

HUMAN RELATIONS

for Career and Personal Success

Fifth Edition



Andrew J. DuBrin

HUMAN RELATIONS FOR CAREER AND PERSONAL SUCCESS

FIFTH EDITION



Andrew J. DuBrin

Rochester Institute of Technology



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PREFACE

Welcome to the fifth edition of *Human Relations for Career and Personal Success*. The purpose of this book is to show you how you can become more effective in your work and personal life through knowledge of and skill in human relations. A major theme of this text is that career and personal success are related. Success on the job often enhances personal success, and success in personal life can enhance job success. Dealing effectively with people is an enormous asset in both work and personal life.

One major audience for this book is students who will meet human relations problems on the job and in personal life. The text is designed for human relations courses taught in colleges, career schools, vocational-technical schools, and other postsecondary schools. Another major audience for this book is managerial, professional, and technical workers who are forging ahead in their careers.



ORGANIZATION OF THE BOOK

The text is divided into four parts, reflecting the major issues in human relations. Part I covers four aspects of understanding and managing yourself: Chapter 1 focuses on self-understanding and the interrelationship of career and personal success; Chapter 2 explains how to use goal setting and other methods of self-motivation to improve your chances for success; Chapter 3 explains the basics of solving problems and making decisions with an emphasis on creativity; Chapter 4 deals with achieving wellness and managing stress; and Chapter 5 focuses on dealing with personal problems such as substance abuse, counterproductive habits, and other forms of self-defeating behavior.

Part II examines the heart of human relations—dealing effectively with other people. The topics in Chapters 6 through 9 are, respectively, communicating with people, handling conflict with others and being assertive, getting along with your manager, and getting along with your coworkers and customers.



Part III provides information to help career-minded people capitalize on their educations, experiences, talents, and ambitions. The topics of Chapters 10 through 13 are: choosing a career and developing a portfolio career; finding a suitable job, developing good work habits, and getting ahead in your career. Chapter 14 is about the related topics of developing self-confidence and becoming a leader.

Part IV, “Managing Your Personal Life,” is divided into two chapters. Chapter 15 offers realistic advice on managing personal finances. Chapter 16 describes how to enhance social and family life, including how to find happiness, new friends, and keep a personal relationship vibrant.

Human Relations for Career and Personal Success is both a text and workbook of experiential exercises, including role plays and self-assessment exercises. (An experiential exercise allows for learning by doing, along with guided instruction.) Each chapter contains one or more exercises and ends with a human relations case problem. The experiential exercises can all be completed during a class session. In addition, they emphasize human interaction and thinking and minimize paperwork.

CHANGES IN THE FIFTH EDITION

The fifth edition reflects several significant changes along with an updating and selective pruning of previous editions, and expansion of others. The text has a more explicit skill-building emphasis, with each chapter containing at least one human relations skill-building exercise. Each chapter now begins with a lead-in case illustrating a major point in the chapter.

Chapter 1 contains more information on the development of self-esteem. Chapter 2 describes how to develop the self-discipline necessary to achieve goals and stay motivated. Chapter 16 now has a much stronger emphasis on achieving happiness, including the five principles of psychological functioning. New or expanded computer-related topics in the text are job finding through the Internet and using an electronic résumé, repetitive-motion disorders, on-line addictions, and information technology and communication. Other new topics include gender differences in communication style, managing conflict through cognitive restructuring, the portfolio career, the T-form cover letter, downshifting, dealing with a micromanaging supervisor, and a biochemical explanation for mutual attraction.

Several more complex cases have been added, many self-assessment exercises have been revised and many new ones added. Over 50 percent of the cases and examples are new.

INSTRUCTOR'S MANUAL AND TEST BANK

The instructor's manual for this text contains over 750 test questions, chapter outline and lecture notes, answers to discussion questions and case problems, and comments about the exercises. Computerized test banks, known as the Prentice Hall Test Manager, also accompany the text.

In addition, the manual includes step-by-step instruction for the use of Computer-Assisted Scenario Analysis (CASA).

CASA is a user-friendly way of using any word processing program with any computer to assist in analyzing cases. The student enters an existing case into the computer, and then analyzes it by answering the case questions in the text. Next, the student makes up a new scenario or adds a new twist to the case, and enters this scenario in **bold** into the case. The case questions are reanalyzed in light of this new scenario. Any changes in the answers are **printed in bold**. CASA gives the student experience in a creative application of word processing. Equally important, it helps students develop a “what-if” point of view in solving human relations problems.

INFORMATION ON SCANS REQUIREMENTS

In 1990, the Secretary’s Commission on Achieving Necessary Skills (SCANS) was formed to encourage a high-performance economy characterized by high-skills, high-wage employment. To help achieve this goal, the Commission recommended 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 for Career and Personal Success provides information and exercises directly aimed at satisfying components of five of the above eight requirements (information, systems, and technology are ordinarily taught outside of a human relations curriculum). A guide to meeting the SCANS requirement is presented next.

COMPETENCIES: EFFECTIVE WORKERS CAN PRODUCTIVELY USE

- *Resources: allocating time, money, materials, space, and staff.* Chapter 12, about developing good work habits, deals directly with allocating time.
- *Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.* Chapter 9, about getting along with coworkers and customers, contains information about working on teams, helping teammates, and getting along well with people from culturally diverse backgrounds. Chapter 14, about developing self-confidence and becoming a leader, deals directly with leading. Chapter 7, about handling conflict and being assertive, deals directly with negotiation.

- *Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening.* Chapter 6, about communicating with people, provides suggestions for improved speaking and listening.
- *Thinking Skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.* Chapter 3, about solving problems and making decisions, deals directly with creative thinking, decision making, and problem solving. "Seeing things in the mind's eye" comes under the topic of visualization, which is described in several contexts: stress reduction, overcoming self-defeating behavior, and developing self-confidence.
- *Personal Qualities: individual responsibility, self-esteem, sociability, self-management and integrity.* Chapter 1, about human relations and yourself, deals extensively with the development of self-esteem. Chapter 9, about getting along with coworkers and customers, deals directly with sociability. Chapter 2 is about self-motivation and goal setting, and thus deals directly with self-management.

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Andrew J. DuBrin
Rochester, New York

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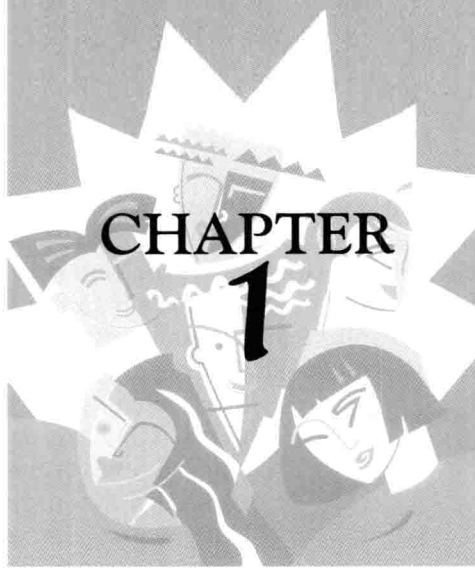
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HUMAN RELATIONS AND YOURSELF

Learning Objectives

After studying the information and doing the exercises in this chapter, you should be able to:

- ▼ Explain the meaning of human relations
- ▼ Pinpoint how work and personal life influence each other
- ▼ Explain how the self-concept influences behavior
- ▼ Summarize the nature and consequences of self-esteem
- ▼ Describe how to enhance self-esteem
- ▼ Recognize the dangers of preoccupation with the self



Linda, a restaurant manager, is a likable person who interacts well with people both on and off the job. She is only twenty-two years old, while several of the people who report to her are in their mid-twenties. As one of them puts it, "Who cares if Linda is young? The woman is a natural leader." Despite Linda's nontraditional working hours, she has many friends with whom she shares her free time. Her friends include those who

work during the day and those who work at night. They are particularly impressed with her smooth and confident manner and her ability to be a good listener at the same time.

The person just described tells us something about the meaning of human relations. Linda is effective with people in both work and personal settings. In the context used here, **human relations** is the art of using systematic knowledge about human behavior to improve personal, job, and career effectiveness. In other words, you can accomplish more in dealing with people in both personal and work life. You can do so by relying on guidelines developed by psychologists, counselors, and other human relations specialists.

This book presents a wide variety of suggestions and guidelines for improving your personal relationships both on and off the job. Most of them are based on systematic knowledge about human behavior. Our main concern, however, will be with the suggestions and guidelines themselves, not the methods by which these ideas were discovered.



HOW WORK AND PERSONAL LIFE INFLUENCE EACH OTHER

Most people reading this book will be doing so to improve their careers. Therefore, the book centers around relationships with people in a job setting. Keep in mind that human relationships in work and personal life have much in common. A study based on a nationwide sample supports the close relationship between job satisfaction and life satisfaction. The study also found that both job satisfaction and life satisfaction influence each other. Life satisfaction significantly influenced job satisfaction, and job satisfaction significantly influenced life satisfaction. The relationship between job and life satisfaction is particularly strong at a given time in a person's life. However, being satisfied with your job today has a smaller effect on future life satisfaction.¹

Work and personal life influence each other in a number of specific ways. First, the satisfactions you achieve on the job contribute to your gen-

eral life satisfactions. Conversely, if you suffer from chronic job dissatisfaction, your life satisfaction will begin to decline. Career disappointments have been shown to cause marital relationships to suffer. Frustrated on the job, many people start feuding with their partners and other family members.

Second, an unsatisfying job can also affect physical health, primarily by creating stress and burnout. Intense job dissatisfaction may even lead to heart disease, ulcers, intestinal disorders, and skin problems. People who have high job satisfaction even tend to live longer than those who suffer from prolonged job dissatisfaction. Finding the right type of job may thus add years to a person's life.

Third, the quality of your relationships with people in work and personal life influence each other. If you experience intense conflict in your family, you might be so upset that you will be unable to form good relationships with coworkers. Conversely, if you have a healthy, rewarding personal life, it will be easier for you to form good relationships on the job. People you meet on the job will find it pleasant to relate to a seemingly positive and untroubled person.

Personal relationships on the job also influence personal relationships off the job. Interacting harmoniously with coworkers can put one in a better mood for dealing with family and friends after hours. Crossing swords with employees and customers during working hours can make it difficult for you to feel comfortable and relaxed with people off the job.

Fourth, certain skills contribute to success in both work and personal life. For example, people who know how to deal effectively with others and get things accomplished on the job can use the same skills to enhance their personal lives. Similarly, people who are effective in dealing with friends and family members, and who can organize things, are likely to be effective supervisors.

Can you think of any other ways in which success in work and personal life are related to each other?

Another way of understanding how work life and personal life influence each other is to be aware of what employers are doing to help workers balance work and family demands. During the last decade, companies have established a variety of programs that make it easier for employees to meet the demands of career and personal life. A major rationale for these programs is that workers who have their personal lives under control can concentrate better at work. As a result, they will be more productive. In addition, workers who have family obligations running smoothly, will attend work more regularly. The challenge of balancing work and family demands is particularly intense for employees who are part of a two-wage-earner family, a group that includes 80 percent of the workforce in the United States and Canada.

Eddie Bauer, the casual-lifestyle retailer, is an example of a company that recognizes the close connection between work and personal life. Balance between home and work is a strong corporate value at Eddie Bauer. The company uses its work/life programs to help its associates (the company term for employee) lead more productive and balanced lives. Management at Eddie Bauer believes that physical and mental fitness

contribute to a productive and satisfied workforce. The various programs help associates be more focused at work because they know resources are available to help them manage the demands of their personal lives. Over the past several years, the company has introduced more than 20 programs to help associates run their personal lives more smoothly. Among these programs are the following:

- Balance Day—a free day intended for associates to schedule a “call in well” absence, once a year
- Paid parental leave—allows mothers and fathers to take care of newborn children, or sick children of any age
- Customized Work Environment program—offers associates such options as job sharing (two people share one job), a compressed work week (such as working 40 hours in 4 days), and working at home²

Many other companies offer similar programs on a more modest scale. All of these programs are a way of recognizing that workers with personal lives under control can be happier and work more productively. The company cannot eliminate all personal strife, but it can offer assistance in a few important areas.

HUMAN RELATIONS BEGINS WITH SELF-UNDERSTANDING

Before you can understand other people very well, you must understand yourself. All readers of this book already know something about themselves. An important starting point in learning more about yourself is self-examination. Suppose that instead of being about human relations, this book were about dancing. The reader would obviously need to know what other dancers do right and wrong. But the basic principles of dancing cannot be fully grasped unless they are seen in relation to your own style of dancing. Watching a videotape of your dancing, for example, would be helpful. You might also ask other people for comments and suggestions about your dance movements.

Similarly, to achieve **self-understanding**, you must gather valid information about yourself. (Self-understanding refers to knowledge about yourself, particularly with respect to mental and emotional aspects.) Every time you read a self-help book, take a personality quiz, or receive an evaluation of your work from a manager or instructor, you are gaining some self-knowledge.

In achieving self-understanding, it is helpful to recognize that the **self** is a complex idea. It generally refers to a person’s total being or individuality. However, a distinction is sometimes made between the self a person projects to the outside world, and the inner self. The **public self** is what the person is communicating about himself or herself, and what others actually perceive about the person. The **private self** is the actual person

that you may be.³ A similar distinction is made between the real and the ideal self. Many people think of themselves in terms of an ideal version of what they are really like. To avoid making continuous distinctions between the various selves throughout this text, we will use the term *self* to refer to an accurate representation of the individual.

Because an entire chapter is devoted to the self, it does not imply that the other chapters do not deal with the self. Most of this text is geared toward using human relations knowledge for self-development and self-improvement. Throughout the text you will find questionnaires designed to improve insight. The self-knowledge emphasized here deals with psychological (such as personality traits and thinking style) rather than physical characteristics (such as height and blood pressure).

Here we discuss six types of information that contribute to self-understanding.

1. General information about human behavior
2. Informal feedback from people
3. Feedback from superiors
4. Feedback from coworkers
5. Feedback from self-examination exercises
6. Insights gathered in psychotherapy and counseling

GENERAL INFORMATION ABOUT HUMAN BEHAVIOR

As you learn about people in general, you should also be gaining knowledge about yourself. Therefore, most of the information in this text is presented in a form that should be useful to you personally. Whenever general information is presented, it is your responsibility to relate such information to your particular situation. Chapter 7, for example, discusses some causes of conflicts in personal relationships. One such general cause is limited resources; that is, not everyone can have what he or she wants. See how this general principle applies to you. An example involving others is, "That's why I've been so angry with Melissa lately. She was the one given the promotion, while I'm stuck in the same old job."

In relating facts and observations about people in general to yourself, be careful not to misapply the information. Feedback from other people will help you avoid the pitfalls of introspection (looking into yourself).

INFORMAL FEEDBACK FROM PEOPLE

As just implied, **feedback** is information that tells you how well you have performed. You can sometimes obtain feedback from the spontaneous comments of others, or by asking them for feedback. A materials-handling specialist grew one notch in self-confidence when coworkers began to call him, "Lightning." He was given this name because of the rapidity with

which he processes orders. His experience illustrates that a valuable source of information for self-understanding is what the significant people in your life think of you. Although feedback of this type might make you feel uncomfortable, when it is consistent, it accurately reflects how you are perceived by others.

With some ingenuity you can create informal feedback. (In this sense, the term *formal* refers to not being part of a company-sponsored program.) A student enrolled in a human relations course obtained valuable information about himself from a questionnaire he sent to 15 people. His directions were:

I am hoping that you can help me with one of the most important assignments of my life. I want to obtain a candid picture of how I am seen by others—what they think are my strengths, areas for improvement, good points, and bad points. Any other observations about me as an individual would also be welcome.

Write down your thoughts on the enclosed sheet of paper. The information that you provide me will help me develop a plan for personal improvement that I am writing for a course in human relations. Mail the form back to me in the enclosed envelope. It is not necessary for you to sign the form.

A few skeptics will argue that friends never give you a true picture of yourself but, rather, say flattering things about you because they value your friendship. Experience has shown, however, that if you emphasize the importance of their opinions, most people will give you a few constructive suggestions. You also have to appear and be sincere. Since not everyone's comments will be helpful, you may have to sample many people.

FEEDBACK FROM SUPERIORS

Virtually all employers provide employees with formal and/or informal feedback on their performances. A formal method of feedback is called a *performance appraisal*. During a performance appraisal your superior will convey to you what he or she thinks you are doing well and not so well. These observations become a permanent part of your personnel record. Informal feedback occurs when a superior discusses your job performance with you but does not record these observations.

The feedback obtained from superiors in this way can help you learn about yourself. For instance, if two different bosses say that you are a creative problem solver, you might conclude that you are creative. If several bosses told you that you are too impatient with other people, you might conclude that you are impatient.

Given that work life consumes so much of a working adult's time, it becomes a valuable source of information about the self. Many people, in fact, establish much of their identity from their occupations. Next time you are at a social gathering, ask a person "What do you do?" Most likely, the person will respond in terms of an occupation or a company affiliation. It is a rare person in our culture who responds, "I sleep, I eat, I watch television, and I talk to friends."