear in the margins at the point at which the student can meet the objective. Connecting the objectives with the text material helps students to meet the objectives. Many of the learning objectives have also been changed to be more competency based and to have a specific answer.

- **Connections.** The questions that appeared as a group at the ends of the chapters in the second edition are now a boxed feature entitled "Connections." These questions are called *connections* because they require that students apply the text concepts to their own experiences. The "Connections" boxes truly make concepts come alive as students can now apply these concepts to their own lives.

- **Notes.** Notes for all 15 chapters appear at the end of the book. There are a total of 576 references—approximately 38 per chapter.

- **Icons.** Icons have been added to make the text more "user friendly." Icons now appear in the margins so that students and instructors more easily know when and where the end-of-chapter applications and skill-building materials should be used. Instructors can break up their lectures with skill-building activities. The following icons are used:
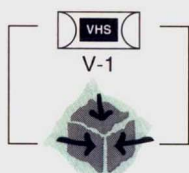
    Application Situation. The first number represents the chapter number; the second is the number of the application within the chapter (two to four per chapter).

    Skill-Building Exercise. The first number represents the chapter number; the second is the number of the exercise within the chapter (two to three per chapter).

    A video icon tells the instructor which video module applies to which text concepts. Video modules are numbered 1 to 19 (one to four per chapter).

    This icon indicates that a specific video serves as a video exercise. The first number represents the chapter number; the second is the number of the video exercise within the chapter (Chapters 2, 4, 5, 7, 9, and 10).

    This icon indicates a "behavior module"—a combination of a video and a skill-building exercise (Chapters 5, 6, 7, 8, 10, 13, and 14).

AS 1-1

SB 1-1

V-1

VE 1-1

V-1

SB 1-1

Unique Features Maintained from Prior Editions

- **Skill-Building Approach.** The third edition continues the tradition of being the most applied human relations text available. All 15 chapters have at least one in-text self-learning exercise (27 total) and a combined total of 300 application situations, 37 skill-building exercises, and 6 video exercises at the ends of the chapters.

- **Research Based.** The third edition is thoroughly research based. There are a total of 576 footnotes—an average of 38 per chapter.

- **Lively Conversational Writing Style.** The personal focus on the individual reader is continued in the third edition.

- **Systems Orientation.** With its systems approach, the third edition provides clear connections between the major topics. Triangle-shaped posters appear in the margin throughout the text to show students when the scope of study covers behavior, human relations, and/or performance. Another margin poster identifies whether the level of behavior being studied is individual, group, and/or organizational. The goal of human relations is stressed throughout the text. A special margin poster signifies where the goal of human relations is discussed in the text.

- **Opening Case Applied throughout the Chapter.** References to the opening cases for Chapters 1–14 now appear throughout the chapters. These references help students to answer the case questions and understand the connection between the case situation and text concepts, which leads to student understanding of how to use the text concepts on the job.

Using This Book

The major features and content of *Human Relations in Organizations: A Skill-Building Approach,* third edition, are explained below.

Chapter Introductory Material

Learning Objectives: Each chapter begins with a list of learning objectives that state what you should be able to do after completing the chapter. Review the objectives before reading the chapter and keep them in mind while reading the chapter. Throughout the chapters, you will find the learning objectives in the margins. Answer the questions posed by the objective. If you cannot meet the objectives, you should spend more time studying the chapter.

Key Terms: The key terms are the most important concepts of each chapter. They are listed as the last learning objective of each chapter in the order in which they appear in the text. Review the list of key terms before reading the chapter. The terms are easy to find in the body of the text because the first time each term occurs it appears in **color** with the *definition in italics.* An alphabetical list of the key terms also appears after the chapter review. Completing the review at the end of the chapter will give you an understanding of how well you know the key terms.

Chapter Outline: The chapter outline enables you to see the major topics covered in the chapter. Review the outline in order to get the "big picture" before you read the chapter.

Chapter Opening Case: Each chapter begins with a short introductory case that illustrates the human relations topics that will be covered in the chapter. These cases help you understand the relevance of the chapter topics stated in the learning objectives, key terms, and chapter outline. As you read the chapter, you will see how the text concepts apply to the opening case. This will help you to understand how to use the concepts on the job.

Body of the Chapter

Chapter Material: The chapter material is set up like most texts, with major and minor headings to help you follow the material. The text takes a practical how-to approach, and focuses on giving you practical information and skill-building opportunities that you can use in your personal and professional life. I recommend keeping this book to use as a reference manual when you face the many challenging situations that require effective human relations. Begin developing your human relations skills today by applying the text concepts in your daily life.

Exhibits: Each chapter contains exhibits, included to help you better understand the material. Some of the exhibits are general guidelines for effective human relations, while others give you step-by-step instructions for effective handling of specific human relations situations.

Self-Learning Exercises: Self-learning exercises in every chapter (27 total) help you better understand your own styles and preferences. The better you understand yourself, the better prepared you will be to develop effective human relations. You will be directed when to stop reading the text, and complete the self-learning exercise, including scoring.

Connections: Approximately 11 boxed application questions appear throughout each chapter. "Connections" is designed to enable you to immediately apply the text material to actual human relations situations from your personal and professional life. The answers to the questions cannot be found verbatim in the text. Whether or not your instructor requires you to write out the answers to the questions, you will learn more by doing so. Writing the answers helps you to think more clearly and develops your written communication skills. You have two options:

1. Answer the connections one at a time as they appear.
2. Skip over the connections as you read. Then, after reading the entire chapter, go back and answer the questions.

End of Chapter

Review: At the end of each chapter is a chapter review highlighting the most important concepts in the chapter. The review may be used in one of at least three ways:

1. *Fill in the blanks.* In the definitions of all the key terms, you will find a blank line on which to write the missing key term. You may fill in the key term from memory.

2. *Matching.* If you cannot, or prefer not to, fill in the key term from memory, you may turn to the end of the review and refer to the alphabetical list of key terms.

3. *Straight review.* If your instructor does not require you to know the key terms word for word, or if you prefer, you may fill in the missing key terms from the list at the beginning of the chapter. The key terms at the beginning of the chapter are in the exact order in which they appear in the chapter, and in the review.

Application Situations: Altogether the chapters contain 20 application situations that test your ability to apply the text concepts to actual situations you may face. Without a thorough reading and understanding of the text concepts, you will not be able to apply them. When you have read the material necessary to apply the text concept, the relevant icon will appear in the margin. Whether or not your instructor requires you to complete the application situations, you will learn more by doing so. You have two options:

1. Stop reading the text, turn to the end of the chapter, and complete one application situation at a time.
2. Wait until you have read the entire chapter; then complete all the application situations at one time.

Objective Case: Each chapter contains a one-page description of a situation followed by 10 multiple-choice questions. These cases help you apply the text concepts to an actual situation in which there is often a problem to solve. In addition to objective questions, one or more subjective questions ask you how you would handle the situation. To apply the text concepts, you must read the entire chapter before completing the case.

Skill-Building Exercises: The book contains 37 skill-building exercises—two or three per chapter. These exercises simulate actual situations you may face. Most of the skill-building exercises give you a situation to work on, while some allow you to select your own situation. By completing the skill-building exercises, you should further develop your human relations skills.

The skill-building exercises are designed for in-class use. Many of them have two parts: *Preparation for Skill-Building Exercise* and *In-Class Skill-Building Exercise.* The preparation part of the exercise is generally assigned as homework, but your instructor may allow some of the preparations to be done in class. For exercises with assigned homework preparation, it is critical for you to complete the assignment to maximize learning and skill building.

Video Exercises: At the ends of Chapters 2, 4, 5, 7, 9, and 10 are video exercises. With a video exercise you watch a video and identify the styles being used. The exercise allows you to write in your responses, and provides discussion questions.

End-of-Book Notes: Each footnote 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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Contact Me with Feedback

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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CONTENTS IN BRIEF

CONTENTS

1 UNDERSTANDING BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE

Learning Objectives

After completing this chapter, you should be able to:

1. Explain why human relations skills are important.
2. Discuss the goal of human relations.
3. Describe the relationship between performance at the individual and group levels and organizational performance.
4. Describe the relationship among behavior, human relations, and organizational performance.
5. Identify your personal low and high human relations ability/skill levels.
6. Identify five personal human relations goals for the course.
7. Explain nine guidelines for effective human relations.
8. Briefly describe the history of the study of human relations.
9. State some of the trends and challenges in the field of human relations.
10. Define the following 14 key terms (in order of appearance in the chapter):
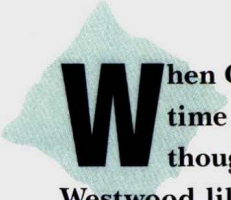
human relations	**levels of behavior**	**systems affect**
goal of human relations	**group behavior**	**Elton Mayo**
win-win situation	**organization**	**Hawthorne effect**
total person approach	**organizational behavior**	**Theory Z**
behavior	**performance**	

When Olin Ready graduated from college, he accepted his first full-time job with IBM. As he drove to work on his first day, he thought: How will I fit in? Will my peers and new boss Nancy Westwood like me? Will I be challenged by my job? Will I be able to get raises and promotions? At about the same time, Nancy was also driving to work thinking about Olin, with thoughts like: Will Olin fit in with his peers? Will he be open to my suggestions and leadership? Will Olin work hard and be a high performer?

What would you do to ensure success if you were Olin? What would you do to ensure Olin's success if you were Nancy? Meeting employees' needs while achieving the organization's objectives is the goal of positive human relations in any organization.

Why Human Relations Skills Are Important

Many students state that their human relations course is their most interesting course because it is about them. In fact, human relations *is* about you. By studying human relations you will learn skills that will help you in situations like Nancy's and Olin's. Human relations skills will help you achieve your personal and professional goals, as well as organizational goals. Some of the reasons that human relations skills are so important to individuals and organizations include:

- Managers work with three organizational resources: physical, financial, and human. Of the three, human resources, or people, are the most important

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because people actually get the job done. Well-trained, highly motivated employees really make a difference in terms of improving productivity and quality, two major organizational goals.[1]

- Poor interpersonal skills represent the single biggest reason for career failure, especially in the early and middle career stages. Thus, problems with interpersonal skills need to be recognized and remedied to ensure success in your career.[2]

- According to the Carnegie Foundation, personal qualities account for 85 percent of the factors contributing to job success, while technical knowledge accounts for only 15 percent. These statistics indicate that the individual should pay a great deal of attention to personal qualities in order to succeed on the job.

- Job security often depends on interpersonal skills. Of all people fired from their jobs, 66 percent were fired because they failed to get along with people and only 34 percent were fired because of lack of technical knowledge, according to The Harvard Bureau of Vocational Guidance.

- The United States has lost some of its competitive edge in the world of business as markets have become increasingly global. One obvious, but apparently ignored, reason is the glaring absence of interpersonal relationship skills.[3] Improving interpersonal skills will help U.S. business regain its competitive edge.

- To improve productivity, U.S. business must develop more effective management-employee relationships.[4] Collaborative employee-management relationships have equal to or greater potential for increasing productivity compared to technologies, according to a congressional hearing on Human Factors in Technological Innovation and Productivity Improvement. In addition, a National Science Foundation report found that Japanese automakers are more productive than U.S. automakers because of collaborative management-employee relationships, not because of robots.

- We now live in a service economy in which relationships are becoming more important than physical products. More attention needs to be given to service employees, whose jobs rely heavily on human relations skills.[5] Service-sector workers are the lowest paid and least experienced workers in the country, even though they are the ones who project the organization's image to its customers.

- Human relations skills are a growing concern in the business community. Many organizations offer training in how to deal with people.[6] IBM gives the average employee 40 hours of training per year, with 32 of these hours devoted to human relations training.[7]

- Organizations are not made of process, technology, or structure; they are made up of people in them.

Learning Objective

1. Explain why human relations skills are important

- Of the three skills managers need to be successful—conceptual, technical, and human—human relations skills are as important, if not more so, than technical skills. Since managers work with people, they should study human relations as intensely as they study their field of technical expertise.[8]

CONNECTIONS

1. In your own words, why are human relations skills important to you? How will they help you in your career?

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