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Correct answers located at the end of the chapter.

1) Technical skills are more important than human relations skills.
   - ◎ true
   - ◎ false

2) Human relations is just common sense.
   - ◎ true
   - ◎ false

3) Developing good human relationships is critical to personal and professional success.
   - ◎ true
   - ◎ false

4) Leaders are born, not made.
   - ◎ true
   - ◎ false

5) Leadership skills are inborn and cannot be developed.
   - ◎ true
   - ◎ false

6) The goal of human relations is to create a win–win situation by satisfying employee needs while achieving organizational objectives.
   - ◎ true
   - ◎ false

7) The total person approach recognizes that an organization employs the whole person, not just their job skills.
   - ◎ true
   - ◎ false

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8) The focus of the first level of behavior is on the organization as a whole.
   - ◎ true
   - ◎ false

9) Effective teamwork begins with the team and ends with individual-level outcomes.
   - ◎ true
   - ◎ false

10) The systems approach focuses on the whole system with an emphasis on the relationships between its parts.
   - ◎ true
   - ◎ false

11) Businesses during the Industrial Revolution were concerned with profits, not employees, and managers viewed people only as a source of production.
   - ◎ true
   - ◎ false

12) The Hawthorne effect focuses on the fact that all people in an organization are affected by at least one other person, and each person affects the whole group or organization.
   - ◎ true
   - ◎ false

13) Transactional analysis integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.
   - ◎ true
   - ◎ false

14) Frederick Taylor is known as the “founder of scientific management.”
   - ◎ true
   - ◎ false

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15) Being right is good enough even if it hurts human relations in an organization.

- ◎ true
- ◎ false

16) Human relations take place at the individual, group, and organizational levels.

- ◎ true
- ◎ false

17) Leadership skills are always based on one's managerial skills.

- ◎ true
- ◎ false

18) Interpersonal skill is the ability to work well with a diversity of people.

- ◎ true
- ◎ false

19) Friendships at work have no impact on our overall happiness.

- ◎ true
- ◎ false

20) Which of the following statements is a myth about human relations?

A) People are an organization's most valuable asset.
B) Leaders are born, not made.
C) High-quality relationships are important to success.
D) A human relations course is as important as a technical course.

21) Which of the following statements is a fact about human relations?

A) Leaders are born, not made.
B) Human relations is just common sense.
C) Technical skills are more important than human relations skills.
D) People are an organization's most valuable resource.

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22) Which of the following is an organization's most valuable resource?
A) infrastructure
B) technology
C) people
D) land

23) Which of the following is the most common cause of management failure?
A) technological setbacks
B) lack of recreational facilities
C) low wages
D) faulty human relations skills

24) Which of the following statements is a myth about human relations?
A) Human relations skills are more important than technical skills.
B) Leadership skills can be developed.
C) Effective leaders have good human relations skills.
D) Human relations is just common sense.

25) The goal of _____ is to create a win–win situation by satisfying employee needs while achieving organizational objectives.
A) human relations
B) production
C) zero-sum condition
D) cooperative games

26) Which of the following occurs when the organization and the employees both get what they want?
A) a zero-sum situation
B) a win–win situation
C) high-directive–low-supportive (HD–LS) behavior
D) a win–lose situation

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27) The _____ recognizes that an organization employs the whole individual, not just his or her job skills.
A) expectancy procedure
B) personality method
C) total person approach
D) skill realization style

28) Which of the following is true of Robert Owen, "the real founder" of personnel administration?
A) He believed that profit can be increased by increasing an employee's working hours.
B) He employed children under the age of 9, though other entrepreneurs did not hire children below 11 years of age.
C) He believed that employers should not be responsible for providing adequate food and housing to employees.
D) He improved his workers' working conditions.

29) Jose and Steve are part of a sales team for a multinational company. They attend all project meetings together and work together on projects. They also support each other to meet the sales objectives. Identify the behavior shown by Jose and Steve.
A) group behavior
B) individual behavior
C) high-directive–low-supportive (HD–LS) behavior
D) high-directive–high-supportive (HD–HS) behavior

30) "Dina is allowed to go home an hour earlier than the rest of us because her babysitter leaves at four." This statement exemplifies
A) performance.
B) the total person approach.
C) the systems effect.
D) organization.

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31) “Meena is a new employee who greets everyone and is hardworking.” This statement exemplifies
   A) performance.
   B) the total person approach.
   C) behavior.
   D) the systems effect.

32) "The members of a marketing department are having a meeting. There is a lot of disagreement over the content of the next advertisement." This scenario best illustrates the _____ level of behavior.
   A) individual
   B) customary
   C) organizational
   D) group

33) “The manager is developing a part-time employee work schedule for the next week and will be busy for a couple of hours.” This statement best illustrates the _____ level of behavior.
   A) individual
   B) customary
   C) organizational
   D) group

34) “The production department just set a record for the highest number of units made in an eight-hour period.” This statement best illustrates the _____ level of behavior.
   A) individual
   B) group
   C) organizational
   D) customary

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35) In the context of developing new habits, which of the following terms refers to a reminder one can use to do a new habit?
A) routine
B) skill-building
C) cue
D) reward–change

36) Which of the following statements is true of the level two of behavior in a workplace?
A) The focus of level two is on the behavior of any one person in the organization.
B) The focus of level two is on the behavior and human relations within and between groups.
C) The focus of level two is on the organization as a whole.
D) The focus of level two is on identifying people's needs in order to understand what motivates them.

37) Daryl wants to reduce expenses on food and has decided to eat home-cooked meals more often. In the context of developing new habits, which of the following steps he takes would be considered a reward for the change he is making in his life?
A) writing down a grocery list to make sure the kitchen is stocked with ingredients to cook at home
B) learning recipes of dishes he generally likes eating at restaurants
C) ordering take-out after making sure he has eaten at least 10 home-cooked meals
D) inviting friends over instead of meeting them at restaurants

38) Under the _____, all people in an organization are affected by at least one other person, and each person affects the whole group or organization.
A) total person approach
B) zero-sum condition
C) construct mechanism
D) systems effect

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39) Popularly called _____ and rooted in the behavioral sciences, the science of human relations was developed in the late 1940s.
A) organizational behavior
B) occupational dynamics
C) operational science
D) scientific management

40) Which of the following was an assumption made by scientific managers?
A) Money was not the only motivation for workers.
B) Workers always acted rationally.
C) Profit would be increased if employees worked shorter hours.
D) Food and housing were the prime motivation for workers.

41) During the 1960s, _____ published Theory X and Theory Y.
A) Douglas McGregor
B) Frederick Taylor
C) Eric Berne
D) Elton Mayo

42) Elton Mayo is known as the
A) first manager-entrepreneur.
B) real founder of personnel administration.
C) founder of human relations.
D) founder of scientific management.

43) Which of the following refers to an increase in performance caused by the special attention given to employees, rather than tangible changes in the work?
A) taylorism
B) functionalism
C) scientific management
D) the Hawthorne effect

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44) _____ integrates common business practices in the United States and Japan into one middle-ground framework appropriate for use in the United States.
A) Theory Z
B) Systems theory
C) Contingency theory
D) Hybrid theory

45) _____ introduced transactional analysis during the 1960s.
A) William Ouchi
B) Eric Berne
C) Douglas McGregor
D) Peter Drucker

46) The research conducted by _____ to determine the characteristics of successful organizations was later criticized during the 1980s.
A) Eric Berne
B) William Ouchi and Douglas McGregor
C) Elton Mayo
D) Thomas Peters and Robert Waterman

47) Eric Berne introduced the concept of
A) sensitivity training.
B) transactional analysis.
C) the Hawthorne effect.
D) Theory Z.

48) Who developed Theory Z?
A) Robert Owen
B) Eric Berne
C) William Ouchi
D) Elton Mayo

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49) According to the domain model of managerial education, which of the following competencies is a technical skill?
A) intrapersonal skills
B) interpersonal skills
C) leadership skills
D) business skills

50) "We need to provide facilities to help our employees develop new skills." Which of the following challenges in the field of human relations does this statement reflect?
A) globalization
B) ethics
C) learning and knowledge
D) diversity

51) "The new batch of executives needs to be trained on the company's social networking platform." Which of the following challenges in the field of human relations does this statement reflect?
A) crisis
B) ethics
C) diversity
D) technology

52) "There are many Asians and Europeans working in our company." Which of the following challenges in the field of human relations does this statement reflect?
A) diversity
B) ethics
C) crisis
D) technology

53) Which of the following is a human relations guideline?
A) being narcissistic
B) acting before one thinks
C) calling people by their names
D) being physically fit

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54) Jonah is an engineering manager at Vroom Motors Limited. Vroom recently launched a minivan, but the minivan has technical problems in its ignition system. The company decides to recall all the minivans from the market. Jonah is trying to convince the management that his team can come up with a solution for the technical problems quickly and that the sales of the minivan would increase rapidly after the relaunch. Which of the following guidelines for effective human relations is Jonah following in this scenario?

A) thinking before acting
B) being self-centered
C) developing a sense of humor
D) being optimistic

55) The systems approach was developed by

A) Russell Ackoff.
B) Frederick Taylor.
C) Peter Drucker.
D) Eric Berne.

56) Which of the following statements is *most* likely to make people defensive and cause arguments?

A) "You are late."
B) "You are wrong."
C) "I admit."
D) "I understand completely."

57) Aaron has started working for a new firm. There are 30 people on his floor. He is having problems remembering their names. Which of the following should Aaron do to improve his ability to recall names?

A) He should address them with titles like "Mister" or "Miss" and not worry about remembering names.
B) He should call people by their names two or three times while talking to them.
C) He should maintain a notebook with people's names and their photos.
D) He should ask them their names every time he meets them.

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58) Mia, an employee at MegaWorks Corp., has been on the job for only a week. She needs to ask the accountant some questions, but she does not remember his name. Which of the following would be most appropriate for Mia to do before contacting the accountant?

A) She should ask someone for the accountant's name.
B) She should ask the accountant his name once again.
C) She should address the accountant with a title like “Sir.”
D) She should get the work done without using his name.

59) “Although there are a lot of differences in the team, Theo, the supervisor, does not seem deterred.” Which of the following *best* describes Theo’s behavior?

A) being humorous
B) being genuinely interested in other people
C) being indifferent to problems
D) being optimistic

60) “Our supervisor, Kai, is a great guy. He appreciates the work we do and inspires us to perform better.” Which of the following *best* describes Kai’s behavior?

A) being positive
B) being humorous
C) being politically correct
D) using people

61) Which of the following statements *best* defines how to solve human relations problems?

A) Excuse rather than accuse.
B) Blame others for your failure.
C) Ignore the good in people.
D) Forgive others but hold a grudge.

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62) Shyam is the manager of the employee grievance group at Victor Motors Company. He addresses employees' issues in the company and tries his best to resolve them. Identify the guideline for effective human relations used by Shyam in this scenario.
A) acting before thinking
B) being genuinely interested in oneself
C) being optimistic
D) listening to people
E) acting before thinking
F) being optimistic

63) Which of the following is the *best* way to get what you want?
A) being self-focused
B) changing the other person
C) changing the situation
D) helping other people get what they want and vice versa

64) Darnell is a quality control manager at Vittel Glass Manufacturing. He shouts at subordinates when they fail to meet his expectations. This has severely affected his relationships with his subordinates. Which of the following is a guideline for effective human relations that Darnell should follow in order to correct this?
A) He should think before acting.
B) He should listen to other managers.
C) He should create a win–lose situation in the company.
D) He should be genuinely interested in himself.

65) Which of the following is the *best* logical choice to resolve a human relations problem?
A) changing oneself
B) changing the situation
C) changing the other person
D) ignoring the problem

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66) _____ skill is the ability to work well with a diversity of people.
A) Internal
B) Holistic
C) Interpersonal
D) Metaphysical

67) _____ is the ability to influence others and work well in teams.
A) Authority
B) Power
C) Omnipotence
D) Leadership skill

68) Which of the following is within the individual and includes characteristics such as personality, attitudes, self-concept, and integrity?
A) intrapersonal skills
B) interpersonal skills
C) leadership skills
D) expert power

69) What is a major cause of unhappiness?
A) being self-aware
B) being honest
C) being selfish
D) being stubborn

70) The term _____ means interactions among people.

71) A(n) _____ is a group of people working to achieve one or more objectives.

72) In the context of developing new habits, a(n) _____ involves doing a new habit.

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

74) Give an example, personal if possible, of a situation in which the goal of human relations was met. Explain how the individual's needs were met and how the organizational objectives were achieved.

75) Give a specific example, personal if possible, that supports the total person approach. Explain how an individual’s job performance was affected by off-the-job problems.

76) Give two specific examples of your involvement in human relations—one positive and one negative. Also, identify the level of behavior for each example.

77) Give two specific examples of how human relations affected your performance—one positive and the other negative. Be specific in explaining the effects of human relations in both cases.

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

79) Explain how one of the trends or challenges in the field of human relations could personally affect your human relations.

80) Do you believe that you can and will develop your human relations abilities and skills through this course? Explain your answer.

81) Which 2 of the 10 human relations guidelines need the most effort on your part? Which two need the least? Explain your answers.

82) Give a specific example of a human relations problem in which you elected to change yourself rather than the other person or situation. Be sure to identify your changed behavior.

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83) In your opinion, which myth about human relations holds back the development of human relations skills more than any of the others?

84) Which person's contribution to the history of human relations do you find to be the most impressive?

85) Which one of the trends or challenges do you believe is the most relevant to the field of human relations?

86) Which 1 of the 10 guidelines for effective human relations do you think is the most important?

87) How can a person resolve human relations problems?

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88) Of the intrapersonal, interpersonal, and leadership skills, which one is your strongest? Your weakest?

89) What are the myths about human relations? Explain them.

90) What is the goal of human relations? Explain the total person approach.

91) Explain the three levels of behavior.

92) Define performance and explain how the systems effect affects performance.

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93) What is the Hawthorne effect? How did managers use the knowledge of the Hawthorne studies?

94) What are some of the trends and challenges of human relations?

95) What are the 10 human relations guidelines?

96) How do human relations problems occur? Explain the three alternatives to resolving a human relations problem.

97) What are competencies? Define the three human relation skills.

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98) What are some ways to improve our mindfulness?

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Answer Key

Test name: Chapter 01

1) FALSE
2) FALSE
3) TRUE
4) FALSE
5) FALSE
6) TRUE
7) TRUE
8) FALSE
9) FALSE
10) TRUE
11) TRUE
12) FALSE
13) FALSE
14) TRUE
15) FALSE
16) TRUE
17) FALSE
18) TRUE
19) FALSE
20) B
21) D
22) C
23) D
24) D
25) A
26) B
27) C
28) D
29) A
30) B
31) C
32) D
33) A
34) B
35) C
36) B
37) C

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38) D
39) A
40) B
41) A
42) C
43) D
44) A
45) B
46) D
47) B
48) C
49) D
50) C
51) D
52) A
53) C
54) D
55) A
56) B
57) B
58) A
59) D
60) A
61) A
62) D
63) D
64) A
65) A
66) C
67) D
68) A
69) C
70) human relations
71) organization
72) routine
73) Short Answer
74) Short Answer
75) Short Answer
76) Short Answer
77) Short Answer

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78) Short Answer
79) Short Answer
80) Short Answer
81) Short Answer
82) Short Answer
83) Short Answer
84) Short Answer
85) Short Answer
86) Short Answer
87) Short Answer
88) Short Answer
89) Essay
90) Essay
91) Essay
92) Essay
93) Essay
94) Essay
95) Essay
96) Essay
97) Essay
98) Essay

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1

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.

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

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 Though 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
   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 + LC 1-8 HANDLING HUMAN RELATIONS PROBLEMS

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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

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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.

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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.

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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

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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 consider 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.

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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:

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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.

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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

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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:

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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).

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