

HUMAN RELATIONS

INTERPERSONAL, JOB-ORIENTED SKILLS

SEVENTH EDITION

ANDREW J. DUBRIN

PS 10.
5819
E.7.

HUMAN RELATIONS

Interpersonal, Job-Oriented Skills

Seventh Edition

Andrew J. DuBrin



E200200754

Prentice Hall
Upper Saddle River, New Jersey 07458

Library of Congress Cataloging-in-Publication Data

DuBrin, Andrew J.

Human relations: interpersonal, job-oriented skills / Andrew J. DuBrin. —7th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-010578-3

1. Industrial sociology. 2. Personnel management. 3. Organizational behavior. I. Title.

HD6955. D82 2000

658.3—dc21

00-022499

Acquisitions Editor: Elizabeth Sugg

Production Editor: Ann Mohan

Production Liason: Eileen O'Sullivan

Director of Manufacturing

and Production: Bruce Johnson

Managing Editor: Mary Carnis

Manufacturing Buyer: Ed O'Dougherty

Art Director: Marianne Frasco

Marketing Manager: Shannon Simonsen

Editorial Assistant: Delia Uhrec

Cover Design: Bruce Kenselaar

Interior Design and Composition: WordCrafters Editorial Services, Inc.

Printer/Binder: Banta Harrisonburg

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*

Prentice-Hall Singapore Pte. Ltd.

Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*



Copyright © 2001, 1997, 1992, 1988, 1984, 1981, 1978 by Prentice-Hall, Inc., Upper Saddle River, New Jersey 07458. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions(s), write to: Rights and Permissions Department.

Prentice
Hall

10 9 8 7 6 5 4 3 2
ISBN 0-13-010578-3

Once again, to Melanie

Preface

Welcome to the new and expanded edition of *Human Relations: Interpersonal, Job-Oriented Skills*. Success in any position involving interaction with people requires two broad sets of competencies: functional skills and generic skills. The term *functional skills* refers to knowledge of one's discipline (or organizational function), technical skills, specialty skills, or simply details of the job. *Generic skills* refers to competencies important in a variety of jobs. Among these generic skills are good work habits and time management, computer skills, high ethics, and interpersonal skills.

My purpose in writing this book is to help readers enhance their interpersonal skills in the workplace. By enhancing interpersonal skills, a person has a better chance of capitalizing upon his or her other skills. Two primary approaches are used in this text to achieve the lofty goal of improving interpersonal skills. First, basic concepts are introduced to enhance understanding of key topics in interpersonal relations in organizations.

Second, skill-building suggestions, exercises, and cases are presented that are designed to improve interpersonal skills related to the topic. Chapter 4, for example, presents general information about the nature of teamwork, followed by suggestions for improving teamwork. The chapter also includes several exercises or experiential activities and a case—all designed to improve teamwork skills.

AUDIENCE FOR THE BOOK

The primary audience for this book is people taking courses that emphasize the development of interpersonal skills. Such courses typically include the term *human relations*. Because interpersonal relations contribute so heavily to effective leadership, the text is suited for participants in leadership and supervisory training courses.

FRAMEWORK OF THE BOOK

The book is a blend of current and traditional topics dealing with interpersonal relations in organizations with a heavy component of skill development and self-assessment. The information is organized into chapters, all emphasizing interpersonal relations between two or more people. Chapter 1, “A Framework for Interpersonal Skill Development,” sets the stage for improving one’s interpersonal skills on the job. Chapter 2, “Understanding Individual Differences,” presents information that is the foundation of effective interpersonal relations. Chapter 3, “Interpersonal Communications,” deals with skills in sending and receiving messages.

Chapter 4, “Developing Teamwork Skills,” sensitizes the reader to a vital set of skills in the workplace. Chapter 5, “Group Problem Solving and Decision Making,” provides additional skill in collaborative effort. Chapter 6, “Cross-Cultural Relations and Diversity,” is about developing cross-cultural skills in a diverse work force. Chapter 7, “Resolving Conflicts with Others,” helps the reader develop skills in finding constructive solutions to differences of opinion and disputes with others.

Four consecutive chapters deal with exerting influence over others: Chapter 8, “Becoming an Effective Leader,” presents information relevant to exercising leadership in the workplace; Chapter 9, “Motivating Others,” emphasizes skills in getting others to work hard to achieve goals; Chapter 10, “Helping Others Develop and Grow,” is about coaching, counseling, and teaching others; and Chapter 11, “Positive Political Skills,” describes how to use power and influence for constructive purposes.

Chapter 12, “Customer Satisfaction Skills,” describes several approaches to enhancing skills in satisfying customers, and thus lies at the heart of the quality revolution. Chapter 13, “Enhancing Ethical Behavior,” translates ethical principles into usable skills. The rationale is that an ethical base is important for achieving career-long effectiveness in interpersonal relations. Chapter 14, “Personal Productivity and Stress Management,” supports development of interpersonal skills in showing that productive people who have stress under control can relate more effectively to others. Chapter 15, “Job Search and Career Management Skills,” includes information about the application of interpersonal skills (such as networking) to enhance one’s career.

CHANGES IN THE NEW EDITION

This new edition of *Human Relations* is expanded and enlarged, in addition to including updated information wherever appropriate. Two new chapters have been added in response to requests by users of the previous edition. Chapter 14 deals with improving productivity and managing stress, and Chapter 15 is

about conducting a job search and career enhancement. Among the new topics in the text are:

- Informal learning by employees (Chapter 1)
- The triarchic theory of intelligence and multiple intelligences (Chapter 2)
- Metacommunication (Chapter 3)
- Virtual teams (Chapter 4)
- Groupware for decision making (Chapter 5)
- 360-degree feedback (Chapter 8)
- Self-efficacy as it contributes to motivation (Chapter 9)
- The integration of information technology into interpersonal skill development (Chapters 3, 6, and 14)

Most chapters contain at least one additional self-assessment quiz and one additional skill-building exercise. Many more references are made to the Internet and information technology, including using the Internet for developing cross-cultural skills (Chapter 6), enhancing personal productivity (Chapter 15), and conducting a job search (Chapter 15).

SUPPLEMENTAL MATERIALS

INSTRUCTOR'S MANUAL

The instructor's manual for this text contains 750 multiple choice and true/false test questions, chapter outlines and lecture notes, answers to discussion questions and case problems, and comments about the exercises.

PRENTICE HALL COMPUTERIZED TEST BANK

This testing software is available on 3.5-inch disk for the Windows platform. The program gives the instructor maximum flexibility in preparing tests. It can create custom tests and print up to 99 different scrambled versions of a test at one time; and build tests randomly by chapter, level of difficulty, or question type. The software also allows on-line testing and record keeping and the ability to add problems to the database.

PRENTICE HALL SELF-ASSESSMENT LIBRARY

A CD-ROM with a computerized assessment program that gives students insights into their skills, abilities, and interests. The Library includes 45 exer-

cises to help students learn more about themselves and how they relate to others. It is easy to use and self-scoring.

MEETING WORKPLACE TRAINING GUIDELINES

The U.S. federal government guidelines recommend that postsecondary schools teach five competencies and a three-part foundation of skills and personal qualities needed for job performance. The competencies state that effective workers can productively use resources, interpersonal skills, information, systems, and technology. In addition, the foundation competence requires basic skills (such as reading, writing, and arithmetic), thinking skills (such as thinking creatively), and personal qualities (such as self-management and integrity).

Human Relations provides information and exercises that directly support components of six of the preceding eight requirements—use of resources, interpersonal skills, basic skills, personal qualities, and technology. Information and systems are ordinarily taught outside of an interpersonal skills or human relations curriculum. A guide to meeting the federal guidelines is presented next.

Effective workers can productively use the following:

- *Resources*
Included are allocating time, money, materials, space, and staff. Chapter 2, about understanding individual differences, provides background information for doing an effective job of allocating staff.
- *Interpersonal Skills*
Examples are working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds. Interpersonal skills are taught throughout the book, and each of the skill areas just mentioned is covered by at least one chapter. Chapter 4 is about working on teams; Chapter 10, about helping others develop, covers teaching others; Chapter 12, about customer service skills, deals with serving customers. Leading others is the subject of Chapter 8; negotiating is explained in Chapter 7, about resolving conflicts with others; and Chapter 6, about cross-cultural relations, discusses working well with people from culturally diverse backgrounds.
- *Basic Skills*
These include reading, writing, arithmetic and mathematics, speaking, and listening. Chapter 3, about communicating with people, provides suggestions for improved writing, speaking, and listening.
- *Thinking Skills*
These consist of thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning. Chapter 5, about group problem solving, deals directly with cre-

ative thinking, decision making, and problem solving. Chapter 13, about enhancing ethical behavior, deals with ethical reasoning.

- *Personal Qualities*

These encompass individual responsibility, self-esteem, sociability, self-management, and integrity. Chapter 13, about ethical behavior, discusses individual responsibility in the context of being ethical and having integrity, as well as constructive character traits. Chapter 8, about leadership, contains information about the importance of integrity. Personal qualities are also described in Chapter 2, on individual differences. Chapter 9 describes the role of self-efficacy in being motivated.

- *Technology*

Frequent mention is made of the Internet, including suggestions for its efficient use (Chapter 14), and using the Internet to enhance cross-cultural skills (Chapter 6).

ACKNOWLEDGMENTS

My appreciation goes to the many people who contributed to the development and production of this book. My primary thanks are due to my editorial and production team: Elizabeth Sugg, Mary Carnis, and Delia Uherec at Prentice Hall and Ann Mohan at WordCrafters Editorial Services. Appreciation is also expressed to the outside reviewers who made suggestions for shaping this edition of the text: H. Frederick Holmes, Ogeechee Technical Institute; Judy Bowie, DeVry Institute of Technology; Gary W. Piggrem, Ph.D., DeVry Institute of Technology; James E. Wetz, Central Florida Community College; Ruth V. Kellar, Ivy Tech State College; Lou Jean Peace, Valdosta Technical Institute; Patricia Lynn Anderson, Valdosta State University; and John Adamski II, Ivy Tech State College.

Andrew J. DuBrin
Rochester, New York

Contents

PREFACE xiii

CHAPTER 1 A FRAMEWORK FOR INTERPERSONAL SKILL DEVELOPMENT 1

- Plan of the Book 2
- A Model for Improving Interpersonal Skills 3
- Identification of Developmental Needs 6
 - Universal Needs for Improving Interpersonal Relations 7
- Developing Interpersonal Skills on the Job 10
 - Informal Learning 10
 - Specific Developmental Experiences 11
- Summary 12
- Questions for Discussion and Review 14

CHAPTER 2 UNDERSTANDING INDIVIDUAL DIFFERENCES 15

- Personality 16
 - Six Major Personality Factors and Traits 17
- Cognitive Styles and Personality Types 19
 - Cognitive Styles 19
 - Guidelines for Dealing with Different Personality Types 21
- Mental Ability 23
 - Components of Traditional Intelligence 24
 - Practical Intelligence 25
 - Multiple Intelligences 27
 - Emotional Intelligence 28
 - Guidelines for Relating to People of Different Levels and Types of Intelligence 29

Values as a Source of Individual Differences	30
How Values Are Learned	31
Clarifying Your Values	31
The Mesh Between Individual and Job Values	32
Guidelines for Using Values to Enhance Interpersonal Relations	32
Summary	34
Questions for Discussion and Review	35

CHAPTER 3 INTERPERSONAL COMMUNICATIONS 39

Steps in the Communication Process	40
Nonverbal Communication in Organizations	42
Modes of Transmission of Nonverbal Communication	43
Environment	43
Interpersonal Distance	43
Posture	43
Gestures	44
Facial Expressions	44
Voice Quality	45
Personal Appearance	45
Guidelines for Improving Nonverbal Communication	45
Guidelines for Overcoming Communication Problems and Barriers	48
Understand the Receiver	48
Discuss Differences in Paradigms	49
Minimize Defensive Communication	50
Use Multiple Channels	50
Use Verbal and Nonverbal Feedback	50
Display a Positive Attitude	51
Use Persuasive Communication	51
Engage in Active Listening	53
Engage in Complementary Transactions with People	54
Recognize Gender Differences in Communication Style	57
Engage in Metacommunications	59
Summary	59
Questions for Discussion and Review	61

CHAPTER 4 DEVELOPING TEAMWORK SKILLS 63

Types of Teams	64
Self-Managing Work Teams	65
Cross-Functional Teams	67
Virtual Teams	67
The Advantages and Disadvantages of Teams and Teamwork	68
Advantages of Group Work and Teamwork	68
Disadvantages of Group Work and Teamwork	69
Team Member Roles	70
Knowledge Contributor	71
Process Observer	71

Collaborator	71
People Supporter	74
Challenger	74
Listener	75
Mediator	76
Gatekeeper	76
Guidelines for the Interpersonal Aspects of Team Play	77
Trusting Team Members	77
Displaying a High Level of Cooperation and Collaboration	77
Recognizing the Interests and Achievements of Others	79
Giving Helpful Criticism	80
Sharing the Glory	80
Taking Care Not to Rain on Another Person's Parade	80
Guidelines for the Task Aspects of Team Play	81
Technical Expertise (or Knowledge of the Task)	81
Assuming Responsibility for Problems	81
Seeing the Big Picture	81
Believing in Consensus	82
Helping Team Members Do Their Jobs Better	82
Summary	82
Questions for Discussion and Review	84

CHAPTER 5 GROUP PROBLEM SOLVING AND DECISION MAKING 86

Rational versus Political Decision Making in Groups	87
Guidelines for Using General Problem-Solving Groups	89
Guidelines for Brainstorming	92
Guidelines for Electronic Brainstorming	94
Limitations to Verbal Brainstorming	94
The Electronic Brainstorming Procedure	95
Guidelines for the Nominal Group Technique	96
Using Stand-Up Meetings to Facilitate Problem Solving	98
Using E-Mail and Groupware to Facilitate Group Decision Making	100
Using E-Mail to Facilitate Meetings	100
Using Groupware to Facilitate Group Problem Solving	101
Summary	101
Questions for Discussion and Review	104

CHAPTER 6 CROSS-CULTURAL RELATIONS AND DIVERSITY 105

The Diversity Umbrella	106
Understanding Cultural Differences	108
Competency Goals	108
Dimensions of Differences in Cultural Values	110
Cultural Bloopers	113
Overcoming Cross-Cultural Communication Barriers	115
Business Implications of Understanding Cultural Differences	118

Techniques for Improving Cross-Cultural Relations and Valuing Differences	119
Cultural Training	119
Language Training	120
Diversity Training (Training in Valuing Differences)	122
Summary	123
Questions for Discussion and Review	125

CHAPTER 7 RESOLVING CONFLICTS WITH OTHERS 127

Sources of Interpersonal Conflict in Organizations	128
Competition for Limited Resources	128
Role Conflict	131
Building Stone Walls	132
Personality Clashes	132
Aggressive Personalities, Including Bullies	133
Conflict-Management Styles	133
Guidelines and Techniques for Resolving Conflicts	135
Confrontation and Problem Solving	136
Constructive Handling of Criticism	137
Image Exchanging	138
Cognitive Restructuring	139
Negotiating and Bargaining	139
Combating Sexual Harassment: A Special Type of Conflict	144
Types and Frequency of Harassment	144
Recent Supreme Court Rulings on Sexual Harassment	145
The Adverse Effects of Sexual Harassment	146
Guidelines for Preventing and Dealing with Sexual Harassment	146
Summary	148
Questions for Discussion and Review	151

CHAPTER 8 BECOMING AN EFFECTIVE LEADER 153

Key Leadership Traits to Develop	154
Self-Confidence	156
Trustworthiness	157
Assertiveness	157
Emotional Stability	158
Sense of Humor	158
Self-Awareness and Self-Objectivity	162
Cognitive Skills	162
Emotional Intelligence	163
Suggestions for Developing Charisma	163
Developing Team Leadership Skills	166
Build a Mission Statement	166
Establish a Sense of Urgency and High Performance Standards	166
Encourage Honest Criticism	168
Use Team Symbols	169
Use Peer Evaluations	169

Minimize Formation of In-Groups and Out-Groups	170
Developing Your Leadership Potential	171
Summary	173
Questions for Discussion and Review	176

CHAPTER 9 MOTIVATING OTHERS 177

Motivation Skill Based on the Principle of “What’s in It for Me?”	178
Using Behavior Modification to Motivate Others	181
Behavior Modification Strategies	182
Rules for the Use of Behavior Modification	184
Using Recognition to Motivate Others	188
Using Expectancy Theory to Motivate Others	189
Capsule Overview of Expectancy Theory	189
Basic Components of Expectancy Theory	190
Diagnosing Motivation with Expectancy Theory	193
Summary	195
Questions for Discussion and Review	196

CHAPTER 10 HELPING OTHERS DEVELOP AND GROW 199

Being a Nurturing, Positive Person	200
Being a Mentor to Coworkers	203
Coaching and Training Others	205
Coaching Skills and Techniques	206
Fallacies about Coaching	208
Training Others	211
Helping Difficult People	212
Types of Difficult People	213
Tactics for Dealing with Difficult People	215
Summary	217
Questions for Discussion and Review	220

CHAPTER 11 POSITIVE POLITICAL SKILLS 221

Impression Management and Etiquette	225
Tactics of Impression Management	225
Business Etiquette	225
Building Relationships with Managers	231
Building Relationships with Coworkers and Other Work Associates	235
Avoiding Political Blunders	239
Summary	241
Questions for Discussion and Review	242

CHAPTER 12 CUSTOMER SATISFACTION SKILLS 245

General Principles of Customer Satisfaction	246
Satisfied Employees Provide Better Customer Service	248

Understand Customer Needs and Put Them First	250
Focus on Solving Problems, Not Just Taking Orders	251
Respond Positively to Moments of Truth	252
Be Ready to Accept Empowerment	252
Enhance Customer Service Through Information Technology	253
Avoid Rudeness	254
Creating a Bond with Your Customer	256
Dealing with Customer Dissatisfaction	258
Deal Constructively with Customer Complaints and Anger	259
Involve the Customer in Working Out the Problem	261
Anticipate How to Handle an Unreasonable Request	262
Customer Service Training at a Luxury Hotel Chain	262
Summary	265
Questions for Discussion and Review	266

CHAPTER 13 ENHANCING ETHICAL BEHAVIOR 269

Why Be Concerned About Business Ethics?	270
Common Ethical Problems	273
A Survey of the Extent of Ethical Problems	273
Frequent Ethical Dilemmas	274
Choosing Between Two Rights: Dealing with Defining Moments	277
Guidelines for Behaving Ethically	280
Developing the Right Character Traits	280
Using Corporate Ethics Programs	281
Following a Guide to Ethical Decision Making	282
Developing Closer Relationships with Work Associates	286
Summary	287
Questions for Discussion and Review	288

CHAPTER 14 PERSONAL PRODUCTIVITY AND STRESS MANAGEMENT 290

Improving Personal Productivity	291
Dealing with Procrastination	292
Attitudes and Values That Enhance Personal Productivity	294
Work Habits and Skills That Enhance Personal Productivity	297
Overcoming Time Wasters	299
Understanding and Managing Stress	300
Symptoms and Consequences of Stress	300
Personality and Job Factors Contributing to Stress	304
Methods and Techniques for Stress Management	307
Summary	308
Questions for Discussion and Review	311

CHAPTER 15 JOB SEARCH AND CAREER MANAGEMENT SKILLS 314

Conducting a Job Search	315
Job-Hunting Tactics	315
The Job Résumé and Cover Letter	321
Performing Well in a Job Interview	324
The Vertical and Horizontal Career Paths	327
The Vertical (Traditional) Career Path	327
The Horizontal Career Path	328
Using Career Advancement Strategies and Tactics	330
Overcoming Career Barriers	336
Coping with Job Loss	336
Dealing with the Glass Ceiling	337
Summary	337
Questions for Discussion and Review	339

GLOSSARY 343**REFERENCES 347****INDEX 355**

Chapter 1

A Framework for Interpersonal Skill Development

Learning Objectives

After reading and studying this chapter and doing the exercises you should be able to

- Explain how interpersonal skills are learned.
- Explain the model for interpersonal skill improvement.
- Pinpoint your needs for improvement in interpersonal relations.
- Describe potential opportunities for developing interpersonal skills on the job.