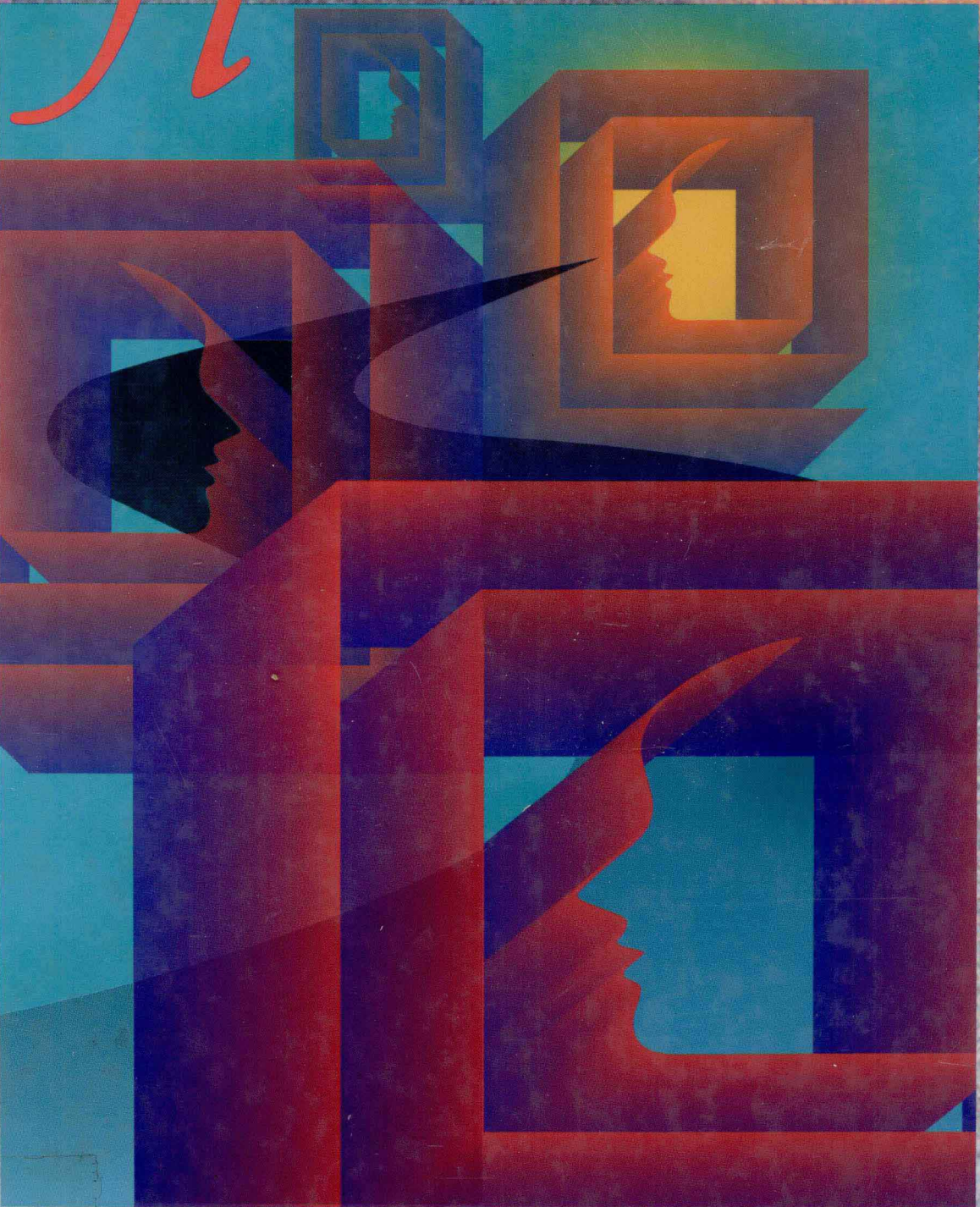


Fundamentals of

HUMAN RELATIONS

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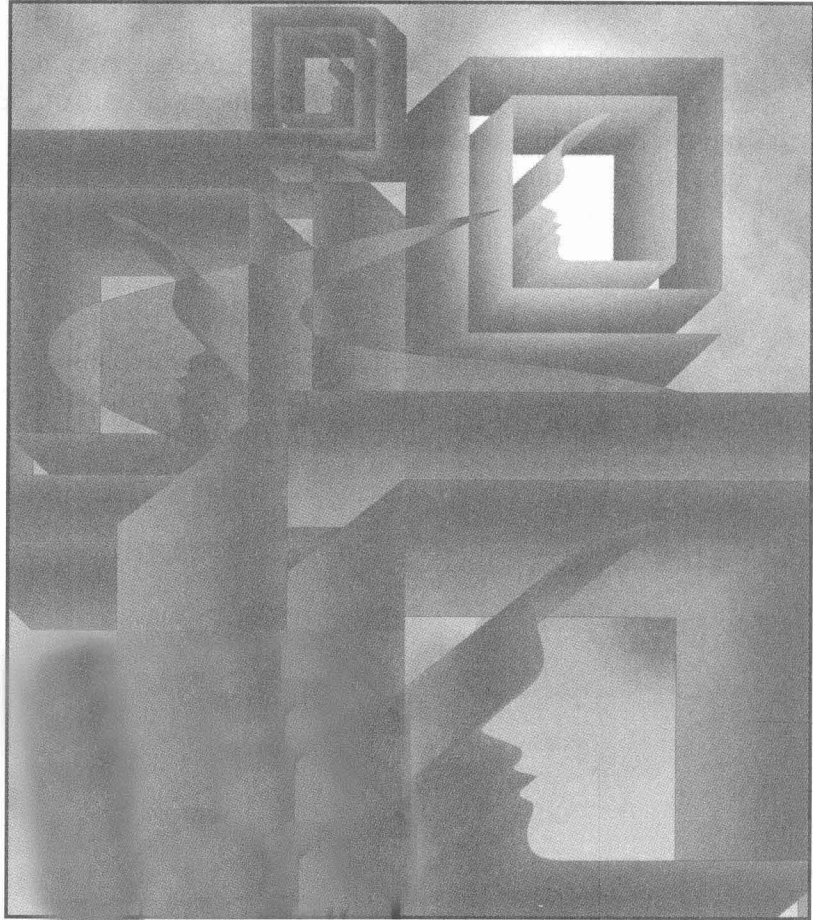
Applications for Life & Work



Wray • Luft • Highland

Fundamentals of

HUMAN RELATIONS



Applications for Life & Work

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South-Western Educational Publishing

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Cincinnati, Ohio

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ISBN: 0-538-71396-8

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1 2 3 4 5 6 7 8 9 VH 03 02 01 00 99 98 97 96 95

Printed in the United States of America

Preface

Students preparing for careers in today's world need to develop three kinds of competencies. First of all, they have to acquire a basic body of

knowledge encompassing the principles and practices of their chosen career fields. Secondly, students must acquire the critical thinking and decision-making skills they will need to apply on a day-to-day basis. Finally, students must develop and refine their human relations skills if they are to achieve success in a work environment that is characterized by greater cultural diversity, more work performed by self-directed work teams, and greater emphasis placed on quality relationships within organizations.

Fundamentals of Human Relations: Applications for Life and Work gives students an opportunity to understand the complexities of human interactions and their applications in contemporary organizations. It conveys the excitement, relevance, and challenge found in the sociocultural environment with regard to communications, ethics, personal and organizational values and attitudes, social structures, and customs and taboos. The book is written in a lively style and conversational, easy-to-understand language, without complicated abstract terminology.

Rationale for the Text

Rationale for this textbook was derived from a report titled *Learning a Living: A Blueprint for High Performance*, released by the Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor. A careful analysis of the workplace competencies and foundation skills advocated within the SCANS report revealed concern for the development of social (relationship) competencies and work (relationship) competencies that have been addressed in this textbook.

The authors have designed the text to make contributions toward the development of the three foundational skill areas: basic skills (primarily communications), thinking skills, and personal qualities (individual responsibility, self-esteem and self-management, sociability, and integrity). Likewise, the textbook makes contributions to at least four of the five categories of workplace competencies:

- ▶ resources (allocation of time and staff)
- ▶ interpersonal skills (working in teams; teaching others; serving customers/clients; leading, negotiating, and working with people from culturally diverse backgrounds)
- ▶ information (acquiring and evaluating data, interpreting, and communicating)
- ▶ systems (understanding social, organizational systems; monitoring correct performance)
- ▶ In addition, the authors believe that an interdisciplinary course in human relations (drawing upon the disciplines of psychology, sociology,

communications, management, ethics, among others) is compatible with contemporary educational reforms—the integration of academic/vocational subjects, implementation of tech-prep models, preparing students for school-to-work transitions, and redesigning curriculum around skills.

Organization of the Text

Fundamentals of Human Relations: Applications for Life and Work features four units, each highlighting important and related aspects of human interactions in contemporary organizations. Unit 1 provides students with an overview of the human relations movement and introduces them to human relations in organizations and work groups. Students are then exposed to the essentials of human relations as they encounter the challenges of interpersonal and organizational communications, human needs and motivation, and job satisfaction and employee morale in Unit 2. The third unit brings students face-to-face with the realities of the workplace and the problems inherent in modern workplace settings. The final unit focuses upon improving practices in human relations from both leader and follower perspectives.

Throughout *Fundamentals of Human Relations*, numerous real-life examples are provided to illustrate the theories and concepts being presented. These examples show the importance of human relations skills in conducting every-day social and business activities. Special attention has been given to the importance of adherence to ethics in all interactions with people. Likewise, emphasis has been placed upon the need to develop a strong sensitivity to diversity and multicultural customs and traditions prevalent in today's global business community.

Pedagogical Features

The authors have incorporated a number of pedagogical features into *Fundamentals of Human Relations* to enhance the teaching/learning processes.

- *Student-learner objectives* appear at the beginning of each chapter and specify important learning outcomes.
- *Chapter opening scenarios* relate real-world happenings at the beginning of each chapter. The scenarios, while evoking students' interests, may be used to trigger discussions.
- *Practical applications and illustrations*, related to both on-the-job and personal life uses of the concepts and ideas presented, appear throughout the text.
- *Contemporary themes*, Customs and Traditions and Ethical Dimension to Human Relations, appear in each chapter.
- *Key point summaries* are provided at the end of each chapter to reinforce major concepts, principles, and ideas. These summaries may also be valuable for review purposes.
- *Key terms* appear in alphabetized format at the end of each chapter and provide students with the opportunity to recall and use the human rela-

tions vocabulary they have learned. The terms, along with their definitions, also appear in the margins providing quick reference.

- *Discussion questions*, at the end of each chapter, may be used as the basis for both large- and small-group discussions of human relations concepts.
- *End-of-the-unit applications* are succinct descriptions of human relations problems that require students to analyze facts, make decisions, and apply concepts which they have learned.
- *End-of-the-unit cases* provide more detailed presentations of actual human relations-related problems that occur in contemporary workplaces.
- The *Glossary*, containing key terms and their definitions, provides a quick reference source.

Supporting Materials

Three supporting products have been developed by the authors for use by students and instructors.

*Workbook to Accompany Fundamentals of Human Relations:
Applications for Life and Work*

*Instructor's Manual for Fundamentals of Human Relations:
Applications for Life and Work*

*Computerized Test Bank for Fundamentals of Human Relations:
Applications for Life and Work*

The workbook is designed to enrich the students' learning experiences. It contains practice test questions including matching vocabulary exercises, true-false items, and multiple-choice items. Additional projects, applications, and cases are provided along with answer keys.

The Instructor's Manual contains an introduction to the text and workbook and suggestions for planning the course. It also contains a list of student-learner objectives for each chapter, teaching suggestions, keys for end-of-the-chapter discussion questions, and keys for end-of-the-unit applications and cases. Finally, the *Instructor's Manual* contains a test bank and key featuring over 1,200 test items.

The computerized test bank contains 70 objective questions—completion, true-false, and multiple choice—for each chapter.

Acknowledgements

A book of this nature requires the cooperation of many people at Delmar Publishers and South-Western Educational Publishing. The authors are grateful to these individuals for their contributions.

The authors also thank Nina Newberry, Tulsa Technology Center, and Arleen White, Texas State Technical College, for reviews of the manuscript and for their feedback and valuable suggestions. Dennis Schrag, Howard R.

Green Company, also reviewed a portion of the manuscript and provided feedback from an organizational setting.

The authors extend their appreciation to other authors and publishers who gave us permission to quote from their works. Their ideas and concepts have added significantly to our work.

Finally, we owe a debt of gratitude to individuals who carried out a variety of clerical tasks including Rozel White and Susan Pope, Illinois State University; Beverly Luft, Charleston, Illinois; and Christine Huntziner, Iowa City Community School District.

To all others who contributed to the development of this book, the authors are grateful.

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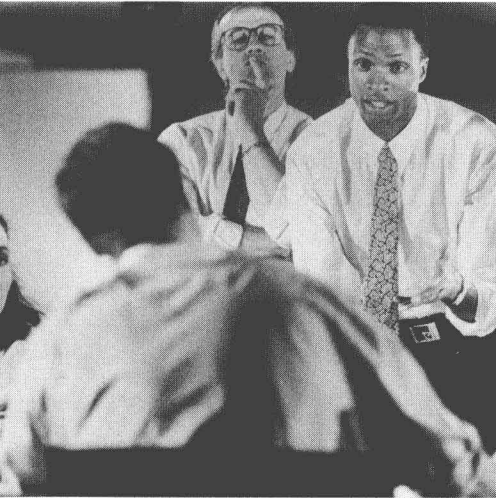
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Unit

1

An Introduction to Human Relations

Chapter 1
*Orientation to Human
Relations*

Chapter 2
*Human Relations in
Organizations*

Chapter 3
*Human Relations in
Work Groups*

Chapter 4
*Human Relations and
External Groups*

Applications & Cases

Learning Objectives

Upon completing this chapter, you should be able to:

- Provide contemporary definitions for the terms *human relations* and *interpersonal relations*.
- Trace the human relations movement from the early 19th century to the present.
- Identify Maslow's hierarchy of needs.
- Distinguish among the concepts of Theory X, Theory Y, and Theory Z.
- Describe the concept of management by objectives.
- Explain the concepts of job rotation, job enlargement, job enrichment, and job sharing.

Orientation to Human Relations

Aaron was uncomfortable in the situation in which he found himself. The 20-year-old college junior believed he was being treated unfairly by his business communications instructor. He sat in the department head's office peering across the cluttered desk at the chairperson and nervously sought words to explain convincingly how the instructor had rudely embarrassed him on several occasions in front of his classmates. Aaron complained that the instructor returned graded writing assignments about five minutes before the end of the period and then hurriedly collected them before the students had an opportunity to review their mistakes. Also, the instructor had refused to approve any marketing-related problem statements for a major research project. As a marketing major, Aaron was critical of this practice. Finally, the student pointed out that he was an A or B student; yet, for business communications, he anticipated receiving a D. "I have gone to the instructor's office for help, but to no avail," stated the student. "I feel mistreated and cheated; I really haven't learned much in this class."

Interpersonal Relations

As an aspiring young professional, Aaron was groping for answers to some difficult questions. Why do difficult people behave as they do? Are there effective ways to communicate with difficult people? As Aaron launches his career, he will cope with several specific types of difficult people, including yes-people, no-people, know-it-alls, chronic complainers, passives, maybe-people, think-they-know-it-alls, and nothing-people. Aaron is also likely to encounter gossips, saboteurs, liars, and cynics. Some of his coworkers may be complainers, slobs, grumps, bullies, and deadweights. He is likely to encounter different types of leadership styles—authoritarian, democratic, laissez-faire, and combination. In a

general sense, the interactions which occur among and between people, whether harmonious or conflicting, may be referred to as **interpersonal relations**. Interpersonal relations occur in social settings and as people conduct personal business activities. Human relations is primarily concerned with the way two or more people behave toward each other within organizations where they work.

▼
interpersonal relations—the interactions which occur among and between people

Human Relations in the Work Environment

Owners and managers of both profit and nonprofit organizations define **human relations** as fitting people into work situations in such a manner as to motivate them to work together harmoniously and to achieve high levels of productivity, while experiencing economic, psychological, and social satisfaction. It should be noted that such concerns are relatively recent occurrences. Until the 1930s, **arbitrary** methods, which are based upon discretion rather than reason, and **authoritarian** methods, requiring workers to submit to demands, dominated the relationships between owner-managers and workers. Prior to the industrial revolution in the late 18th century, the workplace was characterized by long hours, low pay, and unsafe conditions. In some cases, workers were paid a given amount per unit (piece rate) for all acceptable production. If their work was unacceptable, they were fired. Fortunately, as technology was introduced into the workplace many managers gradually became enlightened about the need for improved relationships with employees.

▼
human relations—fitting people into work situations in such a manner as to motivate them to work together

▼
arbitrary—based upon discretion rather than reason

▼
authoritarian—requiring workers to submit to owner-manager demands

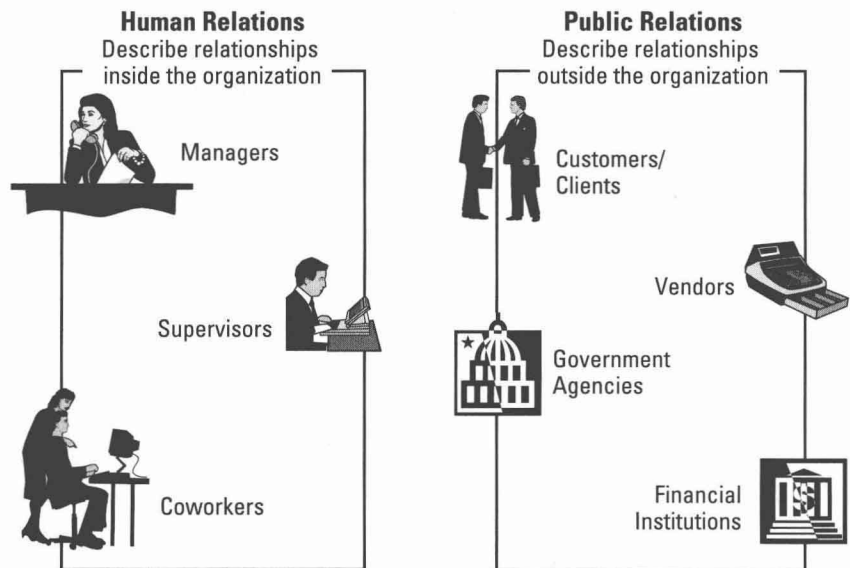


The term human relations has received more attention in recent years as businesses strive to understand how to motivate employees, boost workplace morale, and maximize employees' productivity and creativity.

By the end of the Great Depression in 1939, the significance of human relations in the organization began to be recognized. Human relations began to emerge as an area of study that was primarily concerned with finding the best way to work and deal with people in organizations. The phrase *with people in organizations* is important because it distinguishes human relations from public relations. As shown in Figure 1.1, people within an organization also deal with people outside the organization—customers or clients, vendors, financial institutions, government agencies, the general public, and other constituencies. Public relations can be vital to an organization. However, **public relations** is concerned with activities and communications intended primarily to obtain goodwill or prestige for an organization.

public relations-activities and communications intended primarily to obtain goodwill or prestige

Figure 1.1 **Relationships Inside and Outside the Organization**



Human Relations Movements

Although some managers continue to practice authoritarian approaches in dealing with employees, most enlightened managers and supervisors reject the ideas that workers should be manipulated or used as tools without concern for their personal well-being. The recognition that a need existed for improved relationships with employees was responsible for the human relations movement that began in the 19th century and continues today.

Paternalism

The early 19th century was characterized by attempts of some factory owners to alleviate the plight of the working class. These employers believed that if they could improve the health and morals of employees, they would produce more. **Paternalism**, as practiced during this time, revealed employers in positions of authority attempting to regulate the behavior of employees much like parents attempt to regulate the behavior of their children. One example of such paternalism was the Lowell System, named for a New England textile mill owner who provided dormitories for his employees. These living arrangements provided Lowell with an opportunity to review many aspects of his workers' private lives. Church attendance, personal conduct, and training in domestic duties for young women were given careful scrutiny. Unfortunately, such practices brought about a profound difference of viewpoints between wage earners and wage payers.

Paternalism, as it evolved in the human relations movement, has been based on the view that the average worker is dull and lazy and must be prodded and disciplined and even protected against personal foolishness. Few, if any, practices in modern organizations are overtly paternalistic. Dress codes, drug abuse testing, formal and informal employee behavior, and other regulatory practices considered appropriate for the employee's position within the firm are examples of indirect paternalism practiced today.

▼
paternalism-an attempt to regulate the behavior of employees

Figure 1.2 **The Concept of Paternalism**

