

# Applying Human Relations Skills

## LEARNING OUTCOMES

*After completing this appendix, you should be able to:*

1. State why human relations skills are important.
2. Identify the most important human relations concepts from the entire book.
3. Determine your strongest and weakest areas of human relations.
4. Compare your present skills assessment with the one you did in Chapter 1.
5. Explain three options in handling human relations problems.
6. Describe the four steps of changing behavior.
7. Develop your own human relations plan.

**Pat O’Conner and David Fredrick, two students nearing the completion of a human relations course, were talking about the course:**

PAT: This course has a lot of good practical advice that can help me develop effective human relations.

DAVID: I agree. Have you been using the information on a regular basis in your daily life?

PAT: Some of it. I’m so busy that I don’t always have time to think about and actually do these things, even though I know they will help me. Have you been using it?

DAVID: Most of it. I figure that if I use these skills now rather than wait until I get a full-time job, I’ll be that much ahead of the game.

PAT: Is there a way to do this?

DAVID: Yes, I’ve already read the appendix. It explains how to develop a human relations plan that you can put into action immediately.

PAT: Guess I’ll go read it now.

DAVID: Good luck, see you in class.

**Whether you are more like Pat or David, this appendix will help you develop your own human relations plan.**

## A REVIEW OF SOME OF THE MOST IMPORTANT HUMAN RELATIONS CONCEPTS

### Learning Outcome

1. State why human relations skills are important.

### Learning Outcome

2. Identify the most important human relations concepts from the entire book.

Let's highlight some of the most important information from each chapter in the book to tie things all together. If you cannot recall the information covered in any of the chapters, please return to the chapter for a review of the material.

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

Chapter 1 defined some of the important concepts used throughout the book. Can you define the following: human relations, the goal of human relations, behavior, levels of behavior, group behavior, organizational behavior, and performance? Please return to Chapter 1 and review the first few pages that state the many reasons why human relations are so important.

Can you define and discuss personality, stress, intelligence, learning styles, perception, and first impressions? If not, return to Chapter 2.

Can you define and discuss attitudes, job satisfaction, self-concept, and values? If not, return to Chapter 3.

Can you define and discuss time management and career management? If not, return to Chapter 4.

### Part 2. Interpersonal Skills: The Foundation of Human Relations

Can you define and discuss the importance of communications; the communication process; message transmission channels; and how to send, receive, and respond to messages? If not, return to Chapter 5.

Can you define and discuss organizational structure and communication, communication barriers and how to overcome them, and situational communications? If not, return to Chapter 6.

Can you define and discuss transactional analysis, assertiveness, conflict management styles, how to resolve conflict with the collaborating conflict style, and interpersonal dynamics? If not, return to Chapter 7.

### Part 3. Leadership Skills: Influencing Others

Can you define and discuss trait leadership theory, behavioral leadership theories, contingency leadership theories, situational supervision, and substitutes for leadership? If not, return to Chapter 8.

Can you define and discuss content motivation theories, process motivation theories, reinforcement theory, and motivation techniques? If not, return to Chapter 9.

Can you define and discuss power, organizational politics, vertical politics, and horizontal politics? If not, return to Chapter 10.

Can you define and discuss networking and negotiating? If not, return to Chapter 11.

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

Can you define and discuss team dynamics, group development stages, and how to lead groups and meetings? If not, return to Chapter 12.

Can you define and discuss problem-solving and decision-making approaches and models, and creative group problem-solving and decision-making techniques? If not, return to Chapter 13.

Can you define and discuss resistance to change and how to overcome it; organizational culture and climate; and organizational development? If not, return to Chapter 14.

Can you define and discuss prejudice and discrimination, equal employment opportunity, legally protected groups, sexual harassment, sexism in organizations, global diversity and cross-cultural relations, and how to handle complaints? If not, return to Chapter 15.

### Learning Outcome

3. Determine your strongest and weakest areas of human relations.

### Learning Outcome

4. Compare your present skills assessment with the one you did in Chapter 1.

## ASSESSING YOUR HUMAN RELATIONS ABILITIES AND SKILLS

For each of the 43 statements that follow, record in the blank the number from 1 to 7 that best describes your level of ability or skill. You are not expected to have all high numbers.

Low ability/skill							High ability/skill
1	2	3	4	5	6	7	
_____	<b>1.</b>	I understand how personality and perception affect people's behavior, human relations, and performance.					
_____	<b>2.</b>	I can describe several ways to handle stress effectively.					
_____	<b>3.</b>	I know my preferred learning style (accommodator, diverger, converger, assimilator) and how it affects my behavior, human relations, and performance.					
_____	<b>4.</b>	I understand how people acquire attitudes and how attitudes affect behavior, human relations, and performance.					
_____	<b>5.</b>	I can describe self-concept and self-efficacy and how they affect behavior, human relations, and performance.					
_____	<b>6.</b>	I can list several areas of personal values and state how values affect behavior, human relations, and performance.					
_____	<b>7.</b>	I understand how to use a time management system.					
_____	<b>8.</b>	I understand how to use time management techniques to get more done in less time with better results.					
_____	<b>9.</b>	I know how to develop a career plan and manage my career successfully.					
_____	<b>10.</b>	I can describe the communication process.					
_____	<b>11.</b>	I can list several transmission media and when to use each.					
_____	<b>12.</b>	I can identify and use various message response styles.					
_____	<b>13.</b>	I understand organizational communications and networks.					
_____	<b>14.</b>	I can list barriers to communications and how to overcome them.					
_____	<b>15.</b>	I know my preferred communication style and how to use other communication styles to meet the needs of the situation.					
_____	<b>16.</b>	I can describe transactional analysis.					
_____	<b>17.</b>	I can identify the differences between aggressive, passive, and assertive behavior. I am assertive.					
_____	<b>18.</b>	I can identify different conflict resolution styles. I understand how to resolve conflicts in a way that does not hurt relationships.					
_____	<b>19.</b>	I can identify behavioral leadership theories.					
_____	<b>20.</b>	I can identify contingency leadership theories.					
_____	<b>21.</b>	I know my preferred leadership style and how to change it to meet the needs of the situation.					
_____	<b>22.</b>	I understand the process people go through to meet their needs.					
_____	<b>23.</b>	I know several content and process motivation theories and can use them to motivate people.					
_____	<b>24.</b>	I can list and use motivation techniques.					
_____	<b>25.</b>	I can identify bases and sources of power.					
_____	<b>26.</b>	I know how to gain power in an organization.					
_____	<b>27.</b>	I can list political techniques to increase success.					
_____	<b>28.</b>	I have 100 people I can call on for career help.					
_____	<b>29.</b>	I know how to open a conversation to get people to give me career assistance.					
_____	<b>30.</b>	I know two critical things to do during a negotiation to get what I want.					
_____	<b>31.</b>	I understand how to plan and conduct effective meetings.					
_____	<b>32.</b>	I can identify components of group dynamics and how they affect behavior, human relations, and performance.					

- \_\_\_\_\_ 33. I know the stages groups go through as they develop.
- \_\_\_\_\_ 34. I understand the roles and various types of groups in organizations.
- \_\_\_\_\_ 35. I can help groups make better decisions through consensus.
- \_\_\_\_\_ 36. I know when, and when not, to use employee participation in decision making.
- \_\_\_\_\_ 37. I understand why people resist change and know how to overcome that resistance.
- \_\_\_\_\_ 38. I can identify and use organizational development techniques.
- \_\_\_\_\_ 39. I understand how to develop a positive organizational culture and climate.
- \_\_\_\_\_ 40. I understand equal employment opportunity (EEO) and the rights of legally protected groups such as minorities, people with disabilities, alcohol and drug addicts, and people with AIDS.
- \_\_\_\_\_ 41. I can define sexism and sexual harassment in organizations.
- \_\_\_\_\_ 42. I can handle a complaint using the complaint model.
- \_\_\_\_\_ 43. I understand how to plan for improved human relations.

To use the profile form below, place an X in the box whose number corresponds to the score you gave each statement above.

Profile Form

	Your Score							Parts and Chapters in Which the Information Will Be Covered in the Book
	1	2	3	4	5	6	7	
								<b>Part 1. Intrapersonal Skills: Behavior, Human Relations, and Performance Begin with You</b>
1.								2. Personality, Stress, Learning, and Perception
2.								
3.								
4.								3. Attitudes, Self-Concept, Values, and Ethics
5.								
6.								
7.								4. Time and Career Management
8.								
9.								
								<b>Part 2. Interpersonal Skills: The Foundation of Human Relations</b>
10.								5. Interpersonal Communication
11.								
12.								
13.								6. Organizational Structure and Communication
14.								
15.								
16.								7. Dealing with Conflict
17.								
18.								
								<b>Part 3. Leadership Skills: Influencing Others</b>
19.								8. Leading and Trust
20.								
21.								

Profile Form (continued)

	Your Score							Parts and Chapters in Which the Information Will Be Covered in the Book
	1	2	3	4	5	6	7	
22.								9. Motivating Performance
23.								
24.								
25.								10. Ethical Power and Politics
26.								
27.								
28.								11. Networking and Negotiating
29.								
30.								
								<b>Part 4. Leadership Skills: Team and Organizational Behavior, Human Relations, and Performance</b>
31.								12. Team Dynamics and Leadership
32.								
33.								
34.								13. Teams and Creative Problem Solving and Decision Making
35.								
36.								
37.								14. Organizational Change and Culture
38.								
39.								
40.								15. Valuing Diversity Globally
41.								
42.								
43.								Appendix A. Applying Human Relations Skills

Recall that in Chapter 1 you answered these same 43 questions. At that time you were told that you would compare your scores at the beginning and end of the course. Do so now. Turn back to your profile form in Chapter 1. Either tear it out or flip back and forth as you place your scores from Chapter 1 on the profile form here. You were asked to place an X in the boxes above. To distinguish your responses from Chapter 1, place a check or some other mark in the boxes above. If you have the same box marked for both, don't bother to check the box above. You will know it was the same response because there is only one score.

When you have finished, you will have your early and your present assessment of your human relations abilities and skills on one form. This will allow you to make an easy comparison of your scores, which represent your strong and weak areas of human relations. You will be using your profile form in the next section.

## HUMAN RELATIONS PLANNING

In this section, you will learn about handling human relations problems, changing one's behavior, and developing a human relations plan.

### Learning Outcome

5. Explain three options in handling human relations problems.

### Handling Human Relations Problems

In any organization, there are bound to be times when you disagree with other employees. You may be assigned to work with a person you do not like. When you encounter these human relations problems, you have to choose either to avoid resolving the problem or to

confront the person to solve it. In most cases, it is advisable to solve human relations problems, rather than to ignore them. Problems usually get worse rather than better, and they do not solve themselves. When you decide to resolve a human relations problem, you have at least three alternatives:

1. *Change the other person.* Whenever there is a human relations problem, it is easy to blame the other party and expect that person to make the necessary changes in behavior to meet our expectations. In reality, few human relations problems can be blamed entirely on one party. Both parties usually contribute to the human relations problem. Blaming the other party without taking some responsibility usually results in resentment and defensive behavior. The more we force people to change to meet our expectations, the more difficult it is to maintain effective human relations.
2. *Change the situation.* If you have a problem getting along with the person or people you work with, you can try to change the situation by working with another person or people. You may tell your boss you cannot work with so-and-so because of a personality conflict and ask for a change in jobs. There are cases where this is the only solution; however, when you complain to your boss, the boss often figures that you are the problem, not the other party. Blaming the other party and trying to change the situation enables us to ignore our behavior, which may be the actual cause of the problem.
3. *Change yourself.* Throughout this book, particularly in Part I, the focus has been on personal behavior. In many situations, your own behavior is the only thing you can control. In most human relations problems, the best alternative is to examine others' behavior and try to understand why they are doing and saying the things they are, and then examine your own behavior to determine why you are behaving the way you are. In most cases, the logical choice is to change your behavior. We are not saying to simply do what other people request. In fact, you should be assertive, as discussed in Chapter 7. You are not being forced to change; you are changing your behavior because you elect to do so. When you change your behavior, the other party may also change. Remember to create a win-win situation for all stakeholders.

### Changing One's Behavior

Improving human relations generally requires a change in one's behavior. It is hoped that over the time period of this course, you have made changes in your behavior that have improved your human relations abilities and skills. In changing behavior, it is helpful to follow a four-step approach: step (1) assess your abilities and skills; step (2) develop new skills; step (3) change your behavior; and step (4) get feedback and reward yourself.

**Step 1: Assess Your Abilities and Skills** You should consistently be aware of your behavior and assess it. Without becoming aware of your behavior and being committed to changing it, you cannot improve. You may know someone who has annoying behavior. The person is aware of it, yet does nothing to change. Without that commitment, this person will not change. Think about your own behavior; others may find you annoying, but do you change? What can you gain from changing? Can you make the change successfully?

You assessed your human relations abilities and skills at the beginning of the course and at the present. To continue your assessment, answer the following questions in the space provided, using your profile form.

1. Have your profile numbers (1 to 7) gotten higher compared to what they were at the beginning of the course? Why or why not?

#### Learning Outcome

6. Describe the four steps of changing behavior.

2. Review your five objectives from Chapter 1, following your profile form. Did you meet them? Why or why not?
  
3. What are your strongest areas of human relations (highest numbers on your profile form)?
  
4. What human relations areas do you need to improve the most (lowest numbers on your profile form)?
  
5. What are the most important abilities and skills you have developed and/or things you have learned through this course?

**Step 2: Develop New Skills** The development of new skills can come in a variety of ways. In this course, you had a text to read. This information gives you the basis for new skills. In life, when there is no textbook, you can refer to libraries for periodicals and books that can give you the knowledge you need to change your behavior. You can also refer to friends and experts in the areas in which you need to improve. There may be workshops, seminars, and courses in these areas as well.

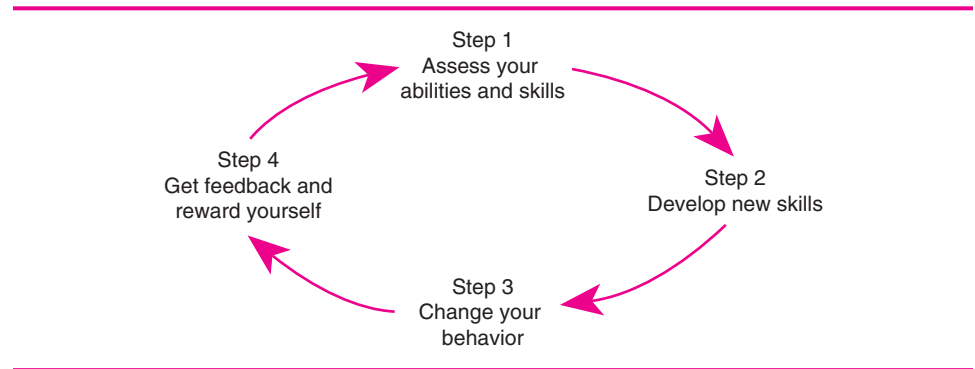
**Step 3: Change Your Behavior** Try to find safe, nonthreatening situations to try out your new behavior. Friends are usually willing to help; try your new behavior on them to see how it works.

Progressively change your behavior as you develop skill and confidence. For example, if you want to develop your ability to speak in front of people, volunteer and speak in class when the instructor gives you the opportunity. Take a speech class or join Toastmasters.

As with anything else in life, developing new skills takes time. Try not to be discouraged. For example, if you want to develop more positive, or less emotional, behavior, be patient; it will not happen overnight. If you catch yourself acting emotionally, be aware of it and change to more controlled behavior. With time and persistence, you will have to catch yourself less often.

**Step 4: Get Feedback and Reward Yourself** Being aware of people's nonverbal communication will give you feedback on your behavior, as will their intentional behavior toward you. However, others' direct feedback requested by you is often more accurate

**EXHIBIT A.1** |  
Changing Behavior  
Model



and unbiased. After trying new behavior, ask people you trust if they have noticed any difference. Get their advice on what you can do to improve. For example, if you are trying to be more positive and to give less negative feedback to others, ask them if they have noticed any difference. Ask them to recall the last time they remember hearing you make a put-down statement. People are often willing to help you, especially when it benefits them.

You should also reward yourself for your efforts. Notice we said efforts, not total success. Build on small successes; take one step at a time. As the saying goes, “Success by the yard is hard . . . but a cinch by the inch.” Your rewards do not have to be big or expensive; you can treat yourself to a snack, take a walk, or do anything you enjoy. For example, say you want to stop putting people down, and you catch yourself in the act. Stop yourself in the middle and end by complimenting the person. Focus on the success, not the failure. Reward yourself rather than be disappointed in yourself.

Exhibit A.1 illustrates these four steps.

### My Human Relations Plan

Follow the changing behavior model and develop a plan to change your behavior. Write in the space provided.

#### Learning Outcome

- Develop your own human relations plan.

**Step 1: Assess Your Abilities and Skills** Select the one human relations area in most need of improvement. Use the information from step 1, question 4 on page 588. Write it below.

**Step 2: Develop New Skills** Review the material in the text that will help you develop the skill to improve your behavior. You may also talk to others for ideas, and go to the library to find articles and books on the skill. You can even look into taking a workshop or course on the subject. Below, write down some helpful notes on these skills.



**Step 3: Change Your Behavior** Describe what you will have to do to change your behavior. Try to be specific.

**Step 4: Get Feedback and Reward Yourself** How will you get feedback on your changed behavior? How will you know if you have succeeded in changing your behavior? When will you reward yourself? How will you reward yourself?

*Additional Plans* If you feel you can handle working on more than one change in human relations, follow the changing behavior steps and develop another plan. However, don't try to make too many changes too quickly.

### SKILL-BUILDING EXERCISE A-1

**Human Relations Plan**  
In-Class Exercises  
(Individual and Group)

*Objectives:* To share your human relations plan with others in order to get feedback on it.

*AACSB:* The primary AACSB learning standard skills developed through this exercise are reflective thinking and self-management, analytic skills, and communication abilities.

*Preparation:* You should have completed the human relations plan in the chapter.

*Experience:* This exercise is discussion-oriented.

*Procedure 1*  
(5–15 minutes)

Break into groups of two to six persons and share your answers to the first four questions under step 1, assessing your abilities and skills. You may also look at and discuss each other's profiles, if you wish to do so. Share your human relations plans, offering each other positive feedback on your plans.

*Conclusion:* The instructor may lead a class discussion and/or make concluding remarks.

*Application (2–4 minutes):* What did I learn from this experience? How will I use this knowledge in the future?

*Sharing:* Volunteers give their answers to the application situation.

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### SKILL-BUILDING EXERCISE A-2

**Course Learning**  
In-Class Exercise  
(Individual and Group)

*Objectives:* To share your human relations abilities and skills developed through this course.

*AACSB:* The primary AACSB learning standard skills developed through this exercise are reflective thinking and self-management, analytic skills, and communication abilities.

*Preparation:* You should have answered the question, "What are the most important abilities and skills you developed and/or things you learned through this course?"

*Experience:* This exercise is discussion-oriented.

*Procedure 1*  
(5–30 minutes)

Volunteers tell the class the most important abilities and skills developed and/or things they learned through this course.

*Conclusion:* The instructor may lead a class discussion and/or make concluding remarks.

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