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UNDERSTANDING BEHAVIOR, HUMAN RELATIONS, AND PERFORMANCE AND BEING HAPPY

Chapter 1 Changes from the 12th Edition to the 2025 Release

- The Learning Outcomes are now Learning Competencies to better align with AACSB terminology.
- There are new current **references** in the text of Chapter 1 for a total of 92 references and 92% are new to this release (excluding history references that can't be updated).
- The first three major sections I, II, III have been revised with all new references.
- In the History section IV through the 1990s is the same. However, the Current and Future Challenges has all new references, and the list has changed. 1. Globalization and 2. Diversity remain. 3. Is now Change—new, and 4. Is Ethics, moved up, and the 5th is now Technology and Innovation—new. Note that Learning and Knowledge have been deleted. Note that the Application Situation Answers have changed to match the new list of five challenges; changing the answers to questions 19, 20, and 22.
- Section V is now Happiness, Thoughts, and Developing HR Skills.
- The Happiness and Relationship section has been revised and expanded and now includes seven level #3 headings.
Thoughts and Behavior is a new level #2 section with five level #3 headings. There is a new Self-Assessment 1-1 Mindfulness and a new Skill-Building Exercise 1-5 Mindfulness Skill.
The HR Guidelines section retains the 10 topics, but with revisions and all new references. LC #6 has been revised to include happiness and thoughts.
- Section VI has been updated with all new references.
- Section VII it now discusses theory and the practice gap that the book fills. There is also a new #3 head practice to discuss the importance of applying the text through practice.
- Section VIII there is new content on the importance of self-assessment and how to use it to improve. The Goals section has added information to better discuss the importance of setting objectives, how to set them, and the need for planning.

Chapter Outline

LC 1-1 I. WHY HUMAN RELATIONS SKILLS ARE SO IMPORTANT

- A. What's in It for Me?
- B. Myths and Reality About Human Relations
 - Myth 1. Technical skills are more important than human relations skills.
 - Myth 2. Human relations is just common sense.
 - Myth 3. Leaders are born, not made.

LC 1-2 II. HUMAN RELATIONS AND ITS GOAL

- A. Goal of Human Relations
- B. The Total Person Approach

LC1-3 III. BEHAVIOR, HUMAN RELATIONS, AND ORGANIZATIONAL PERFORMANCE

- A. Levels of Behavior
 - 1. Individual and Group-level Behavior
 - 2. Organizational-Level Behavior
- B. The Relationship between Individual, Group, and Organizational Performance
- C. The Systems Effect

LC 1-4 + LC 1-5 IV. HUMAN RELATIONS: PAST, PRESENT, AND FUTURE

- A. Human Relations Is a Multidisciplined Science
- B. The Early Years and Frederick Taylor and Robert Owen
- C. Elton Mayo and the Hawthorne Studies
- D. The 1930s to the 1990s
- E. Current and Future Challenges

1. Globalization	4. Ethics
2. Diversity	5. Technology and Innovation
3. Change	

LC 1-6 V. HAPPINESS, THOUGHTS, AND DEVELOPING HUMAN RELATIONS SKILLS

- 1. Happiness and Relationships
 - 1. Professional Happiness
 - 2. Are You Happy, and What Is the Major Source of Happiness?
 - 3. Isms Bring Unhappiness
 - 4. Pleasure versus Happiness
 - 5. The Dark Side of Pleasure
 - 6. Living Meaningful Lives
 - 7. Being Happier Through Interpersonal Skill Development
- 2. Thoughts and Behavior
 - 1. Self-Talk
 - 2. Mindfulness
 - 3. Mind Control
 - 4. Thinking about the Past Can Cause Unhappiness
 - 5. Improving Mindfulness
- 3. Human Relations Guidelines

1. Think and Be Optimistic	6. Listen to People
2. Be Positive	7. Help Others
3. Be Genuinely Interested in Other People	8. Think Before You Act
4. Smile and Develop a Sense of Humor	9. Apologize

5. Call People by Name

10. Create Win–Win Situations

LC 1-7 + LC 1-8 HANDLING HUMAN RELATIONS PROBLEMS

1. Making Changes
 1. Change the Other Person
 2. Change the Situation
 3. Change Yourself
2. Developing New Habits

LC 1-9 VII. WHAT'S IN THE BOOK

- A. Objectives of the Book
- B. AACSB, ACBSP, and IACBE Learning Standards
- C. Organization of the Book

LC 1-10 + LC 1-11 VIII. ASSESSING YOUR HUMAN RELATIONS ABILITIES AND SKILLS

- A. Self-Assessment
- B. Setting Your HR Goals

CHAPTER OUTLINE PLUS

PowerPoint: You may use the PowerPoint supplement to enhance your lectures. Even if your classroom is not equipped to use PowerPoint, you can review the material on your personal computer to get teaching ideas and to copy the slides. Copies of the slides can be made into overheads.

I. WHY HUMAN RELATIONS SKILLS ARE SO IMPORTANT

(This section lists myths and realities about this course. You may add your own or just ask students why human relations skills are important.)

A. What's in It for Me?

B. Myths and Reality about Human Relations

Myth 1. Technical skills are more important than human relations skills.

Myth 2. Human relations is just common sense.

Myth 3. Leaders are born, not made.

Learning Competency (LC) 1-1. Explain why human relations skills are important.

There is no one answer, students will select a variety.

WORK APPLICATION (WA) 1-1. In your own words, why are human relations skills important to you. How will they help you in your career?

Student Answer (SA). When I graduate, I want to be a manager. A major part of being a manager is getting the job done through people, so I need to be able to work well with people. Through developing my human relations skills, I can improve my chances of having a successful management career.

II. HUMAN RELATIONS AND ITS GOAL

A. Goal of Human Relations. KT—human relations (are interactions among people) the goal of human relations (is to create a win-win situation by satisfying employee needs while achieving organizational objectives). Discuss: Now let's better understand the goal of human relations through examples.

LC 1-2. Discuss the goal of human relations.

Organizations that can create a win-win situation for all have a greater chance of succeeding. If the organization can offer everyone what they need, all benefit. Satisfying needs is not easy, it is a goal to strive for, which may never be met.

WORK APPLICATION (WA) 1-2. Give an example, personal if possible, of when the goal of human relations was met. Explain how the individual's needs were met and organizational objectives achieved.

Sample Student Answer (SA). This past summer I worked construction to earn money to pay for college. My boss knew I needed extra money so they would select me to work overtime when it was needed. My need for extra money was satisfied as I worked hard to get the job done on time to satisfy the customer's schedule.

- B. The Total Person Approach. KT—total person approach (realizes that an organization employs the whole person, not just their job skills). Discuss: Let’s gain a better understanding of the total person approach through examples. Question number three says to:

Application Situation Answers
Understanding Important Terms, AS 1-1

1. E. Total person. Katniss seems to be having a personal problem affecting her work.
2. B. The employee is meeting the need for possessions, while achieving organizational objectives—high performance.
3. C. Human relations. Jack and Jill are interacting.
4. A. Behavior. Working on a report is “doing” something.
5. D. Organization. They include groups of people working to achieve an objective.

Exhibit 1.3. The Relationship between Behavior, Human Relations, and Performance may be shown to illustrate the relationship.

III. BEHAVIOR, HUMAN RELATIONS, AND ORGANIZATIONAL PERFORMANCE

- A. Levels of Behavior. KT—behavior (what people do and say), levels of behavior (individual, group, and organizational).

Exhibit 1.1. Levels of Behavior may be shown to illustrate these levels.

1. Individual and Group-Level Behavior. KT—group behavior (consists of the things two or more people do and say as they interact).
2. Organizational-Level Behavior. KT—organization (a group of people working to achieve an objective), and organizational behavior (the collective behavior of its individuals and groups).

WA 1-4. Give two specific examples of when you experienced human relations—one in a positive way, the other in a negative way. Also identify the level of behavior for both human relations.

SA. I experience individual human relations every time I go out on a date with my boyfriend. This is a positive experience. I’ve experienced negative human relations with a group before when I went to this party, and these three girls all ignored me intentionally; they walked away when I went to talk to them. I felt they were talking about me behind my back too.

- B. The Relationship between Individual, Group, and Organizational Performance. KT—performance (the extent to which expectations or objectives have been met) systems affect (all people in the organization are affected by at least one other person, and each person affects the whole group/organization).

LC 1-3. Describe the relationship between individual, group, and organizational performance.

Through the systems effect, we learn that individuals affect each other's performance and that of the group and organization. The organization is made up of individuals and groups. Its performance is based on individual and group performance.

Exhibit 1.2. The Relationship between Individual, Group, and Organizational Performance may be shown to illustrate the relationship.

WA 1-5. Give two specific examples of how human relations affected your performance—one in a positive way, the other in a negative way. Be sure to be specific in explaining the effects of human relations.

SA. When I worked in a cotton department, my job was to pull cotton apart and bundle it. I was working fast, and this older man, Bill, came up to me and said to take it easy, not to work so fast. So I did as you said, and my performance went down. On the other hand, I once had this baseball coach who was very encouraging. Due to his coaching my performance went up. I made fewer errors and got more hits.

Application Situation Answers
Focus of Study, AS 1-2

6. B.B. Group/Human Relations. Shawn and Sara are a group interacting.
7. C.C. Organizational/Performance. Facebook is an organization, and its income statement is a measure of performance.
8. B.C. Group/Performance. Sales is a group/department within the organization, and its sales Quota is an expectation/objective.
9. B.B. Group/Human Relations. Juan and Peg are a group, and they are interacting.
10. C.A. Organizational/Behavior. The entire organization is shown. By looking at the organization chart, you cannot necessarily determine who is interacting. The department titles indicate the type of behavior (what they do) that the people perform—marketing, production, and finance.
11. A.A. Individual/Behavior. Latoya is an individual, and he is not interacting by writing a letter, and we do not know the performance expectations/objectives. Writing a letter is behavior.

4. The Human Relations Systems Effect. KT—under the *systems effect* all people in the organization are affected by at least one other person, and each person affects the whole group or organization.

IV. HUMAN RELATIONS: PAST, PRESENT, AND FUTURE

(You may give a lecture on the history using the outline below or discuss.)

- A. Human Relations is a Multidisciplined Science. Discuss: People with psychology and sociology, as well as business degrees, have done research to help us better understand human relations. This combined effort is often called the behavioral sciences; and people are now trained in organizational behavior getting their degrees in business, psychology, sociology, education, and other areas.
- B. The early years and Frederick Taylor and Robert Owen

1. Frederick Taylor.
 2. Robert Owen.
- C. Elton Mayo and the Hawthorne Studies. KT—Elton Mayo, Hawthorne effect.

WA 1-6. Give a specific example, personal if possible, of when the Hawthorne effect occurred. It could be when a teacher, coach, or boss gave you special attention that resulted in your increased performance.

SA. Through the fourth grade I didn't like school at all. In the fifth grade I had Mrs. Salmon for a teacher. She spent time telling me I had the ability to be a good student; so I tried hard for her and did well.

- D. E. and F. The 1930s to the 1990s. KT—Theory Z (integrates common business practices in America and Japan into one middle-ground framework appropriate for use in the United States). The trend is toward increased employee participation in decisions.

LC 1-4. Briefly describe the history of the study of human relations.

In the 1800s, Frederick Taylor developed Scientific Management, which focused on redesigning jobs. Also in the 1800s, Robert Owen was the first manager/owner to understand the need to improve the work environment and the employee's overall situation. Elton Mayo is called the father of human relations. In the mid-1920s to the early 1930s he conducted the Hawthorne Studies and identified the Hawthorne effect, an increase in performance due to the special attention given to employees, rather than tangible changes in the work. Through the 1930s to the 1980s much attention has been paid to the human side of the organization. Teamwork and employee participation were common during the 1990s.

Application Situation Answers Human Relations History, AS 1-3

12. A. Berne. He is the author of TA.
13. D. Owen. He has been called the "real father" of personnel administration.
14. B. Mayo. Conducting the Hawthorne Studies resulted in Mayo being considered the "father of human relations."
15. E. Peters. He is co-author of the two excellence books.
16. C. Ouchi. He is the author of Theory Z.
17. F. Taylor. He developed scientific management.

G. Current and Future Challenges in the 21st Century (You may give a lecture using the outline below or ask.)

Ask: Some of the trends and challenges of human relations are in the text. Does anyone have any questions or comments?

1. Globalization
2. Diversity
3. Change
4. Ethics
5. Technology and Innovation

LC 1-5. State some of the trends and challenges in the field of human relations.

See list of 1–7 above.

WA 1-7. Explain how one of the trends and challenges does, or will personally affect your human relations.

SA. I've experienced a changing workforce. Four years ago when I first started working part-time all five people I worked with were white. Now two of the employees are minorities. We don't kid around the way we used to.

Application Situation Answers
Challenges of Human Relations, AS 1-4

18. B. Diversity. Minorities provide diversity at work.
19. D. Ethics. The code is commonly called a code of ethics.
20. C. Change. A new program is a change, and not wanting to learn it is a resistance to change.
21. A. Globalization. Searching worldwide is global.
22. E. Technology and Innovation. A new way of doing things is an innovation.

V. HAPPINESS, THOUGHTS, AND Developing Human Relations Skills

A. Happiness and Relationships

1. Professional Happiness
As we know, friendships at work are important to our happiness. So, organizations are fostering a culture of positive work friendships. Let's focus on personal relationships, and what makes people happy and unhappy, based on research.
2. Are You Happy, and What Is the Major Source of Happiness?
Survey answers say that family, with friends a close second, bring us happiness.ⁱ Also, our relationship with our significant other and other family members is critical because it affects our happiness and all our other relationships, either positively or negatively.
3. Isms Bring Unhappiness
We are all on a continuum of being selfish (helping myself) and selfless (helping others), most of the time we are on one level, what level are you on?
4. Pleasure versus Happiness
Pleasure is external and only last as long as the activity, but the pleasure ends with the activity.
Conversely, happiness continues after the activity.
Pleasure is a feeling, whereas happiness (and love) is a decision. A decision to do what? To do the right thing in a timely manner. Procrastination often brings unhappiness.
5. The Dark Side of Pleasure
Yes. Pleasure feels good and can be beneficial, and we should use it to relax and help relieve stress. But it can lead to negative consequences and addictions.
6. Living Meaningful Lives
We can't live meaningful lives by doing meaningless things seeking pleasure. Spending time on screens (phones, TV) is fine, but it can also lead to procrastination and be an escape. They are called "cell" phones because they make "prisoners" of us.
7. Being Happier Through Interpersonal Skill Development
We can't expect others to make us happy. We are responsible for our own happiness.
Happy people focus on the positives in our lives and are grateful, they forget about the bad things.
We choose to be happy or sad. So, to be happy, focus on developing positive relationships by creating win-win situations.

Discuss: The text states that you can develop your human relations skills through this course.
Do you agree? Your answers to Work Application 1-8 should give us your views:

WA 1-8. Do you believe that you can and will develop your human relations abilities and skills through this course? Explain your answer.

SA. Yes, I do believe that people can develop their human relations skills. Looking through the syllabus and book, we will be doing several skill-building exercises.

B. Thoughts and Behavior

Why is thinking so important? Because what we think about often leads to what we do and say and determines who we are.

1. Self-Talk

The most important conversations you have every day is with yourself—self-talk. We believe our self-talk, even when it is not true, more than what other people say to us. Our body hears our thoughts and what we tell ourselves and behaves on a level to make it true.

We need to think positively about ourselves and use positive affirmations—I can do this; I will succeed; things will work out. Be aware of your thoughts. If your thoughts are negative, stop them and replace them with positive affirmations.

2. Mindfulness

Before reading about mindfulness, complete Self-Assessment 1-1. Thoughts and Mindfulness.

Self-Assessment Mindfulness 1-1. It can be completed and discussed now.

Our thoughts can be in the present moment focusing on what we are doing (mindfulness), or we can be thinking about the future, or the past.

Is your mind wandering as you listen to my lecture?

Estimate how much time (percent) your thoughts are in the present, future, and past each day.

Multitasking—we can't. The human mind cannot do two thinking tasks at the same time. Our minds are actually quickly jumping back and forth, causing anxiety, making us less productive, and our ability to be mindful decreases.

3. Mind Control

Our mind can control our thoughts and behavior and make us either more or less successful in the present moment. Worrying about future events that may or may not happen only causes anxiety and robs us of happiness now.

We can't change negative past things, but thinking about them (ruminating) can rob us of happiness now.

As we improve our ability to control our mindful thoughts, we will have a better memory, become happier, and be more successful in our personal and professional lives.

Skill-Building Exercise 1-5. Develops mindfulness mind control.

4. Thinking about the Past Can Cause Unhappiness

We have all been rejected and hurt by others, and it will happen again.

Rejection hurts and leads to unhappiness.

But we need to let go of the pain and bounce back. Why? Others cannot really hurt us mentally, we hurt ourselves. Our own feelings hurt us and make us upset, angry, resentful, and unhappy.

The longer we remunerate our pain, the worse it gets and the longer it takes to be happy again.

The secret of bouncing back is forgiving other people and forgetting about the offense.

5. Improving Mindfulness

We can improve our mindfulness, and be happier, if we continually work at controlling our thoughts. Here are some helpful ideas:

- We need to realize mindfulness is a constant practice, and we need to be aware of our thoughts.
- When our minds slip into the past we feel the pain of the offense, but don't remunerate it, or plan how to get revenge.
- When listening to what someone is saying to you, or a lecture, and your mind wanders, repeat in your mind what the person is saying. Try it!
- Stop all negative thoughts and gently bring your mind to the present, repeat as needed.
- Don't get discouraged, keep up the constant struggle.
- Take a couple of slow deep breaths to relax your body and mind, especially when you are upset and stressed.
- Talk nicely to yourself with positive affirmations (I can be mindful; I'm getting better).

C. Human Relations Guidelines

Exhibit 1.5. Ten Guidelines to Effective Human Relations can be shown as a list of guidelines.

You may simply ask if there are any questions on the 10 guidelines.

1. Think and be optimistic
2. Be positive
3. Be genuinely interested in other people
4. Smile and develop a sense of humor
5. Call people by name
6. Listen to people
7. Help others
8. Think before you act
9. Apologize
10. Create win-win situations

Self-Assessment Exercise 1-2.

Skill-Building Exercise 1-2. Likability may be conducted now.

LC 1-6. Why are relationships and thoughts so important? List 10 guidelines for effective human relations.

Relationships are important because they are our primary source of happiness. Thoughts are important because what we think about often leads to what we do and say and determines who we are. The 10 guidelines are: 1. Think and be optimistic, 2. be positive, 3. be genuinely interested in other people, 4. smile and develop a sense of humor, 5. call people by name, 6. listen to people, 7. help others, 8. think before you act, 9. apologize, 10. create win-win situations.

WA 1-9. Which two of the 10 guidelines to human relations needs the most effort on your part? The least? Explain your four answers.

SA. The most effort needed is to remember people's names, but I also have a hard time apologizing. I never forget faces, but names slip my mind all the time. The least effort needed is listening more than I talk. I'm a good listener.

Application Situation Answers
Human Relations Guidelines AS 1-5

23. D. Smile and develop a sense of humor. Laughing comes from humor.
24. G. Help others. Carrying the box is helping.
25. F. Listen to people. Asking to repeat instructions is based on listening to understand.
26. E. Call people by name. Stating the name Juan is calling the person by name.
27. A and/or B. Think and be optimistic or be positive. The statement is both optimistic and positive.
28. H. Think before you act. Counting to 10 gives time to think and then act.
29. I. Apologize. Saying you are sorry is an apology.
30. C. Be generally interested in other people. Asking if everything is OK, is showing concern.

VI. HANDLING HUMAN RELATIONS PROBLEMS

Say. It is usually advisable to solve human relations problems by examining our behavior and changing it, rather than trying to change others or the situation.

LC 1-7. List the three approaches to handling human relations problems and discuss which is the most effective approach.

The three approaches include change the other person, change the situation, and change yourself. When faced with most human relations problems, the only thing you can change is your behavior, so it is considered the most effective approach.

- A. Making Changes
 1. Change the Other Person—hard to do
 2. Change the Situation—maybe
 3. Change Yourself—not easy, but most effective

LC 1-8. Describe the three parts of developing a new habit.

Firstly, you develop a *cue* to remind you to do the behavior of the new habit. Secondly, you do the behavior of the habit to develop a *routine*. Lastly, you *reward* yourself for performing the behavior of your new habit.

B. Developing New Habits

Developing a habit takes conscious planning and effort. A habit has three parts.

1. **Cue.** Reminds you to do your habit.
2. **Routine.** Do the new habit.
3. **Reward—Change.** Positive thing to reinforce new habit.

Think about it. Are there any good habits you should develop, or bad self-destructive ones you should drop-replace? Will you work at being more positive about improving your relationships by developing good habits? Skill-Building Exercise 1-4. Developing a New Habit can help.

Let's look at some examples of when people have done this. Connection 8 said to:

WA 1-10. Give a specific example of a human relations problems in which you elected to change yourself, rather than the other person or situation. Be sure to identify your changed behavior.

SA. I used to work with this guy who would make these wisecracks all the time about my work. I used to get angry and yell at him, which is what he wanted me to do. So I finally smartened up and ignored him. When he made a wisecrack I said nothing. After a while he stopped cracking on me.

VII. WHAT'S IN THE BOOK

LC 1-9. State the three objectives of the book.

The three objectives are to learn the human relations concepts; to apply the concepts to develop critical thinking skills; and to develop human relations skills for use in your personal and professional lives.

a. Objectives of the Book

The three-pronged approach is discussed and Exhibit 1.5 lists the features and may be shown. You may want to talk about the specific features that you will be using in the course, refer back to the Preface for details of each feature.

B. AACSB, ACBSP, and IACBE Learning Standards

The book covers relevant skills for all three accrediting agencies.

C. Organization of the Book

The book is organized in two ways, first, by the *levels of behavior*.

Second, the titles of the parts of the book are based on the *domain model of managerial education*. The concept of *skill* has evolved into the concept of competencies. A *competency* is a performance capability that distinguishes effective from ineffective behavior, human relations, and performance.

Part 1. Intrapersonal Skills: Behavior, Human Relations, and Performance Begin with You

Part 5. Intrapersonal Skills: Personal Development

KT—**Intrapersonal skills** are within the individual and include characteristics such as personality, attitudes, self-concept, and integrity. You will learn about, apply, and develop intrapersonal skills in Chapters 2, 3, and 15.

Part 2. Interpersonal Skills: The Foundation of Human Relations

KT—**Interpersonal skill** is the ability to work well with a diversity of people. Interpersonal skills have also been called relationship management. You will learn about, apply, and develop interpersonal skills in Chapters 4–6.

Part 3. Leadership Skills: Influencing Others

Part 4. Leadership Skills: Team and Organizational Behavior, Human Relations, and Performance

KT—**Leadership skill** is the ability to influence others and work well in teams. You will learn about leadership skills in Chapters 7–14.

VIII. ASSESSING YOUR HUMAN RELATIONS ABILITIES AND SKILLS

A. Self-Assessment

(This section presents a form or Questionnaire students use to assess present skill level.)

Discuss: After completing the profile form you should better understand your strengths and areas where improvement is most needed. Many of you will have different strengths. There is no right or wrong answer to this assessment. Let's share our objectives (SB 1-1).

From your human relations abilities and skills self-assessment, write out your five objectives.

LC 1-10. Identify your personal low and high human relations ability/skill levels.

Answers will vary from student to student.

B. Setting Your HR Goals

You may want to have students share their goals.

LC 1-11. Identify three human relations objectives for the course.

Answers will vary from student to student.

LEARNING COMPETENCIES ANSWERS

Note: Below are recommended answers to the learning objectives. The learning objectives with answers also appear in the test bank so that you can test students on them as short answer/essay questions.

You may also want to limit the number of learning objectives that you expect students to know for the exams. For example, you could select say 2–5 from each chapter that you believe are the most important things that students should know. Assume you have a total of 10 for an exam. You could tell students to know the answers to all 10 and that you will select say 3 of them for the exam.

After Completing This Chapter, You Should Be Able To:

LC 1-1. Explain why human relations skills are important.

There are many reasons why human relations skills are important, some of which include: People are organizations' most valuable resource. It is the people who cause the success or failure of the organization. Faulty human relations skills are the most common cause of management failure.

LC 1-2. Discuss the goal of human relations.

Organizations that can create a win-win situation for all have a greater chance of succeeding. If the organization can offer everyone what they need, all benefit. Satisfying needs is not easy, it is a goal to strive for, which may never be met.

LC 1-3. Describe the relationship between individual, group, and organizational performance.

Through the systems affect, we learn that individuals affect each other's performance and that of the group and organization. The organization is made up of individuals and groups. Its performance is based on individual and group performance.

LC 1-4. Briefly describe the history of the study of human relations.

In the 1800s, Frederick Taylor developed Scientific Management, which focused on redesigning jobs. Also in the 1800s, Robert Owen was the first manager/owner to understand the need to improve the work environment and the employee's overall situation. Elton Mayo is called the father of human relations. In the mid-1920s to the early 1930s he conducted the Hawthorne Studies identified the Hawthorne effect, an increase in performance due to the special attention given to employees, rather than tangible changes in the work. Through the 1930s to the 1980s much attention has been paid to the human side of the organization. Teamwork and employee participation were common during the 1990s.

LC 1-5. State some of the trends and challenges in the field of human relations.

1. Globalization, change, innovation, and speed; 2. Technology; 3. Diversity; 4. Learning and knowledge; 5. Ethics; 6. Crisis.

LC 1-6. Why are relationships and thoughts so important? List 10 guidelines for effective human relations.

Relationships are important because they are our primary source of happiness. Thoughts are important because what we think about often leads to what we do and say, and determines who we are. The 10 guidelines are: 1. Think and be optimistic, 2. be positive, 3. be genuinely interested in other people, 4. smile and develop a sense of humor, 5. call people by name, 6. listen to people, 7. help others, 8. think before you act, 9. apologize, 10. create win-win situations.

LC 1-7. List the three approaches to handling human relations problems and discuss which is the most effective approach.

The three approaches include change the other person, change the situation, and change yourself. When faced with most human relations problems, the only thing you can change is your behavior, so it is considered the most effective approach.

LC 1-8. Describe the three parts of developing a new habit.

First, you develop a *cue* to remind you to do the behavior of the new habit. Secondly, you do the behavior of the habit to develop a *routine*. Lastly, you *reward* yourself for performing the behavior of your new habit.

LC 1-9. State the three objectives of the book.

The three objectives are to learn the human relations concepts; to apply the concepts to develop critical thinking skills; and to develop human relations skills for use in your personal and professional lives.

LC 1-10. Identify your personal low and high human relations ability/skill levels.

Answers will vary from student to student.

LC 1-11. Identify three human relations objectives for the course.

Answers will vary from student to student.

LC 1-12. Define the following 17 key terms.

Human relations, goal of human relations, win-win situation, total person approach, behavior, levels of behavior, group behavior, organization, organizational behavior, performance, system affect, Elton Mayo, Hawthorne effect, Theory Z, intrapersonal skills, interpersonal skills, and leadership skills.

The key terms are in the text in bold type with their definitions italicized making them easy to find and study.

COMMUNICATION SKILLS

The following critical thinking questions can be used for class discussion and/or as written assignments to develop communication skills. The questions can also be used for exams.

Note: The questions are based on opinions and personal experiences, so there are no correct answers.

1. Which myth about human relations do you think is the one that holds back development of human relations skills more than the others?
2. Which person and contribution from the human relations past do you find to be the most impressive?

3. Which one of the trends or challenges do you believe is the most relevant to human relations?
4. Which one of the 10 guidelines to effective human relations do you think is the most important?
5. Which of the three ways to handle human relations problems is the easiest and hardest for you?
6. Of the intrapersonal, interpersonal, and leadership skills, which one is your strongest and which is your weakest?

WORK APPLICATION SAMPLE ANSWERS

You may give these student answers below as part of your lecture before, after, or in place of getting student answers. You may have students write out their answers and pass them in to be graded. Another option is to use them on the exams.

All the work application questions appear in the test bank so that you can assess students' ability to apply the concepts to their work world. However, because student answers will vary, there are no answers in the test bank.

You may also want to limit the number of work applications that you expect students to pass in for grading and/or to know for the exams. For example testing, you could select say 2–5 from each chapter that you believe are the most important things that students should be able to apply to their jobs. Assume you have a total of 10 for an exam. You could tell students to have prepared answers to all 10 and that you will select say 3 of them for the exam.

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

Student Answer (SA). When I graduate, I want to be a manager. A major part of being a manager is getting the job done through people, so I need to be able to work well with people. Through developing my human relations skills, I can improve my chances of having a successful management career.

WA 1-2. Give an example, personal if possible, of when the goal of human relations was met. Explain how the individual's needs were met and organizational objectives achieved.

SA. This past summer I worked construction to earn money to pay for college. My boss knew I needed extra money, so they would select me to work overtime when it was needed. My need for extra money was satisfied as I worked hard to get the job done on time to satisfy the customer's schedule.

WA 1-4. Give two specific examples of when you experienced human relations—one in a positive way, the other in a negative way. Also identify the level of behavior for both human relations.

SA. I experience individual human relations every time I go out on a date with my boyfriend. This is a positive experience. I've experienced negative human relations with a group before when I went to this party, and these three girls all ignored me intentionally; they walked away when I went to talk to them. I felt they were talking about me behind my back too.

WA 1-5. Give two specific examples of how human relations affected your performance—one in a positive way, the other in a negative way. Be sure to be specific in explaining the effects of human relations.

SA. When I worked in a cotton department, my job was to pull cotton apart and bundle it. I was working fast, and this older man, Bill, came up to me and said to take it easy, not to work so fast. So, I did as you said and my performance went down. On the other hand, I once had this baseball coach who was very encouraging. Due to his coaching, my performance went up. I made less errors and got more hits.

WA 1-6. Give a specific example, personal if possible, of when the Hawthorne effect occurred. It could be when a teacher, coach, or boss gave you special attention that resulted in your increased performance.

SA. Through the fourth grade I didn't like school at all. In the fifth grade I had Mrs. Salmon for a teacher. She spent time telling me I had the ability to be a good student; so I tried hard for her and did well.

WA 1-7. Explain how one of the trends and challenges does, or will personally affect your human relations.

SA. I've experienced a changing workforce. Four years ago when I first started working part-time all five people I worked with were white. Now two of the employees are minorities. We don't kid around the way we used to, we are not as close anymore.

WA 1-8. Do you believe that you can and will develop your human relations abilities and skills through this course? Explain your answer.

SA. Yes. I do believe that people can develop their human relations skills. Looking through the syllabus and book, we will be doing several skill-building exercises to develop skills.

WA 1-9. Which two of the 10 guidelines to human relations needs the most effort on your part? the least? Explain your four answers.

SA. The most effort needed is to remember people's names, but I also have a hard time apologizing. I never forget faces, but names slip my mind all the time. The least effort needed is listening more than I talk. I'm a good listener.

WA 1-10. Give a specific example of a human relations problems in which you elected to change yourself, rather than the other person or situation. Be sure to identify your changed behavior.

SA. I used to work this guy who would make these wisecracks all the time about my work. I used to get angry and yell at him, which is what he wanted me to do. So I finally smartened up and ignored him. When he made a wisecrack I said nothing. After a while he stopped cracking on me.

APPLICATION SITUATION ANSWERS

Note: There are multiple-choice test questions in the test bank that are similar to the AS in the text to assess application ability.

Due to Chapter 1 being primarily an introduction to the course, most of the application situations are fairly easy and can be found in the book. In future chapters most application situations will be more applied.

Application Situation Answers

Understanding Important Terms, AS 1-1

1. E. Total person. Katniss seems to be having a personal problem affecting her work.
2. B. The employee is meeting the need for possessions, while achieving organizational objectives—high performance.
3. C. Human relations. Jack and Jill are interacting.
4. A. Behavior. Working on a report is “doing” something.
5. D. Organization. They include groups of people working to achieve an objective.

Exhibit 1.3. The Relationship between Behavior, Human Relations, and Performance may be shown to illustrate the relationship.

Application Situation Answers

Focus of Study, AS 1-2

6. B.B. Group/Human Relations. Shawn and Sara are a group interacting.
7. C.C. Organizational/Performance. Facebook is an organization, and its income statement is a measure of performance.
8. B.C. Group/Performance. Sales is a group/department within the organization, and its sales Quota is an expectation/objective.
9. B.B. Group/Human Relations. Juan and Peg are a group, and they are interacting.
10. C.A. Organizational/Behavior. The entire organization is shown. By looking at the organization chart, you cannot necessarily determine who is interacting. The department titles indicate the type of behavior (what they do) that the people perform—marketing, production, and finance.

11. A.A. Individual/Behavior. Latoya is an individual, and he is not interacting by writing a letter, and we do not know the performance expectations/objectives. Writing a letter is behavior.

Application Situation Answers

Human Relations History, AS 1-3

12. A. Berne. He is the author of TA.
13. D. Owen. He has been called the “real father” of personnel administration.
14. B. Mayo. Conducting the Hawthorne Studies resulted in Mayo being considered the “father of human relations.”
15. E. Peters. He is co-author of the two excellence books.
16. C. Ouchi. He is the author of Theory Z.
17. F. Taylor. He developed scientific management.

Application Situation Answers

Challenges of Human Relations, AS 1-4

18. B. Diversity. Minorities provide diversity at work.
19. D. Ethics. The code is a commonly called a code of ethics.
20. C. Change. A new program is a change, and the person is resisting a change.
21. A. Globalization. Searching worldwide is global.
22. E. Technology and Innovation. A new way of doing something is an innovation.

Application Situation Answers

Human Relations Guidelines AS 1-5

23. D. Smile and develop a sense of humor. Laughing comes from humor.
24. G. Help others. Carrying the box is helping.
25. F. Listen to people. Asking to repeat instructions is based on listening to understand.
26. E. Call people by name. Stating the name Juan is calling the person by name.
27. A and/or B. Think and be optimistic or be positive. The statement is both optimistic and positive.

28. H. Think before you act. Counting to 10 gives time to think and then act.
29. I. Apologize. Saying you are sorry is an apology.
30. C. Be generally interested in other people. Asking if everything is OK, is showing concern.

CASE—ANSWERS

Love him or leave him—Donald Trump has redefined human relations in business and in government.

1. **What is the goal of human relations? Would former President Trump agree with that goal?** The goal of human relations is to create a win-win situation by satisfying employee needs while achieving organizational objectives. Organizations that can create a win-win situation for all have a greater chance of succeeding. If the organization can offer everyone what they need, all benefit. Satisfying needs is not easy, it is a goal to strive for, which may never be met. Former President Trump's aggressive and harsh tones, coupled with his command-and-control approach might lead one to believe that he would believe, that is, what is best for the organization is satisfying top management's needs and not the entire organizations' needs.
2. **Which of the early theorists would best support former President Trump's approach to human relations? Why?** Scientific management (Frederick Taylor) best illustrates former President Trump's approach to human relations since it focuses upon job redesign and finding the "one best method" in which a specific task can be accomplished. Here top management gets into the details of the job and employs a top-down, command-and-control approach where subordinates do not question their superiors' orders.
3. **Which myth about human relations best exemplifies former President Trump's human relations style? Why?** The three myths include: Technical skills are more important than human relations skills; human relations is just common sense; and leaders are born, not made. This question does not have a clear-cut answer and allows for student interpretation. For example, a student could argue that technical skills like being an aggressive negotiator from former President Trump's perspective is more important than human relations skills. Or that leaders like himself are "born" to lead given he is the only one who can solve the world's problems.
4. **There are "Ten Guidelines to Effective Human Relations"—which one(s) is former President Trump using?** These guidelines include: Think and be optimistic, be positive, be genuinely interested in other people, smile and develop a sense of humor, call people by name, listen to people, help others, think before you act, apologize, and create win-win situations. Certainly the most evident guideline that former President Trump follows is he thinks optimistically and is positive (exudes confidence in himself and his mission). It is harder to discern his use of the other guidelines although one would assume that he does "think before he acts."
5. **Watch the video www.bing.com/videos/search?q=The+Apprentice+TV+Show&&view=detail&mid=768E4E0ACAE529529B6C768E4E0ACAE529529B6C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3F%26q%3DThe%2BApprentice%2BTV%2BShow%26FORM%3DVDMHRS which is a 10-minute summary of Season 2 of TV show The Apprentice. Select one scene from the show summary that best exemplifies one of the described human**

relations characteristics experts have used to describe former President Trump. There are several scenes in the show summary where former President Trump is “harsh” and aggressive, uses a top-down/command-and-control management approach, is very goal-oriented and driven and is involved in the details. Students should easily relate one scene to such human relations traits.

CASE EXERCISE AND ROLE-PLAY—There are no answers.

CASE / / / When HR Is in the Driver’s Seat: GM and the Mary Barra Story
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1. **General Motors was founded in 1908, prior to the birth of the human relations movement. Explain what would have been the focus of the CEO and management in those days given the prevailing theories of those times.**
 Frederick Taylor, the father of scientific management, focused on analyzing and redesigning jobs more efficiently and therefore managers focused upon production, not people. Given the poor economic conditions of those times, these managers assumed that workers would be money motivated and looking out for their own self-interests. Social needs were not an issue not a consideration in job design. Robert Owen, on the other hand, focused on the workers’ physical environment. He thought that worker productivity would increase by having more reasonable working hours, adequate pay, sufficient food and housing, workplace cleanliness, and temperance. He too did not consider the human relations aspects of productivity. Given both of these theories, the GM CEO and management would have focused on job design and working conditions.
2. **Mary Barra as a HR professional has been a very good CEO for GM because she understands the challenges of the 21st century to business operations. What are those challenges, and how has she addressed them?**
 The challenges of the 21st century include globalization/innovation/rapid change, technological innovation, diversity, learning and knowledge, ethics, and crisis management. Her statement *“We have the ambition, the talent, and the technology to create a world with zero crashes, zero emissions and zero congestion. ... General Motors helps employees pursue their passions”* addresses issues of globalization (the world), technology, ethics (zero crashes/emissions/congestion), and learning (talent). Crisis management was indirectly addressed when she was hired during a financial downturn.
3. **GM’s motto of bringing their (employees’) life’s passion to work focuses upon what important skills in human relations?**
 Organizations realize that generally happy and engaged workers do a better job. By employees following what they want to do, have a love for, they are maximizing their potential at work both in terms of their job performance and their interaction with others. By allowing employees to fulfill their life’s dreams, GM is hoping that their employees share their passion for work with others and therein will become better team players.
4. **Why do you think that a top manager with a background in Human Resources would make a great CEO? What values and skill set does a person like Mary Barra bring to the job?**
 Anyone with a strong background in Human Resources knows that human relations is far more than just common sense and that the goal of human relations is to create a win-win situation for all those involved with the firm. This requires a total person approach while acknowledging the numerous levels of behavior (individual, group, and organization) are present in the firm leading

to systems effects. This person will also have experience and expertise in handling human relations problems and facilitate conflict resolution.

5. Watch the video www.youtube.com/watch?v=5pdQZXBJics on CEO Mary Barra. How has she not only “talked the talk” on human relations?

“To succeed long-term they have to balance their work and family lives.” But walked the walk in terms of being CEO of GM.

CASE—ANSWERS

W. L. Gore & Associates: How Employees Relate to One Another Sets Gore Apart.

Note: This case is from the 11e and 12e is no longer in the textbook. But you may use it for class purposes, and a copy is below.

Founded in 1958, W. L. Gore & Associates, Inc. has become a modern-day success story as a uniquely managed, privately owned family business that truly understands the connection between behavior, human relations, and performance. Founders Bill and Vieve Gore set out to create a business where innovation was a way of life and not a by-product. Today, Gore is best known for its GORE-TEX range of high-performance fabrics and Elixir Strings for guitars. Gore is the leading manufacturer of thousands of advanced technology products for the medical, electronics, industrial, and fabrics markets. With annual revenues of more than \$3 billion, Gore has more than 10,000 employees, called associates, at more than 50 facilities around the world.^[i]

Terri Kelly replaced Chuck Carroll as the president and CEO of W. L. Gore & Associates in April 2005. Ms. Kelly attributes the company’s success to its unique culture. As she put it, how work is conducted at Gore and how employees relate to one another sets Gore apart. For the 20th consecutive year, Gore has been named among the “100 Best Companies to Work For” in the United States by *Fortune* magazine. In an interview, Kelly was asked what would be the most distinctive elements of the Gore management model to an outsider. She listed four factors:

“We don’t operate in a hierarchy; we try to resist titles; our associates, who are all owners in the company, self-commit to what they want to do; and our leaders have positions of authority because they have followers.” According to Kelly, these four attributes enable Gore to maximize individual potential while cultivating an environment that fosters creativity and also to operate with high integrity. She is quick to remind everyone that all of Gore’s practices and ways of doing business reflect the innovative and entrepreneurial spirit of its founders.

Kelly attributes Gore’s success to its unique culture. As she put it, how work is conducted at Gore and how employees relate to one another set Gore apart. There are no titles, no bosses, and no formal hierarchy. Compensation and promotion decisions are determined by peer rankings of each other’s performance. To avoid dampening employee creativity, the company has an organizational structure and culture that goes against conventional wisdom. Bill Gore (the founder) referred to the company’s structure as a “lattice organization.” Gore’s lattice structure includes the following features:^[ii]

- Direct lines of communication—person to person—with no intermediary
- No fixed or assigned authority
- Sponsors, not bosses
- Natural leadership as evidenced by the willingness of others to follow
- Objectives set by those who must “make them happen”

- Tasks and functions organized through commitments
- Complete avoidance of the hierarchical command and control structure

The lattice structure as described by the people at Gore encourages hands-on innovation and discourages bureaucratic red tape by involving those closest to a project in decision-making. Instead of a pyramid of bosses and managers, Gore has a flat organizational structure. There are no chains of command, no predetermined channels of communication. It sounds very much like a self-managed team on a much broader scale.

Why has Gore achieved such remarkable success? W. L. Gore & Associates prefers to think of the various people who play key roles in the organization as being leaders, not managers. While Bill Gore did not believe in smothering the company in thick layers of formal management, he also knew that as the company grew, he had to find ways to assist new people and to follow their progress. Thus, W. L. Gore & Associates came up with its “sponsor” program—a human relations partnership between an incumbent, experienced employee and a newly hired, inexperienced employee. Before a candidate is hired, an associate has to agree to be their sponsor, or what others refer to as a mentor. The sponsor’s role is to take a personal interest in the new associate’s contributions, problems, and goals, acting as both a coach and an advocate. The sponsor tracks the new associate’s progress, offers help and encouragement, points out weaknesses and suggests ways to correct them, and concentrates on how the associate might better exploit their strengths. It’s about improving the intrapersonal skills of the new hire.

Sponsoring is not a short-term commitment. All associates have sponsors, and many have more than one. When individuals are hired, at first they are likely to have a sponsor in their immediate work area. As associates’ commitments change or grow, it’s normal for them to acquire additional sponsors. For instance, if they move to a new job in another area of the company, they typically gain a sponsor there. Sponsors help associates chart a course in the organization that will offer personal fulfillment while maximizing their contribution to the enterprise. Leaders emerge naturally by demonstrating special knowledge, skill, or experience that advances a business objective.

An internal memo describes the three kinds of sponsorship and how they might work:

- **Starting sponsor**—a sponsor who helps a new associate get started on their first job at Gore, or helps a present associate get started on a new job.
- **Advocate sponsor**—a sponsor who sees to it that the associate being sponsored gets credit and recognition for contributions and accomplishments.
- **Compensation sponsor**—a sponsor who sees to it that the associate being sponsored is fairly paid for contributions to the success of the enterprise.

An associate can perform any one or all three kinds of sponsorship. Quite frequently, a sponsoring associate is a good friend, and it’s not uncommon for two associates to sponsor each other as advocates.

Being an associate is a natural commitment to four basic human relations principles articulated by Bill Gore and still a key belief of the company: fairness to each other and everyone we come in contact with; freedom to encourage, help, and allow other associates to grow in knowledge, skill, and scope of responsibility; the ability to make one’s own commitments and keep them; and consultation with other associates before undertaking actions that could affect the reputation of the company. These principles underscore the importance of developing high interpersonal skills for Gore employees.

Commitment is seen as a two-way street at W. L. Gore & Associates—while associates are expected to commit to making a contribution to the company’s success, the company is committed to providing a challenging, opportunity-rich work environment, and reasonable job security. The company tries to avoid laying off associates. If a workforce reduction becomes necessary, the company uses a system of temporary transfers within a plant or cluster of plants, and requests voluntary layoffs. According to CEO Kelly, Gore’s structure, systems, and culture have continued to yield impressive results for the company. In the more than 50 years that Gore has been in business, it has always made a profit.[\[iii\]](#)

Go to the Internet: To learn more about W. L. Gore & Associates, visit its website (www.gore.com).

Support your answers to the following questions with specific information from the case and text or with other information you get from the web or other sources.

1. What evidence is there that W. L. Gore & Associates aspires to meet the goal of human relations?
2. How does Gore & Associates depict an organization that fully appreciates the “systems effect”?
3. One can argue that W. L. Gore’s lattice structure encompasses some of the unexpected discoveries brought out by Elton Mayo and the Hawthorne Studies. Identify some features of the lattice structure that align with some of the unexpected discoveries of the Hawthorne Studies.
4. How does Gore’s “sponsorship” program contribute toward meeting some of the 10 human relations guidelines outlined in the chapter?
5. Watch the video (www.managementexchange.com/video/terri-kelly-wl-gores-original-management-model-0) of CEO, Terri Kelly, and describe what she believes people would find surprising about management and how they work with their people at W. L. Gore.

Case Exercise and Role-Play

Preparation: You are a manager in an organization that wants to communicate in practical terms the meaning and importance of the systems effect and the total person approach to new employees during the orientation process. The manager is supposed to use examples to make their points. Based on your understanding of these two concepts, create a 5-minute oral presentation on the meaning and importance of:

1. The systems effect
2. The total person approach

Role-Play: The instructor forms students into manager–new employee pairs and has each pair dramatize exercises A and B in front of the rest of the class. The student playing the role of new employee should then paraphrase the manager’s message. After each presentation, the class is to discuss and critique the effectiveness with which the manager clearly communicated the meaning and importance of these two concepts and the effectiveness of the new employee in replaying the message.

Gore CASE ANSWERS FOR INSTRUCTORS ONLY

1. **What evidence is there that W. L. Gore & Associates aspires to meet the goal of human relations?**

Commitment is seen as a two-way street at W. L. Gore & Associates—while associates are expected to commit to making a contribution to the company’s success, the company is committed to providing a challenging, opportunity-rich work environment, and reasonable job security.

2. How does Gore & Associates depict an organization that fully appreciates the “Systems Effect?”

According to the **systems effect** all people in the organization are affected by at least one other person, and each person affects the whole group or organization. The organization’s performance is based on the combined performance of each individual and group. To have high levels of performance, the organization must have high-performing individuals and groups. This is evident at Gore through the sponsorship programs. At Gore & Associates, before a candidate is hired, an associate has to agree to be their sponsor or what others refer to as a mentor. The sponsor’s role is to take a personal interest in the new associate’s contributions, problems, and goals, acting as both a coach and an advocate. The sponsor’s objective is to make sure the new hire becomes a productive member of the Gore team.

3. One can argue that W. L. Gore’s lattice structure encompasses some of the unexpected discoveries brought out by Elton Mayo and the Hawthorne Studies. Identify some features of the lattice structure that align with some of the unexpected discoveries of the Hawthorne Studies.

The sponsors program communicates a sense of importance and special attention to new employees and thus makes them want to perform better for the organization. This is the Hawthorne effect. Direct lines of communication and tasks and functions organized through commitments are features of the lattice structure that will facilitate informal work group formations and better supervisor–employee human relations. Natural leadership as evidenced by the willingness of others to follow also reflects a higher quality of supervisor–employee human relations which ultimately affects the quality and quantity of employee output.

4. How does Gore’s “sponsorship” program contribute toward meeting some of the nine human relations guidelines outlined in the chapter?

The nine human relations guidelines outlined in the chapter are: (1) be optimistic, (2) be positive, (3) be genuinely interested in other people, (4) smile and develop a sense of humor, (5) call people by name, (6) listen to people, (7) help others, (8) think before you act, and (9) create win–win situations. As mentioned in the case, Bill Gore articulated four basic human relations principles that sponsors commit to when they chose to serve in this role: fairness to each other and everyone we come in contact with; freedom to encourage, help, and allow other associates to grow in knowledge, skill, and scope of responsibility; the ability to make one’s own commitments and keep them; and consultation with other associates before undertaking actions that could affect the reputation of the company. These principles fit into or align with the nine guidelines of human relations.

5. Watch the video (www.managementexchange.com/video/terri-kelly-wl-gores-original-management-model-0) of CEO, Terri Kelly, and describe what she believes people would find surprising about management and how they work with their people at W. L. Gore.

Terri said at this point she might take it for granted, but the principles at Gore have stood the test of time. First, Gore management still believes they are not a command and control organization (they don’t just like to tell employees what to do), they still do not use titles for jobs, and their associates self-select what they want to work on and they are responsible to complete the project. Lastly, the leaders have their own followers. A leader is a leader since associates want to follow him/her to complete a project—not because they have a title.

OBJECTIVE CASE and ANSWERS

Supervisor Susan’s Human Relations

Note: This case is no longer in the textbook and has not been updated. But you may use it for class purposes, and a copy is below.

Peter has been working for York Bakery for about 3 months now. He has been doing an acceptable job until this week. Peter's supervisor, Susan, has called him in to discuss the drop in performance. (*Note: Susan's meeting with Peter and/or a meeting held by Tim with Susan and Peter can be role-played in class.*)

susan: Peter, I called you in here to talk to you about the drop in the amount of work you completed this week. What do you have to say?

peter: Well, I've been having a personal problem at home.

susan: That's no excuse. You have to keep your personal life separate from your job. Get back to work, and shape up or ship out.

peter: (Says nothing, just leaves.)

Susan goes to her boss, Tim.

susan: Tim, I want you to know that I've warned Peter to increase his performance or he will be fired.

tim: Have you tried to resolve this without resorting to firing him?

susan: Of course I have.

tim: This isn't the first problem you have had with employees. You have fired more employees than any other supervisor at York.

susan: It's not my fault if Peter and others do not want to do a good job. I'm a supervisor, not a babysitter.

tim: I'm not very comfortable with this situation. I'll get back to you later this afternoon.

susan: See you later. I'm going to lunch.

Answer the following questions. Then in the space next to the questions, state why you selected that answer.

1. There a human relations problem between Susan and Peter.
 1. is
 2. is not
2. Susan has attempted to create a situation.
 1. lose-lose
 2. win-lose
 3. win-win
3. Susan an advocate of the total person approach.
 1. is
 2. is not

4. Through the systems effect, Peter's decrease in output affects which level of behavior?
 1. individual
 2. group
 3. organizational
 4. all three levels
5. The scope of study illustrated in this case covers:
 1. behavior
 2. human relations
 3. performance
 4. all three
6. The focus of study by Susan is:
 1. individual/behavior
 2. individual/performance
 3. group/human relations
 4. organizational/performance
7. The focus of study by Tim should be:
 1. individual/behavior
 2. group/behavior
 3. group/human relations
 4. organizational/performance
8. Later that afternoon Tim should:
 1. reprimand Peter
 2. talk to Peter and tell him not to worry about it
 3. bring Susan and Peter together to resolve the problem
 4. do nothing, letting Susan handle the problem herself
 5. fire Susan
9. The major human relations skill lacking in Susan is:
 1. being optimistic
 2. smiling and developing a sense of humor
 3. thinking before you act
 4. being genuinely interested in other people
10. Tim work with Susan to develop her human relations skills.
 1. should
 2. should not
11. Will Peter's performance increase? If you were Peter, would you increase your performance?
12. Have you ever had a supervisor with Susan's attitude? Assume you are in Susan's position. How would you handle Peter's decrease in performance?
13. Assume you are in Tim's position. How would you handle this situation?

Supervisor Susan OBJECTIVE CASE ANSWERS FOR INSTRUCTORS ONLY

1. A. Is. Apparently Susan cannot interact with Pete effectively.
2. B. Win–lose. Susan wants high performance (she wins) and she does not care about meeting Peter’s needs (he loses).
3. B. Is not. Susan wants a separation of personal and job roles.
4. D. All three. The systems affect states that each individual’s behavior affects the whole group/organization.
5. D. All three. Peter’s personal problem is affecting his behavior, the human relations of the group/department, and the individual, group, and organization’s performance.
6. B. Individual/performance. Susan’s focus is on and Peter and his work output, not the group’s.
7. C. Group/human relations. Tim is responsible for Susan’s human relations within her department. Tim needs to work with Susan to increase her human relations skills.
8. C. Bring Pete and Susan together to resolve it. Reprimanding Peter or telling him not to worry will not solve the human relations problem; nor will letting Susan to handle by herself. Firing Susan is premature.
9. D. Be genuinely interested in other people. Susan must realize that an employee’s personal life does affect work performance. You cannot just fire everyone with a problem. You must work with them so that they can perform their job.
10. A. Should. Like many people in organizations Susan need to develop her human relations skills. Tim, as Susan’s boss is responsible for her training. He can work with her and/or send her to a training program or course like this one.
11. The answers will be personal opinions without one right answer. However, managers with this attitude generally are not successful in management. To be successful in the long run, one must meet the goal of human relations.
12. Generally, Susan should listen to Pete and try to create a win–win situation so that Pete can solve his personal problem, and Susan can get the work done. Susan should be aware of profession help that can help Pete, if it is needed she should recommend it.
13. As stated above, Tim should work with Susan to help develop her human relations ability.

Note: Susan’s meeting with Pete and/or a meeting held by Tim with Susan and Pete can be role-played in class. However, the intent of the case is not to teach students how to handle performance problems. In future chapters more specific guidelines to handling situations will be presented.

Note: There are no cases in the test bank. However, there are multiple-choice test questions in the test bank that are similar to case questions 1–10 to assess application ability.

VIDEOS

Hot Seat Videos are available to be used with this chapter. See separate Instructor Resources Guide for each type of video.

SKILL-BUILDING EXERCISE, SB 1-1

Getting to Know You by Name

Note: Before doing this exercise decide if you will use permanent class groups for all exercises. Use of permanent groups was discussed in the introduction to this Instructor's Manual. If you elect to use permanent groups, and have students add and drop the course you may want to wait a few classes before setting up the groups. You can do this exercise after finishing Chapter 1, or before you start it.

The author recommends doing this exercise because it helps set the proper tone for a human relations class. He has done this exercise on the first day of class without permanent groups, he has created them later and allowed the members to get acquainted at the first time they work together. The author's students don't usually buy the book before the first class, so he just reads the exercise to them, and writes the three Question categories on the board during procedure 6.

Total time (up to 50 minutes)

Times will vary with class size. Select a time limit and allot times for each procedure. Below is a sample time schedule for a 50-minute period.

Remember, your class may need more or less time for each procedure.

Recommended approximate time for a 50-minute period.

8:00	Procedure 1	5 minutes	
8:05	" 2	5 "	
8:10	" 3	2 "	This is for permanent groups
only			
8:12	" 4	3 "	
8:15	" 5	5 "	This is for permanent groups
only			
8:20	" 6	8 "	
8:28	" 7	15 "	
8:43	Questions	5 "	
8:48	Conclusion	2 "	
8:50		50 minutes	

If you do not use permanent groups you will have 7 minutes for procedures 3 and 5, which you will skip, you can give them more time during procedure 2, getting to know each other. If your class is slower, you can finish the exercise during the next class. If your class is faster you can spend more time on the discussion, and/or do the application, and sharing sections.

Questions/Conclusion:

Most students realize the importance of calling people by name. One technique they can use to help remember people's names when they first meet them is to address the other part with a greeting that states their name, such as "How do you do Bill?" Then call the person by name two or three times during the conversations. It takes a conscious effort to develop the ability to remember names. If you forget a person's name after meeting them, ask someone who knows them what the person's name is. Then address the person by name.

Skills Assessment of SB 1-2 (No questions in Test Bank)

Because there are no objectives or correct measures of human relations related to Chapter 1, the test bank does not have any questions related to SB 1-2. However, throughout the other chapters, students can be tested on specific human relations skills.

SKILL-BUILDING EXERCISE, SB 1-2

Course Objectives

Note: Taking some time to do this exercise helps to reinforce the need for students to do the self-assessment exercises in the text. If you fail to spend any time on them in class, students may not think they are important and skip over them.

Total time (5–30 minutes)

Select a time limit and option. Option C takes the longest and is the more difficult to time precisely.

Skills Assessment of SB 1-2 (No questions in Test Bank)

Because there are no correct measures of objectives, the test bank does not have any questions related to SB 1-1. However, in Chapter 6 students will learn how to write objectives following a model. Thus, in Chapter 6 you can test students on their skill at writing objectives.

SKILL-BUILDING EXERCISE, SB 1-3

Human Relations Overview—OBingo Icebreaker

Total time (5–15 minutes)

Select a time for them to get OBingo. You may make concluding remarks about the topics or other issues. Students often enjoy getting up and walking around playing the game.

Skills Assessment of SB 1-3 (No questions in Test Bank)

SKILL-BUILDING EXERCISE, SB 1-4

Developing a New Habit

Note: Taking some time to do this exercise helps to reinforce the need for students to do the self-assessment exercises in the text. If you fail to spend any time on them in class, students may not think they are important and skip over them.

Total time (5–30 minutes)

Select a time limit and option. Option C takes the longest and is the more difficult to time precisely.

Skills Assessment of SB 1-4 (No questions in Test Bank)

SKILL-BUILDING EXERCISE, SB 1-5

Mindfulness Skill

Total time (5–15 minutes)

This is an individual exercise. You can have students break into small groups and talk about, or ask the class for volunteers to describe their experience.

Skills Assessment of SB 1-5 (No questions in Test Bank)

ⁱ Staff, “Relationships,” *AARP Bulletin* (June 2022).