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## PREFACE

The seventh edition of this book reflects changes in the theory and practice of human relations in organizations. The emphasis on *applied* human and organizational behavior continues. In addition, there is a concentration on student *skill development*.

As in previous editions, the book is designed to meet the needs of popular courses taught in junior colleges, four-year colleges, universities, adult education, and extension programs. The direct, straightforward language used attempts to emphasize the person in the organization rather than traditional theories of management philosophy. It is not a book on organizational theory, office management, or supervision. Instead, it is about the daily interaction between leaders/managers and other employees.

### WHAT'S NEW

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This seventh edition has been completely revised, and new topics have been added. The user-friendly, logical flow of the chapters remains the same. New material includes additions on emotional intelligence and workplace violence. Where appropriate, emotional intelligence is woven into other chapters as well. The discussions of leadership, workplace issues, and conflict management as well the technological and ethical implications of managing have been expanded. In many chapters, Internet action projects have been added.

The material focuses on the skills and thinking that lead to becoming an effective manager. Each chapter is introduced with "To Start You Thinking" questions and "Learning Goals." Most chapters contain experiential exercises, "Action Projects," and "Express Your Opinion" sections. Because the study of human relations involves self-discovery as well as interaction among people, the more participative the class can become, the more students learn from each other's experience. Within each chapter, marginal notes identify important information and are ideal for reviewing the chapter or finding necessary material.

Each chapter closes with summaries, case studies, and endnotes. The case studies are based on real-life experiences and can be used in or outside of class. Discussion and study questions—to keep you thinking—are included at the end of each chapter. A managerial skills assessment workbook, *The Prentice Hall Self-Assessment Library*, by Steve Robbins is available with this text as well as an instructor's manual and test bank with classroom-tested questions, learning aids, experiential exercises, and transparency masters.

In summary, the chapters contain:

1. "To start you thinking" questions
2. Learning goals
3. Key terms and concepts
4. Express your opinion and/or self-appraisal exercises
5. Marginal notes
6. Action projects
7. Summary
8. Case studies
9. Discussion and study questions—to keep you thinking
10. Endnotes

## **ACKNOWLEDGMENTS AND DEDICATION**

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Any book is the product of the efforts of many people. We are indebted to colleagues and students for their feedback and insights. Specifically, Jim McCambridge was instrumental in revising the chapters on leadership, conflict resolution, teamwork, and motivation. Gary Coombs provided insight and expertise in writing the chapter on creativity. David Kirch created a chapter on emotional intelligence. Chris Yost combined the two communication chapters from the sixth edition into one chapter and updated it for this edition. Ray Hogler lent his labor union expertise for the chapter on organized employee relations. Ray Bruce contributed to Chapter 3 on personal and organizational values. Mandi Tucker's formatting skills were priceless.

Editors and staff at Prentice Hall were a joy to work with. We are grateful to Elizabeth Sugg for her encouragement and to Anita Rhodes for keeping track of all the details.

This edition is dedicated to all our students and all those who have assisted and supported us throughout our careers. Without their encouragement, we would not have been able to accomplish our goals.

Mary Tucker, Anne McCarthy, and Doug Benton

## TO START YOU THINKING

At the beginning of each module, we provide a set of questions that is designed to stimulate your thinking. Some of the answers will be found in the readings; others will depend on your experience or personal opinion. Such open-ended questions are offered to generate discussion and an exchange of ideas.

- What is your definition of human relations?
- Why should we study human relations?
- Why would the study of human relations be more important to the supervisor than to the average worker?
- Is responsibility a two-way street between the employer and the employee?
- Are the skills required of managers changing?

## LEARNING GOALS

After studying this chapter, you should be able to:

1. Dispel some myths about human relations.
2. Explain why there is a need for an interdisciplinary approach to human relations in business.
3. Define human relations as it is used in business and its importance to the individual.
4. Critically assess the concept of scientific management.
5. Explain recent developments in human relations, including quality management, employee empowerment, and organizational transformation.
6. Describe recurrent themes in human relations.
7. Describe the technical, human relations, and conceptual skills of management.
8. Distinguish among leadership, management, administration, and supervision.
9. Define and apply the following terms and concepts:

## KEYWORDS

- |                           |                                 |
|---------------------------|---------------------------------|
| ■ human relations         | ■ total quality management      |
| ■ organizational behavior | ■ employee empowerment          |
| ■ management              | ■ organizational transformation |
| ■ scientific management   | ■ empathy                       |
| ■ Hawthorne studies       | ■ individual differences        |
| ■ informal organization   | ■ whole person                  |
| ■ quality circles         |                                 |

## DEFINITION AND PURPOSE

*Human relations is the study of interaction among people.*

What is human relations? **Human relations**, in its most general sense, refers to all interactions that occur among people. The main focus of this book is human relations in organizations, also known as **organizational behavior**, which is the study of how people, groups, and organizations behave. Because organizations are made up of people, we focus on individual behavior and relationships between people.

### COMMON GROUND

By the time most people reach adulthood, they have developed a system of interacting with others, socially and personally, that satisfies most of their needs. Frequently, however, people who feel confident and secure in their personal relationships lack confidence in their business relationships. Human relationships at work involve what is commonly referred to as management. **Management** can be defined as a group of people whose activities are to coordinate others in order to achieve specific objectives. Management depends on leadership and teamwork. To be productive and successful in our careers, it is in our best interests to learn as much as possible about human relations at work.

*Human relations is not common sense.*

*Managers don't have to "manage" all the time.*

### COMMON MISCONCEPTIONS

Human relations is not just making people feel good at work. It is not manipulating others to get your way. Rather, it is being **direct, honest, and positive in dealing** with others. Unfortunately, human relations is not "common sense," because poor interpersonal relationships and communication are all too common.

Another understandable misconception is that managers should manage all the time. Managers should be leaders—setting good examples, being facilitators and standard setters, but not necessarily always bosses, order-givers, or directors.

### NEED FOR HUMAN RELATIONS SKILLS

When people work together in groups to achieve a common goal, there is a strong possibility that the differences among their individual viewpoints will cause conflicts. Many people do not know how to resolve business conflicts in a constructive manner. The person who knows how to work harmoniously, even with those who hold different views or are motivated by different goals, will be successful in human relations in the world of work.

Daniel Goleman, cochair of the Organization for Research on Emotional Intelligence in Organizations, reports that the majority of those who fail in managerial positions do so because they lack intra- and interpersonal skills, even though they may be competent in technical matters.<sup>1</sup> The need to find new solutions to the day-to-day problems associated with modern job responsibilities has led to the development of human relations as a separate field of study in the business curriculum.

From both the employer and employee point of view, good human relations are necessary if people are to achieve economic, social, and psychological satisfaction from the work they do. The study of **human relations in business** is the study of how people can work effectively to satisfy both (1) organizational goals and (2) personal goals.

*Human relations is a discipline within business.*

*A key to success in business is satisfying company objectives and personal goals.*

**ACTION PROJECT 1-1****DISTINGUISHING YOUR INDIVIDUAL GOALS FROM ORGANIZATIONAL GOALS**

This exercise asks you to distinguish between individual and organizational goals. Check which of the following are personal goals and which are the organization's goals for using this course as the "organization."

<b>Individual</b>	<b>Organizational</b>	<b>Element to Be Rated</b>
_____	_____	Pass the course
_____	_____	Acquire a basic understanding of human relations concepts
_____	_____	Start class on time
_____	_____	Create classroom environment for learning
_____	_____	Build students' workplace skills
_____	_____	Learn from text readings, action projects, cases, and the instructor
_____	_____	Apply knowledge gained from readings and classroom activities
_____	_____	Provide an educational opportunity for community members
_____	_____	Learn to work with others in group settings
_____	_____	Learn expectations of group members
_____	_____	Teach human relations concepts

Compare your assessment with your classmates or as the instructor advises.

**ORGANIZATION AND RATIONALE OF THIS BOOK**

One of the tests of a good manager is the ability to meet organizational objectives and to fulfill employee needs at the same time. Another test is how well a manager balances efficiency (doing things right) and effectiveness (doing the right thing). These skills are a major emphasis of the book.

The book is arranged so that we take on the challenges of human relations first at the micro, or individual, level then at the macro, or group, level. We cannot communicate effectively with others until we know our own values and confront our own challenges of career development, motivation, and job performance. Therefore, unlike other books that take a piecemeal approach, we take a logical approach to applying human relations—knowing one's values, abilities, and goals, before trying to manage or lead others.

Personal goals such as job satisfaction, recognition, and career advancement are influenced by many different kinds of social and psychological factors as well as by the organizational condition of the work environment. Short-term solutions, no matter how popular they may be, usually do not solve complex human relations problems. Such problems demand carefully thought-out measures that must be given enough time in actual practice to prove or disprove their worth.

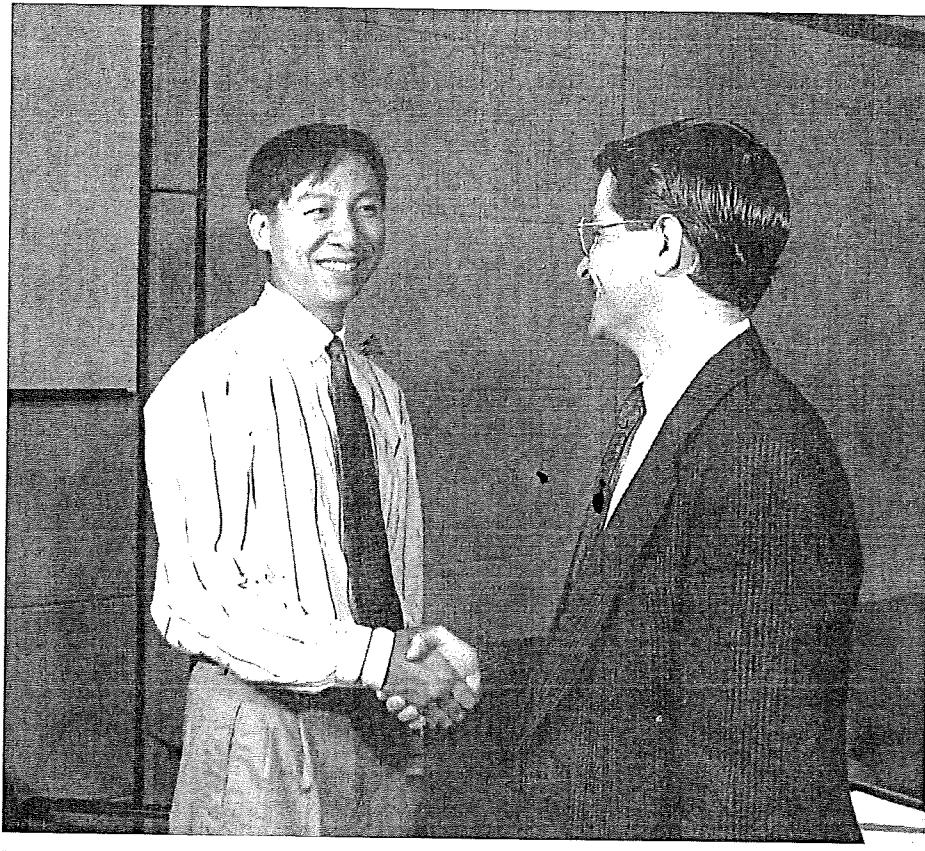
We seek to understand how people manage or lead in the workplace in order to achieve (1) greater productivity at work and (2) greater human satisfaction within the organization (Figure 1-1). Patterns of behavior develop within groups of all kinds. For example, parents and children interact in a special kind of group called the family, while people at a football game are interacting in still another kind of human group. The focus of this book is on the patterns of human behavior at work within organizations.

*Short-term solutions  
do not solve long-  
term human relations  
problems.*

## 6 PART 1 Human Relations

FIGURE 1-1

**HUMAN RELATIONS IS A STUDY OF HOW PEOPLE RELATE AND WORK TOGETHER TO ACHIEVE SATISFACTION WITHIN AN ORGANIZATION**



### THE INTERDISCIPLINARY ASPECT OF HUMAN RELATIONS

Human relations is an interdisciplinary field because it includes the research of several social sciences. For example, psychologists have done extensive research on the relation of the individual to the work environment, including studies on job satisfaction, job placement, incentives, testing, and training.

Sociologists, anthropologists, and social psychologists have made major contributions to human relations with studies of group behavior and group dynamics. Their concepts of role behavior, status effects, and the influence of informal groupings have proved invaluable in understanding behavior in work environments.

Political science has contributed useful information about the relationships between organizational structure, power struggles, and the processes of leadership, management, administration, and supervision.

Following a brief history of the human relations movement, we will consider aspects of communication, motivation, leadership, and decision making, among others, keeping in mind that they are important not only in and of themselves, but also as elements of an integrated, interdisciplinary field of study.

*Psychologists and sociologists have contributed to human relations.*

## A BRIEF HISTORY OF HUMAN RELATIONS

It is impossible to specify the exact date on which the human relations movement came into being, but it is fair to say that it was not until the second half of the nineteenth century that much attention was paid to workers' needs, nor was there much understanding of how those needs impacted productivity. Prior to that time, most employers viewed labor as a commodity that could be bought and sold like any other commodity. Long hours, low wages, and miserable working conditions were the commonplace realities of the average worker's life. Labor unions were still struggling for existence and had not yet won the right to represent the labor force.

### SCIENTIFIC MANAGEMENT

At the beginning of the twentieth century, Frederick Taylor and his contemporaries introduced and developed the theory and practice of **scientific management**. This approach held that greater productivity could be achieved by breaking down work into isolated, specific, specialized tasks. This theory became popular at approximately the same time mass production became feasible, and it helped increase the efficiency of the assembly line.

Scientific management has often been described as a series of techniques for increasing production rates through the means of better cost accounting procedures, incentive payments, and time and motion studies. However, utilizing these techniques did not in itself constitute scientific management, because, as Taylor put it, the main objective of scientific management was "to remove the causes for antagonism between the boss and the men who were under him."

Taylor and followers like Frank and Lillian Gilbreth, whose lives were depicted in the movie *Cheaper by the Dozen*, were criticized on the grounds that scientific management tended to exploit workers more than it benefited them. Critics said that scientific management paid no attention to the complex social networks created by workers within the work environment. These critics held that it was precisely those complex social networks that had the greatest influence on production rates.

### THE DEVELOPMENT OF UNIONS

At the same time, in response to unsafe working conditions, low pay, and the use of child labor, unions were becoming an increasingly powerful force in industrial affairs. From 1897 to 1904, membership in trade unions grew from 400,000 to 2 million and kept on growing. By 1920 trade unions throughout the nation received a large measure of recognition from the owners and managers of businesses. Chapter 15, "Organized Employee Relations," explores the role of unions.

### ELTON MAYO'S HAWTHORNE EXPERIMENT

*Membership in unions increased at the start of the twentieth century.*

*Elton Mayo's famous Hawthorne experiment was the focus of human research.*

In the mid-1920s, the focal point for the human relations approach in business was the famous **Hawthorne studies** conducted by Elton Mayo and his colleagues. Mayo's group began its work by studying the effects of illumination, ventilation, and fatigue on workers at Western Electric's Hawthorne plant.

In one study, two groups of employees working under similar conditions and doing similar types of work were selected; one was the experimental group, while the other was the control group. Output records were kept for each group. The intensity of the light under which one group worked was varied systematically, while the light was held constant for the second group. When the intensity of the light for the first group

was increased, the unsurprising result was that the productivity of the group increased. Yet decreasing the intensity of the light also increased productivity. In fact, the productivity of the group continued to increase as the level of illumination was lowered and one of the highest levels of productivity was recorded during an extremely low level of illumination. Obviously other variables were contaminating the effects of the experiment.

After a few years of experimentation, researchers concluded that group morale and personal motivation factors were the most important in explaining increased productivity.<sup>3</sup> These studies started a revolution in how management treated workers and became the foundation for the human relations movement. Even though recent analysis of the Hawthorne data points out that the experimental group received higher pay, thus calling into question the original interpretation,<sup>4</sup> the Hawthorne experiments had a major impact on human relations and continue to do so by providing a foundation for the human relations movement.

### THE INFORMAL ORGANIZATION

The Hawthorne studies also showed that the normal interactions of workers at work create a social network called the informal organization, which exerts tremendous influence over workers' behavior patterns and can offset the formal rules of the organization. For example, workers can informally agree to slow down their production pace despite organizational goals for production rates.

*The informal group can have as much influence as the formal organization.*

As a result of the Hawthorne studies, it was no longer possible for management to view workers as tools or as isolated units in the production process. They had to be seen as complex human beings whose normal interactions were bound to affect total production output, no matter how sophisticated the technological processes employed were. Mayo's findings developed the image of workers as whole persons, creatures of sentiment, whose basic human needs often resulted in complex outcomes, outcomes that cannot be predicted in a purely technological framework.

### POST-HAWTHORNE DEVELOPMENTS

With the passage of the Wagner Act in 1935 and increasing militant unionism, business leaders turned again toward meeting workers' needs—particularly as those needs influenced total productivity. The industrial expansion during World War II and the prosperous postwar period stimulated and encouraged a deeper understanding of the relationship between productivity and employee satisfaction.

Countless studies on human relations were published by business theorists and social scientists. Three of the most important were Douglas McGregor's comparison of traditional management theory, Theory X, to his humanistic management approach, Theory Y; Abraham Maslow's studies on the hierarchy of human needs; and Frederick Herzberg's motivation/hygiene theory. All of these were milestones in human relations studies and still exert considerable influence, as discussed in later chapters.

### THE INFLUENCE OF JAPAN AND OTHER COUNTRIES

By the beginning of 1980, management theories and human relations concepts from other countries began to influence American management practice. William Ouchi's Theory Z focuses on Japanese work philosophy, which includes a belief in lifetime employment, strong company loyalty, and group consensus. Japan's emphasis on loyalty, high productivity, group decision making, and efficient production were seen as underlying their industrial success. The Japanese philosophy of management is based on long-term planning, not short-term crisis management. The actual decision-making

*Japanese management characteristics.*

process in Japan is less efficient than that of the United States, but it produces a companywide consensus on the best course of action.

## FURTHER HISTORICAL DEVELOPMENT IN HUMAN RELATIONS

The field of human relations is continuing to respond to changes in society and the workplace. Recent developments in human relations include quality management, employee empowerment, and organizational transformation.

### QUALITY MANAGEMENT

**Quality Circles.** **Quality circles** (QCs) are voluntary groups of employees engaged in decision making at the lowest practical level of the organization. Quality circles have been in existence in the United States since the early 1970s and continue to be used under various names.

People want to be part of the solution. A good manager asks his or her staff "How can we do this better?" and "How can we achieve this goal?" Employees are being asked to help make decisions about their jobs through a process often called *industrial democracy*, which is also leading to basic changes in the worker-boss relationship. During the 1970s, several European countries adopted laws mandating worker participation plans that ranged from worker representatives on corporate boards to shop floor workers' councils to help make daily decisions.

Figure 1–2 is a poem from the autoworkers' underground and illustrates the approach of some businesses.

In the 1980s, the use of small problem-solving groups of workers at GM was typical of the revolutionary changes that took place between workers and managers across the nation. Ford, like GM, became fully committed to what Ford calls *employee involvement*, with worker-management committees jointly considering decisions at every level of the corporation from the highest executive suite to the shop floor.

Whether they are still called quality circles or some other name, QCs or other decision-making groups are used frequently in industry today. The input of many employees is invaluable in making more intelligent, rational decisions. Of course, these voluntary teams are not appropriate for all decision making. They ought to be used selectively for problems that can be solved within a relatively short time, and where they will give positive reinforcement to the group.

**Total Quality Management.** **Total quality management** is a comprehensive approach to quality that encourages everyone in the organization to provide customers with reliable products and services.

Figure 1–3 shows a comparison of organizations of the past and the future. Notice particularly the differences in the people and quality variables.

Oakley and Krug recommend that people be part of a TQM solution and that firms strive to accomplish the following:

- Constantly look for small successes you are achieving.
- Research extensively what you are doing to generate these successes.
- Continually reclarify the specific objectives.
- Clarify the benefits to all parties (customers, shareholders, team, each person) of achieving those objectives.
- Continually search for what you could do more of, do better, or do differently to move closer to the objectives.<sup>5</sup>

**FIGURE 1-2**

**THE IMMATURITY OF THE AMERICAN MANAGEMENT APPROACH**

Are these men and women  
Workers of the world?  
or is it an overgrown nursery  
with children—goosing, slapping, boys  
giggling, snotty girls?  
What is it about that entrance way,  
those gates to the plant? Is it the  
guard, the showing of your badge—the smell?  
is there some invisible eye  
that pierces you through and  
transforms your being? Some aura  
or ether, that brain and spirit washes you  
and commands, “For eight hours  
you shall be different.”  
What is it that instantaneously makes  
a child out of a man?  
Moments before he was a father, a husband,  
an owner of property,  
a voter, a lover, an adult.  
When he spoke at least some listened.  
Salesmen courted his favor.  
Insurance men appealed to his family responsibility  
and by chance the church sought his help . . .  
But that was before he shuffled past the guard,  
climbed the step,  
hung up his coat and  
took his place along the line.

*Source:* Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence* (New York: Harper & Row, 1982), 235–236.

### **EMPLOYEE EMPOWERMENT**

In recent years there have been many names for the concept of empowering employees: for example, “liberation management” from Tom Peters,<sup>6</sup> and “emancipation capitalism” from John Case.<sup>7</sup> **Employee empowerment** means to give power or authority to, enable, or enfranchise employees to do their jobs. If employees are to do their jobs effectively, they need tools and training to do those jobs.

**FIGURE 1-3 ORGANIZATIONS OF THE PAST AND FUTURE****OLD**

- Hierarchical
- Centralized planning and decision making
- Separate data systems
- Internal focus
- Little interest in retooling workers
- People as variable cost
- Quality control through inspection

**NEW**

- Flatter and smaller
- Centralized planning process and decentralized decision making
- Making thinking strategic at all levels
- Integrated data systems
- Strong customer orientation
- Continuous retraining
- Built-in quality through process control

*Source:* David S. Bushnell and Michael B. Halus, "TQM in the Public Sector: Strategies for Quality Service," *National Productivity Review*, summer 1992, 368. Reprinted with permission from *National Productivity Review*. Copyright 1992 by Executive Enterprises, Inc., 22 West 21st Street, New York, NY 10010-6990, 212-645-7880. All rights reserved.

**Employee empowerment increases power and effectiveness.**

Tom Peters is noted for advocating employee empowerment. His guiding premises for empowerment are to "involve everyone in everything" and "use self-managing teams."<sup>8</sup> Peters goes so far as to say that "the power of the team is so great that it is often wise to violate apparent common sense and force a team structure on almost everything."<sup>9</sup>

Supporting and inhibiting prescriptions for empowerment are shown in Figure 1-4. Notice the admonitions regarding listening to and training people as well as simplifying structures.

### ORGANIZATIONAL TRANSFORMATION

Empowerment requires organizational transformation. An **organizational transformation** is a way of thinking and acting—not so much techniques or gimmicks but a real commitment to change—and is required to create a new type of employee relationship. See Figure 1-5 for one view of the emancipation transformation necessary to create a company of empowered employees. This kind of commitment requires re-thinking the use of people as factors of production to employees and managers who work together to achieve organizational goals.

FIGURE 1-4

SUPPORTS AND INHIBITORS FOR EMPOWERING PEOPLE

Five Supports (Add Them)

- Listen/celebrate/recognize
- Spend time lavishly on recruiting
- Train and retrain
- Provide incentive pay for everyone
- Provide an employment guarantee

Three Inhibitors (Take Them Away)

- Simplify/reduce structure
- Reconceive the middle manager's role
- Eliminate bureaucratic rules and humiliating conditions

Source: Adapted from Tom Peters, *Thriving on Chaos: Handbook for a Management Revolution* (New York: Alfred A. Knopf, 1988), 283.

FIGURE 1-5

FOUR STEPS IN CREATING A COMPANY OF EMPOWERED EMPLOYEES

1. First, people at all levels have to be able to make decisions, and the company must be structured to encourage it. This doesn't mean democracy, let alone anarchy; decisions obviously have to be coordinated, and some will require an okay from top management.
2. Second, people need the information necessary to make intelligent decisions. This is a truism, and any company that sets up quality teams with any other modification of the traditional systems makes sure its employees have some data to work with.
3. Third, employees need training. Few Americans outside of accounting classes are taught to understand the financial information that governs a business.
4. Fourth, people need a stake in the outcome of their decisions—and in the company itself. A stake cuts through cynicism ("Why should I work extra hours just so someone else can make more money?") and adds to the intrinsic satisfaction of helping to create a successful company.

Source: Adapted from Tom Peters, *Thriving on Chaos: Handbook for a Management Revolution* (New York: Alfred A. Knopf, 1988), 89–90.

## RECURRENT THEMES IN HUMAN RELATIONS

There are several fundamental themes in human relations that help define and can help reduce human relations problems. Foremost among these are human dignity, empathy, individual differences and diversity, the whole person, communication, motivation, leadership, teamwork, and constant change.

### HUMAN DIGNITY

The basic premise of all human relations is the dignity and worth of humans. People are not like other factors of production. All employees must balance individual concerns in their private lives with the demands of their jobs. Certainly there are times

in the boss-subordinate relationship when both boss and subordinate must do very unpleasant jobs. For example, terminating a worthwhile employee because of economic conditions is difficult for a supervisor. It is best to remember that day-to-day work is most effectively accomplished by recognizing the inherent worth of the human beings upon whom we are dependent. Treating each other with human dignity is an important part of a successful workplace.

## EMPATHY

To treat each other with dignity, empathy is required. **Empathy** is the ability to put yourself in someone else's place and to understand that person's point of view, needs, and reasons for his or her actions. Lack of empathy is a primary cause of conflict in organizations. Empathy is the chief quality that mediators of labor disputes must have, and successful salespersons are usually empathetic to a very high degree. Empathy is an important element in leadership, and its absence can create barriers to communication.

The theme of empathy, in the form of understanding other people's needs and desires, is a unifying theme of this book. It is particularly important in interpersonal communication, conflict resolution, union relations, discrimination, and intercultural relations.

## INDIVIDUAL DIFFERENCES AND DIVERSITY

The concept of **individual differences** indicates that people are not all the same. These differences have an important impact on organizations in the selection of applicants for employment and in their motivation in various jobs. Individual differences need to be considered in three contexts: (1) **differences among individuals in terms of job potential** (e.g., abilities to learn a job), (2) **the effects of training on individuals**, and (3) **differences in job performance after training**. All are the concern of managers who are responsible for the performance of their employees.

Each person is different, but similar in many ways, including the need for respect, recognition, socialization, and trust. It is individual differences that really make the management of human relationships a challenge. Some people have more need for recognition; others want more respect; still others want greater promotion opportunities.

The workforce is more ethnically, gender, and educationally diverse than ever before. The average age of the workforce is also increasing. These are dramatic shifts that have an impact on management and leadership styles. They point to the art as well as the science of managing human relationships.

*The concept of individual differences.*

*The workforce is diverse.*

## THE WHOLE PERSON

If something at home is bothering an employee, it might be desirable from the organization's viewpoint to have him or her leave that concern at home, but it is often not possible to separate people from their problems that easily. We bring with us our personal and family problems and crises. The **whole person** refers to the interrelationships of the mind and the body and the total effect these interrelationships have on the individual.

In "More Than Just a Paycheck," Carol Clurman writes: "Essentially, employers are being forced to have a stake in the professional *and* personal well-being of their

employees, realizing single parents and dual-income duos must be able to juggle things at home in order to hack it at work.”<sup>10</sup>

## COMMUNICATION

In modern organizations, all functions depend on communication. Communication is the way in which information and understanding are transmitted; it unifies group behavior and provides the basis for group cooperation. Without effective communication procedures, no business can survive, much less prosper. Managers who cannot communicate effectively with employees cannot motivate them or exercise leadership. If workers cannot communicate well with management, they cannot perform their jobs properly or receive adequate recognition for their work. If communication in an organization is not good, then there is no way in which the human relations in that organization can satisfy the people who work there.

Chapter 6 deals with communication principles and processes, and presents a number of principles and communication behavior patterns, the mastery of which will lead to more effective communication.

## MOTIVATION

Although human relations is a vast and complicated subject composed of and influenced by many variables, it can be described simply as the total response of individuals to various motivating forces. In other words, people in organizations relate to each other in the ways that they do because they are driven by psychological, social, emotional, and economic forces that have the power to motivate them to behave in particular ways.

Performance is a function of motivation and ability. When someone's abilities and ambitions match the demands of a particular job, then motivation is likely to be high. If the demands of the job exceed a person's abilities or ambitions, the job will not be done well and personal frustration will result no matter how hard the individual tries. If the drives and abilities of the person far outdistance the job demands, he or she may experience boredom and the job may be done carelessly.

Chapter 7, “Motivation,” introduces some of the approaches to motivation that have been influential in the human relations movement. As with communication, motivation is a pervasive theme in this book, most notably in the chapters on change, appraisals, and creativity.

## LEADERSHIP

In a very real sense, the history of the human relations movement is the history of modern business leadership. A leader's fundamental responsibility in any kind of organization is to get work done through the combined cooperative efforts of others.

A leader must communicate with and motivate his or her subordinates in a just and satisfactory manner or the work will not get done. The human relations function is not, of course, the only responsibility a leader has. Leaders are also responsible for setting direction, dealing with external constituencies, and securing the financial and market success of the firm. Leaders must have good employee human relations to handle these other functions well. Chapter 11 is devoted to leadership.

There we discuss how leading and facilitating others' work are important parts of the leader's job.

## TEAMWORK

If individuals and groups are to be effective, they must learn to work and communicate as a team. Teams have become an essential part of modern organizations. Employees often are members of multiple teams or groups. If managers are to work effectively with subordinates and associates, they must learn to work and be evaluated as a team. We discuss teamwork in Chapter 12.

## CONSTANT CHANGE

A final major theme of human relations is constant change. Leadership, management, and organizational human relationships are always changing. No longer can organizations conduct business as usual. The manager's goal is to balance the organization's interests with its people's interests.<sup>11</sup> We will put these changes into perspective throughout the book.

*Change is constantly accelerating.*

The qualities of initiative, teamwork, and creativity, are part of the change process. These qualities are basic skills that all managers and other employees must have to be successful. We will look at the change process further in Chapter 16. Analysis, judgment, and problem solving, in an age of high technology, are necessary skills that will be explored in Chapter 5.

Additional emphasis is also being placed on cross-cultural management skills in a global environment for employee betterment. This will be explored in Chapter 13.

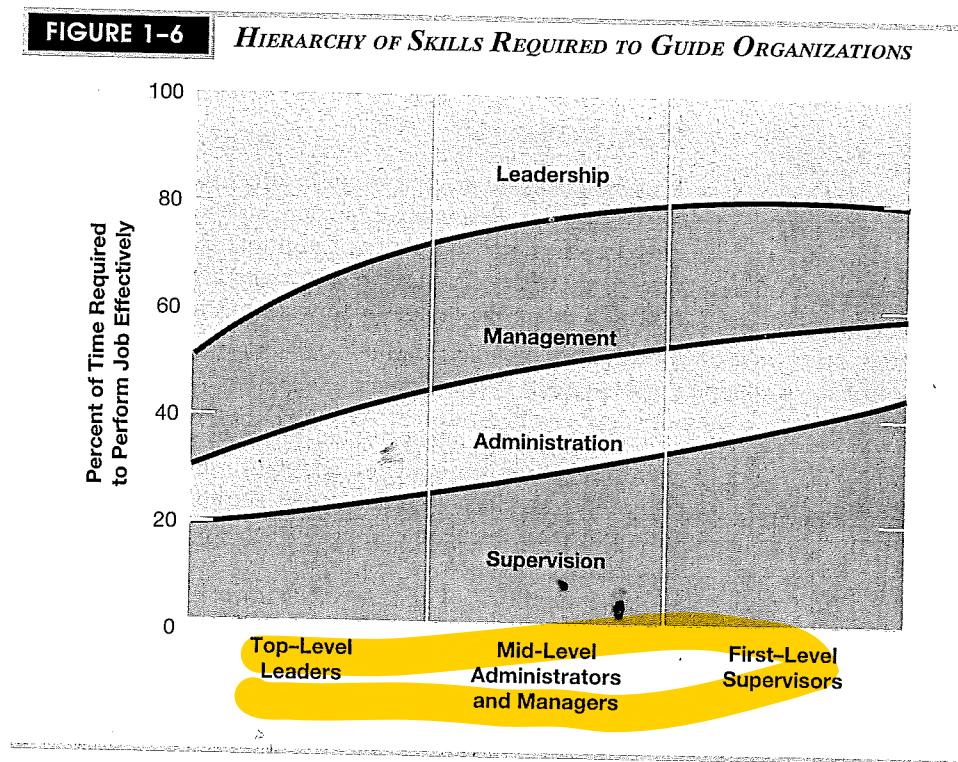
### EXPRESS YOUR OPINION

Should all people:

- 1. Experience human dignity?
- 2. Experience empathy?
- 3. Recognize individual differences?
- 4. Be motivated, developed, and communicated with in different ways?
- 5. Exercise responsibility within the constraints of the whole person concept?
- 6. Be subjected to or capable of adapting to change?

## WHAT IS REQUIRED TO GUIDE OUR ORGANIZATIONS?

Figure 1-6 shows a hierarchy of skills required to conduct operations within organizations. Notice that the top echelon must provide the greater part of organizational leadership, but there is also room for administrators and middle managers and supervisors to provide leadership. Similarly, supervisors are charged primarily with running day-to-day operations, but the top leaders must be willing to be "hands on" without micromanaging.



Increasingly, professional managers run our economy. How successful are they? What is really required of the people who run our organizations? Are they managers? leaders? administrators?

One view asserts that the best managers don't manage. The best managers lead, sponsor, and facilitate rather than order, direct, or tell others what to do. Good leaders and managers set good examples. Next, let us examine other management skills.

## MANAGEMENT SKILLS

As we will discuss in Chapter 2, management has three broad aspects: technical, conceptual, and human relations. The technical aspect is the easiest to understand; most people obtain their jobs because of their ability to do certain tasks. However, the higher in management that a person goes, the more the ability to work with people and to handle abstract ideas becomes more important. At the upper levels, conceptual skills are more important—the ability to understand how parts of the organization fit together and how the organization interacts with its environment. The human relations aspect, or the ability to work well with people, is important at all levels, and thus is the focus of this book. This ability derives from a person's emotional intelligence, which is discussed in Chapter 2.

A supplementary view of the middle manager's role is presented in Figure 1-7 from an adaptation of an advertisement for Dun & Bradstreet Software.

Human relations skills are important now and will become even more so as technical and conceptual skills develop. Our major emphasis in this book, of course, is on the human relations skills that are needed for a successful career.

*Human relations skills are important at all levels.*

**FIGURE 1-7****"IS THERE A MIDDLE MANAGER IN THE HOUSE?"**

If an accident happened and you YELLED,  
 "Is there a middle manager in the house?,"  
 would anyone come to the rescue?  
 What is a middle manager, anyway?  
 Valuable decision maker, or paper pusher?  
 How do you measure?  
 Sales per employee? Memo count?  
 Meetings per hour (MPH)?  
 And now that we're all trying to  
 re-invent the corporation,  
 what do we do with them?  
 Try asking *them* to re-invent their jobs.  
 From the ground up.  
 Maybe you can eliminate waste and inefficiency.  
 (Instead of people.)  
 Take advantage of the knowledge,  
 experience and ideas of your managers.  
 They'll probably surprise you.  
 (They can't wait to be asked.)

*Source:* Adapted from an advertisement by Dun & Bradstreet Software. Used with permission.

**SELF-APPRAISAL**

Of the basic themes mentioned in this chapter, which one do you feel most adept at performing?

1. Do you feel that you can communicate your ideas, feelings, and thoughts to others well?
2. Do you feel that you are best at giving pep talks and encouraging people to pursue their personal goals? Do you have a strong sense of direction and goal in life?
3. Perhaps responsibility and the desire for leadership are some of your strongest characteristics. Do you feel that you could, with a little time, lead a group of five students in a group discussion?
4. Finally, is the ability to empathize one of your assets? Do you feel that you really know how others feel and can place yourself in their shoes? Do people come to you for counsel and help on personal matters?

It is always exciting to see how you feel about the attitudes you expressed at the beginning of a course. At the end of the course look back and see if your feelings about certain ideas have changed. These questions will be hard to answer, but put the first ideas that come to mind down on paper. This exercise will hopefully have you thinking about these questions long after you have answered them.

1. Using a scale from 1 to 10 (1 = weakest, 10 = strongest), rate yourself in the following areas of human relations:
  - a. Ability to communicate \_\_\_\_\_
  - b. Ability to motivate yourself and others \_\_\_\_\_

## 18 PART 1 *Human Relations*

(continued)

- c. Ability to accept responsibility and lead others \_\_\_\_\_
  - d. Ability to empathize with others and understand their problems \_\_\_\_\_
  - e. Commitment to task \_\_\_\_\_
  - f. Commitment to people (boss, coworkers, customers, subordinates, etc.) \_\_\_\_\_
2. Which is more important, team spirit or individual achievement? Why?
- 
3. Is today's fun more important than future accomplishments? Why?
- 
4. What do you regard as your greatest personal achievement to date?
- 
5. What do you regard as your greatest personal failure to date?
- 
6. What two things would you most like to be said of you if you died today?
- 

and

Compare your answers with classmates and friends to see how similar and different you are. While each individual is unique, we have overlapping and divergent values and goals, making the theory and practice of human relations both challenging and rewarding. Create an action plan for developing your weakest skills as you go through the course. By planning what you want from the class, you will maximize your learning.

## SUMMARY

Human relations refers to the interactions that can occur among people, both organizational and personal. Organizational behavior is the study of how people, groups, and organizations behave. How you and others interact determines the quality of your work and personal lives.

Some common misconceptions about human relations are that it just makes people feel good at work, that it is common sense, and that managers manage all the time. There is a strong need to learn how people work together cooperatively—and sometimes in conflict—in organizations.

The approach that this book follows is a logical, applied approach to life and work. The study of human relations begins with you, the individual. Included in this is the study of emotional intelligence, values, self-esteem, time management, developing your career, and creative thinking. Our intention is to help you develop professionally. Then, we look at the knowledge and skills needed to interact effectively with others; communication, motivation, conflict management, leadership, and group behavior are explored. Finally, we look at contemporary issues in human relations, including diversity, workplace issues, labor relations, and managing change. That's the map for your trip through this book. Please enjoy the journey!

The history of human relations is approximately 100 years old. Frederick Taylor, the father of scientific management, and his followers were responsible for structuring management and allowing it to be studied as a science. Elton Mayo, one of the principals responsible for the Hawthorne experiment, learned that the social aspects of the job were as important, if not more so, than the technical aspects.

All the changes that have been taking place in management and employee human relations have been accelerated in recent years. Major contributing factors to this knowledge are quality management, people empowerment, and intercultural relations. Americans have learned much about management from the Japanese and others, and vice versa.

Fundamental concepts of human relations include the concepts of human dignity, empathy, individual differences, communication, motivation, leadership, and teamwork. How we relate to one another as human beings, how we put ourselves in others' places, and how we recognize individual needs make the management of human relations truly challenging.

People are hired primarily because of their technical skills. As a person is promoted to higher levels of management, the conceptual ability to handle abstract ideas becomes more important. Human relations skills are equally applicable to all levels of work and life.

There are major opportunities for leadership and management available today. We are more diverse as a culture and a workforce than ever before—a position that creates both opportunities and challenges. Managing in this dynamic environment will be fun. Enjoy it and your life!

## CASE STUDY 1-1

### JOE RILEY

Joe Riley is a charge nurse for the emergency room (ER) at Endo Valley Community Hospital. He is a technically competent nurse whose initial training as an emergency medical technician (EMT) took place during Desert Storm. After being discharged from the army, Joe completed his bachelor of science in nursing at a well-accredited university. He has expanded his proficiencies in nursing by taking advantage of continuing education in nursing offered through Endo Valley and local colleges and universities.

Joe is considered a good diagnostician by the people he works with and those he supervises. He is quick to spot life-threatening situations and to assist other members of the emergency room staff in alleviating physical pain and suffering of patients.

Joe's technical competence and expertise in providing nursing care is in sharp contrast to his people skills. He has managed to offend many patients, coworkers, doctors, and other members of the ER team. Some have complained to the hospital administration about his arrogance toward, impatience with, and rudeness to others—both patients and coworkers.

But the chief of ER medicine, Dr. Jake Banowitz, says that "there is no way we can terminate Joe. He has saved way too many lives by his quick actions to trade off some hurt, ruffled, or sensitive feelings." His subordinates resent Joe's "holier-than-thou" attitude; as a result, turnover is high among personnel in the ER. Turnover is

sometimes higher in all emergency rooms because of the highly stressful environment, but much of the turnover here can be attributed to Joe's actions.

1. What is the problem? What "facts" do we need to know that we don't know? What courses of action are available to Joe and the administration/leadership of Endo Valley Community Hospital?
2. What do you recommend; that is, what would you do about Joe? Is this a problem with which you can identify in a different setting?
3. Can Joe and others like him learn people skills?
4. Is rudeness ever justified?

## CASE STUDY 1-2

### THE AEROBICS INSTRUCTOR

Jill Greenwood is the head aerobics instructor for the HealthCare Club. Jill and several other instructors conduct both high- and low-impact aerobics classes for men and women of different age groups. Jill recognizes that there are differences in the abilities of the various groups and even differences within the groups.

All the participants have a different reason for attending the aerobics classes; most want to attain and maintain a level of physical fitness, others enjoy the social atmosphere of the classes. Within any given class, some individuals desire autonomy—to be left alone to perform their exercises—while others want continual praise, recognition, and feedback, and still others want to increase their self-esteem.

Similarly, Jill finds that all the instructors are different in their abilities to communicate with, motivate, and lead their classes. Jill wants to know how to help her instructors better meet the needs of the participants. One of the instructors working with high-impact groups is Fred Billingsley. Fred likes to get the group "pumped up" and energized. He is a dynamic performer. The people in his class expect a tough workout, but they also expect a fun, entertaining time and they don't want to have to think. Fred attracts such a large following that it is difficult for him to pay attention to newcomers' and other individuals' aerobic needs.

Another instructor who desires recognition from her classes is Jan Grossman. Sometimes Jan has a great class, but other times it is a drag. Jan feeds off the mood of the class; if they are down, she is down. She takes her cues from the class instead of the other way around.

Jan is not as confident in her own aerobic and leadership skills as she would like to be. Jack Helmsley is very popular with students, but he is not keeping abreast of changes in the fitness industry. Some of his biomechanical moves are not as safe as they should be. HealthCare offers quarterly in-house training opportunities at no cost to all its aerobics instructors, but Jack very seldom takes advantage of the training.

1. What can Jill do to help her instructors better meet the needs of the participants?
2. Would you recommend training? If so, what specifically would you include in the training and how long would you recommend the training last? How would you structure any training?
3. Empathize with Jill—put yourself in her place—and try to communicate with Fred, Jan, and Jack in helping them perform their jobs better.

**DISCUSSION AND STUDY QUESTIONS—TO KEEP YOU THINKING**

1. What is your definition of human relations? Why would the study of human relations be more important to the supervisor than the average worker?
2. Can you name misconceptions about human relations that reading and studying this chapter may have helped clarify?
3. What are the various disciplines involved in human relations that require an interdisciplinary approach?
4. What is meant by the term scientific management?
5. What were major findings of the Hawthorne studies?
6. What are the newest developments in human relations?
7. What are recurrent themes in human relations?
8. What are the three basic skills required of all managers? Which set of skills is most important to the middle manager?
9. Distinguish among leadership, management, administration, and supervision.

**NOTES**

1. Daniel Goleman, "What Makes a Leader," *Harvard Business Review* (November–December 1998): 93–102.
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4. John G. Adair, "The Hawthorne Effect: A Reconsideration of the Methodological Artifact," *Journal of Applied Psychology* 69, no. 2 (1984): 334–345; and Gordon Diaper, "The Hawthorne Effect: A Fresh Examination," *Educational Studies* 15, no. 3 (1990): 1261–268.
5. Ed Oakley and Doug Krug, *Enlightened Leadership* (New York: Simon & Schuster, 1993), 116.
6. Tom Peters, *Liberation Management* (New York: Alfred A. Knopf, 1992).
7. John Case, "A Company of Businesspeople," *Inc.* (April 1993): 79–93.
8. Tom Peters, *Thriving on Chaos: Handbook for a Management Revolution* (New York: Alfred A. Knopf, 1988), 283.
9. Ibid., p. 302 (italics in original).
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11. Denise Rousseau, "Corporate Culture Isn't Easy to Change," *The Wall Street Journal*, August 12, 1996, A1.

## TO START YOU THINKING

Here are a few questions to think about before starting to read this chapter. In fact, these questions need to be answered before you can begin a meaningful career. Talk with classmates and others about your answers.

- Do you feel in control of your emotions?
- What is emotional intelligence?
- Is being emotional necessarily bad?
- How important is emotional intelligence in your personal life and career development?
- Do you know how to deal with people who are angry?
- Can you express how you are feeling without acting out how you are feeling?
- Is it possible to increase your emotional intelligence?
- How would managing emotions enhance today's workplace?

## LEARNING GOALS

After studying this chapter, you should be able to:

1. Describe what role emotions play in human behavior.
2. Understand what emotional intelligence means.
3. Describe why emotional intelligence is important to human relations.
4. Distinguish between intrapersonal and interpersonal competencies.
5. Understand your emotional intelligence quotient.
6. Develop your own personal action plan for emotional intelligence development.
7. Define and apply the following terms and concepts (in order of first occurrence):

## KEYWORDS

- emotional intelligence
- intrapersonal competencies
- self-awareness
- managing emotions
- self-motivation
- interpersonal competencies
- relating well
- empathy
- emotional mentoring
- group intelligence

## **WHAT IS MOST IMPORTANT?**

*EI enhances relationships with others.*

If you could choose one area of study that would help you the most in your professional life, what would it be? Would accounting be the course of study to open the door of opportunity and success or would it be marketing? Could you sell your way to the top? Perhaps you would choose management so you could learn the latest theories and techniques to successfully lead your company into the future.

The answer is none of the above! The course of study that would help you climb the corporate ladder more than any other course is one not taught at most colleges. Research tells us that the majority of people's future success is not based on only their technical competence, though technical competence is important. Rather, career success is contingent upon a group of abilities known as emotional intelligence (EI). These are the abilities or competencies that allow people to create positive personal attributes and enhance their relationships with others.

This chapter addresses the emotional intelligence competencies that are necessary for success. To begin our study in this area, we will take a short trip into the distant past as we track the development of some pertinent parts of our brains, concentrating on the parts that affect our emotions. We will then look at the how and why of our reactions to certain situations. Next we will talk about how our actions are perceived by others and how we use emotional intelligence to become better skilled in our dealings with others. As you go through this chapter, keep in mind that these skills will help you in your professional career as well as with personal relationships.

## **WHAT ARE EMOTIONS?**

We are all aware of times when we might have reacted to a friend or coworker in a way that, upon reflection, was completely inappropriate behavior. Maybe we reacted too angrily over something someone said or did. If it is any comfort, that same kind of reaction probably saved the life of our ancestors many times over. In fact, if our ancestors had not utilized that same type of emotional response, we probably would not be here today. We are all hardwired to react to certain stimuli before we even have a chance to think.<sup>1</sup>

Surviving in the primitive world was a matter of responding quickly to external threats. Over the centuries, human beings developed instincts, such as fight or flight, to deal with external threats. If they were being attacked by a large animal and stopped to think about whether or not they should run, by the time they reflected it probably would have been too late. Human beings are endowed with several highly specialized systems in their brain that exist simply to handle specific external problems. Our brain systems have the ability to cause our bodies to begin reacting before the thinking part of our brain, the cortex, even knows that anything is going on. It has been suggested that the truly important functions of our body, such as breathing, pumping blood, and reacting to danger, are too important to leave to the thinking part of our brain.<sup>2</sup>

### **SO HOW DO THESE "AUTOMATIC REACTION SYSTEMS" WORK?**

*Some emotional reactions are genetic.*

Each emotion has evolved separately to handle specific situations. Some responses are innate: We are actually born afraid of certain things, such as loud noises. Other emotional reactions are learned. Thus, a newborn baby will be afraid of the loud bark of an angry dog, but will have to learn which spiders to fear. How do our automatic reaction systems work?

**ACTION PROJECT 2-1****FOR DISCUSSION**

Humans beings, because of their higher level of consciousness, have a whole set of fears that other animals do not have and that have an emotion-packed effect. These threats are created because of our ability to think. For example, people can be afraid of losing their jobs, losing money in the stock market, and losing a close friend. These are all fears that, as far as we know, other animals do not have. These fears differ across individuals. What are some of your fears? How do your fears affect how you interact with others?

Let's say you are taking a walk in the park. All of a sudden, out of the corner of your eye, you see movement in a bush. By the time you are cognitively aware that you have seen this movement, some parts of your brain are already reacting to the situation. First, all sensory input to your body through four of your five senses—hearing, seeing, feeling, and tasting are constantly being monitored by a group of nerve cells in the brain known as the thalamus (smell takes a different route).

The thalamus, working with the hypothalamus and the hippocampus, decides what information should be sent on to the cortex (the thinking part of the brain), what information should be acted upon immediately, and what information should be discarded. As the thalamus is receiving information, a small part of this information is also going to the amygdala. The amygdala is the alarm system of the body and houses all emotional memories. If the amygdala senses danger, based on previous experience or on genetically coded information that it has stored, it begins to flood the body with orders to produce hormones, instructions to specific muscles to commence certain actions, and so forth.

All of this activity is happening, indeed well into motion, before your thinking brain is even aware of what is going on! So you jump back, or focus on the danger, or begin whatever strategy is programmed genetically, or do what has been successful in the past in similar situations. How you handle these situations is an indication of your emotional intelligence; for example, if you are able to maintain your cool in a threatening situation, instead of displaying your anger, you are acting in an emotionally intelligent way. Because the amygdala only gets a part of the sensory flow, it must make judgments before it has all the facts. Many times people will react to situations totally inappropriately because their brains didn't have all the facts before they acted. Remember the last time your pet jumped up on your lap. If you didn't expect it, even though you could plainly see it was Rover or Fluffy, your body reacted as if it were a tiger coming after you.

If the amygdala assesses the threat to the human body as great, it can shut down communication to the thinking brain and take complete control of the response. You have probably had the experience of "seeing red" or being so angry that there was nothing you could do about it. Many times in those situations people will say, "I couldn't think straight." Probably a more accurate statement would be that "I could not think at all."

Indeed, we are born with certain genetic engineering that controls our actions in dangerous situations. We have little or no control over these reactions, at least during the first nanoseconds of experiencing them. People are also born with certain emotional tendencies; in areas such as bravery, temperament, and similar traits, the latest research shows that we inherit tendencies toward certain actions, but, we can

choose to react differently. This ability to monitor and manage our temperament or emotions determines, in part, our emotional intelligence.

## **EMOTIONAL INTELLIGENCE**

*Emotional intelligence impacts our success in personal and career development.*

*You need strong technical skills to get a job.*

So one of the major factors impacting our success in personal and career development is emotional intelligence. The study of emotional intelligence deals with how people handle their reactions to all the stimuli their brain is constantly receiving. In other words, how someone handles his or her emotions, as well as how he or she assists others in managing their emotions, plays an increasingly important role in how successful that person is in his or her personal life and career. Because emotional intelligence has emerged within the last decade as an indicator of career success, organizations such as Johnson & Johnson, AT&T, and American Express are training their leaders in the use of emotional intelligence skills.

Psychologists Jack Mayer and Peter Salovey theoretically established EI as a measurable intelligence similar to IQ (intelligence quotient). Daniel Goleman<sup>3</sup> popularized emotional intelligence in the business realm by describing its importance as an ingredient for successful business careers and as a crucial component for effective group performance. Goleman found that EI plays "an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance. In other words, the higher the rank of the person considered to be a star performer, the more emotional intelligence capabilities show up as the reason for his or her effectiveness."<sup>4</sup> In comparing star performers in leadership positions with average performers, Goleman states that almost 90 percent of the difference in the profiles of the two groups was attributable to emotional intelligence factors rather than cognitive abilities.

What exactly would these differences involve? To answer this question, let's look at the skills required of managers to be successful.

## **MANAGEMENT SKILLS**

Management has three broad aspects: technical, conceptual, and human relations. The technical aspect is of primary importance at lower levels in the organization. Most people obtain their jobs because of their ability to do certain tasks. Their first promotion may be based on how much they know about the department and the technical aspects related to their particular positions. A supervisor may deal with such technical contingencies as:

1. Variations in the product or raw material
2. Shortages of raw materials
3. Breakdowns of machines
4. Shortages and variations of tools and equipment
5. Shortages of space

The foundation of any career is, of course, technical expertise in a chosen field. While the majority of an employee's future success will not be correlated with the amount of his or her technical expertise, the employee must have a strong knowledge base in his or her chosen field in order to get the job and gain entrance to the game. However, as a person is promoted up the ranks, the technical aspects become less im-

portant, and the ability to handle abstract ideas and to work with people becomes more important. Figure 2–1 illustrates the varying mix of these three types of abilities.

At upper levels of the organization, conceptual skills become salient—the ability to understand how parts of the organization fit together and how the organization interacts with its environment. A company president spends time studying not only the firm's problems, but also new laws, community reaction, and, of course, the competition. Information about all these outside groups, as well as actions taking place inside the firm, are used by the president in deciding on the best direction for the company. Top management deals with more broadly conceptual problems, such as the following:

1. Strategic response to a new invention by a competitor
2. Community objections to a new plant
3. Failure to receive a large sales contract that was expected
4. An unexpected wildcat strike

*Human relations skills are important at all levels.*

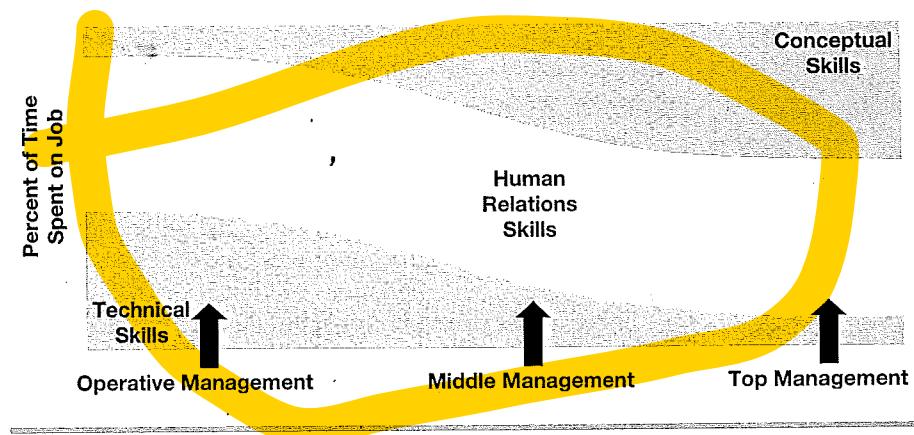
*As you move up the career ladder the emphasis shifts to EI.*

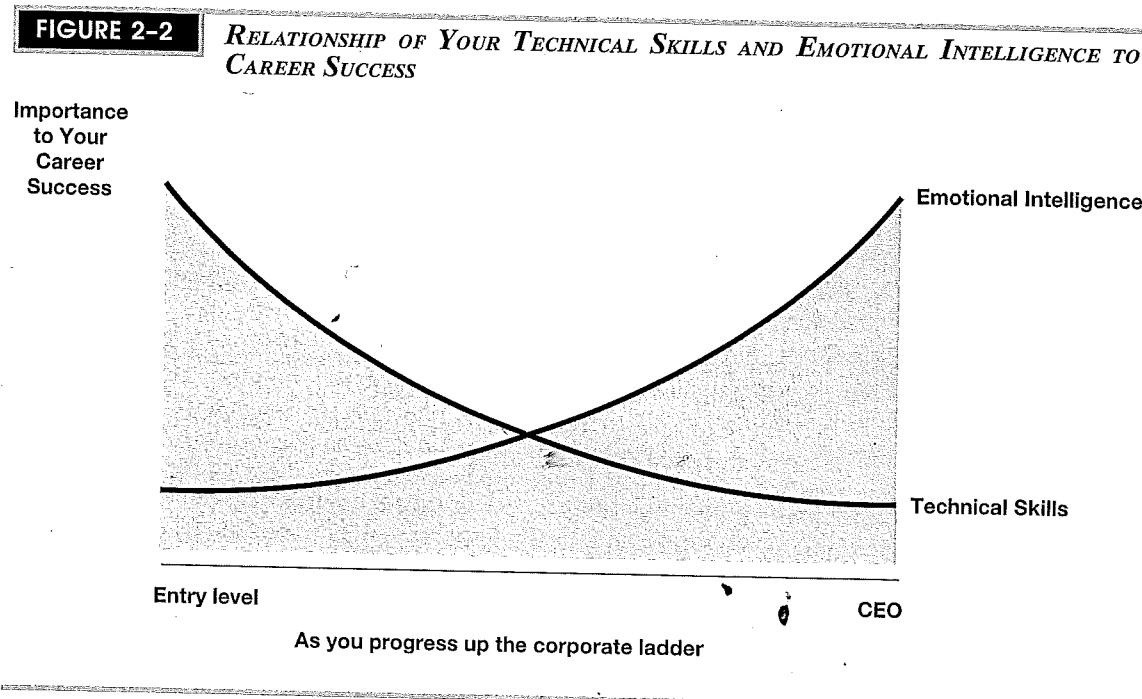
The human relations aspect, or the ability to work well with people, is important at all levels; however, it becomes increasingly important as one moves up in the organizational hierarchy. Emotional intelligence forms the basis of a manager's human relations skills. We have stated that the majority of a person's career success will be based on EI or what some commonly refer to as "people skills," but this is the average over a total career. In the beginning, success is more dependent on technical ability. As managers move up the career ladder, effective managerial skills shift from the technical toward EI.

Think about some of the manager(s) you have now or you worked with in the past. Probably the more important or higher up the corporate ladder the manager was, the less he or she needed to handle the technical aspects of the job (Figure 2–2). At the top of the corporate ladder, most CEOs use little technical training in the performance of their job. In fact, some researchers believe that the only technical

**FIGURE 2-1**

**THREE SKILLS ARE NECESSARY IN MANAGEMENT. TECHNICAL SKILLS ARE MORE IMPORTANT TO THE FIRST-LINE SUPERVISOR. CONCEPTUAL SKILLS ARE MORE IMPORTANT TO THE COMPANY PRESIDENT. HUMAN RELATIONS SKILLS ARE EQUALLY IMPORTANT TO ALL LEVELS**





ability that is common among top CEOs is the ability to see the big picture and how the company and its products fit into that picture. All the rest of the pertinent abilities of these CEOs revolve around their ability to deal with people. Consider the number of companies that hire CEOs from outside the company and even outside the industry. For example, Lou Gerstner was a manager at American Express and then RJR Nabisco before taking the reigns at IBM. How much technical knowledge about computers did he bring to IBM?

Current changes in the work environment suggest that EI will be of increasing importance to workers at all levels in the new millennium. To deal with rapid technological and social change, individuals need the interpersonal competencies included in what we term emotional intelligence—the ability to recognize and respond to the emotions and feelings of others as well as the skill to help others manage their emotions.<sup>5</sup> In today's information technology-driven environment, teams, as opposed to individuals, are often the primary work unit. Research tells us that successful work groups have higher EI than unsuccessful ones.<sup>6</sup> We will take a closer look at teams and EI later in this chapter.

### MEASURING YOUR EMOTIONAL INTELLIGENCE

The basic building block to enhanced EI is a high awareness of your emotions and how you handle those emotions. One way to estimate your current EI quotient is to complete a self-assessment. Action Project 2-2 provides alternative ways to learn more about your emotional intelligence quotient. This will assist you in fully understanding the remainder of this chapter.

Now you know how important EI skills are to your future, you have assessed your EI, and have an idea of your abilities in this area. For some of you, this has been a real eye-opening experience. There are two pieces of good news to consider. First, unlike a person's IQ, one's EI can be changed. People can learn strategies to help

**ACTION PROJECT 2-2****ASSESSING YOUR EMOTIONAL INTELLIGENCE<sup>6</sup> (INDIVIDUAL EXERCISE)  
AND PLANNING FOR GROWTH****ASSESSING YOUR EMOTIONAL INTELLIGENCE**

Entering the term *emotional intelligence* into a search engine will produce some Web site addresses for scoring your emotional intelligence. Here are some examples:

1. [www.queendom.com/tests/iq/emotional\\_iq\\_r2\\_access.html](http://www.queendom.com/tests/iq/emotional_iq_r2_access.html)

This quiz has 70 items and will require about 35 minutes to complete. You will receive your score and some suggestions for improving your emotional intelligence competencies.

2. [ei.haygroup.com/resources/default\\_ieitest.htm](http://ei.haygroup.com/resources/default_ieitest.htm)

For a shorter version, try this 10-item quiz that quickly analyzes your emotional intelligence.

Hendrie Weisinger's book, *Emotional Intelligence at Work*,<sup>7</sup> has a section for assessing your emotional intelligence (pp. 214–215) and guidelines for developing a personal plan to increase your ability to intelligently handle your emotions (pp. 216–217). In addition, the book provides specific ways to develop these attributes that are clear and easy to follow.

**PLANNING FOR GROWTH**

1. Study your EI results.
2. Identify your strong EI skills and the EI skills you want to improve. You may also ask friends and coworkers to complete an EI assessment to see how they rate your EI. Often, seeing how others view our competencies compared to how we see ourselves reveals different strengths and weaknesses that assist us as we plan for professional growth. This will also help as you are analyzing your EI self-awareness. In fact, it is often the case that outside observers are far more accurate in judging a person's true emotional state than the individual being judged.<sup>8</sup>
3. List two strengths and two weaknesses that you identified.
4. Write out a plan for enhancing the two areas where you need the most improvement. Be very specific. For example, instead of saying, "I will not get angry with classmates," say, "When a classmate makes me mad, I will count to 10 before I respond."
5. Revisit the plan each Friday. Reflect on how you worked on your emotional intelligence competencies; congratulate yourself when you recognize improvements in how you handled your emotions and make any needed revision to the plan for the following week.

Following these steps will allow you to increase your emotional intelligence over time and assure you greater success in personal and workplace relationships.

them control their anger and make them a better team player. The second piece of good news is that an individual does not need to become an expert in all the EI skills to be successful. There is a critical mass of skills that, once mastered, will allow all of us to act and work effectively in most situations.

*Your emotional intelligence can be increased.*

It's uplifting to know that EI can be increased through committed effort. This can be achieved by utilizing the building-block approach to EI outlined by psychologists John Mayer and Peter Salovey when they developed the theory of EI in 1990. Each building block outlines abilities that increase EI. As you master each block, you

incorporate and build onto the previous block(s). You can, in this way, increase your EI quotient through enhancing your ability to:

- Accurately perceive, appraise, and express emotion.
- Access or generate feelings on demand when they can facilitate understanding of yourself or another person.
- Understand emotions and the knowledge that derives from those emotions.
- Regulate emotions to promote emotional and intellectual growth.<sup>9</sup>

### **SO WHAT HAS ALL THIS GOT TO DO WITH ME?**

*Many of the things we do are in response to some emotion.*

Many of our behaviors are in response to some emotion. Now we have an idea of why we do some of the dumb things we do. In order to work on those behaviors that might be holding us back in our human relations, we must first be aware of what they are. We now know the basics of the biology of our responses.

From the EI assessment you completed, you now have a picture of how you tend to react to certain situations. If you used Hendrie Weisinger's book you probably noticed, as you scored your EI assessment, that EI is divided into two components—the *intrapersonal* component and the *interpersonal* component.

## **INTRAPERSONAL AND INTERPERSONAL COMPETENCIES**

### **INTRAPERSONAL COMPONENTS**

**Intrapersonal competencies**, according to Weisinger, deal with increasing our EI within ourselves and are comprised of self-awareness, managing emotions, and self-motivation.

**Self-Awareness.** Developing high **self-awareness** involves the skill of monitoring oneself, observing oneself in action, and influencing one's actions so they work to one's benefit. How skilled are you at knowing what particular emotions are driving your actions right now? In order to begin any changes in your behavior, you must first know where you are. You have found an indication of your personal starting point through the EI assessment you completed and scored.

Not all emotions come from outside stimulus, or at least the connection between the emotion or feeling and the outside world is not that direct or obvious. You can be sitting in an armchair when all of a sudden you begin to worry about this or that. Sometimes you can trace why you began to worry about a certain thing, but at other times, worry and depression seem to come from out of the blue.

Try this exercise to increase your self-awareness. Take out a piece of paper, close your eyes, think hard, and then write down all of the emotional states you have experienced during the last 24 hours. If you are normal, and the last 24 hours have been normal, you have probably experienced a number of emotions. You have probably been happy, maybe a little sad, and perhaps a little angry.

If you were alone when you experienced these emotions, then you would not have shared them at the time with anyone else. If you were not alone, write down next to each of the emotions the name of the person who was with you when you were experiencing the emotion. If someone was with you whom you care about or who can affect your career or life, write down how that person reacted to your expression of your emotion. Was it positive or negative?

The first step in dealing with and possibly changing the management of your emotions is to be aware of what those emotions are at any time. You need to develop

a system for constantly monitoring your emotional state. The real trick to monitoring your emotional state is the recognition of when it changes. We will talk about this more in the next section when we outline possible strategies for intercepting negative emotional surges and lessening or even nullifying their effect.

**Managing Your Emotions.** **Managing emotions**, rather than suppressing them, requires that a person understand those emotions and use that understanding to deal with situations productively. How good are you at managing what is going on as far as your emotions are concerned? Managing does not necessarily mean suppressing your emotions. The skills we are talking about here are more along the line of controlling how you express each emotion.

Most of the time we know when we are angry. Sometimes, however, we are slightly irritated, but do not think we are angry, yet others react to us as if we were. Sometimes we are so angry that others avoid us for a period of time. Anger that is inappropriately expressed is one of the more destructive emotions as far as relationships are concerned. What can you do when you feel angry? As we discussed earlier, our body is already reacting to protect itself; possibly it has already started to shut down your thinking brain—so you must act. You need to have a preplanned reaction to anger before you get angry. If you have such a plan of action, then you can begin reacting before or even during a thinking-brain shutdown and handle the situation more intelligently.

One strategy is to count to ten. Doing so gives the cortex (the thinking brain) time to engage. Hopefully, during this time, you will be able to analyze the real situation and think of a rational response. There are other strategies that focus on both getting your cortex engaged and on softening the feel of the anger. For example, you may think of a quiet place—somewhere you have actually been or a place you imagine in your mind. In this place you are so calm, so at peace that nothing bothers you; this place makes you feel so good that you could stay there forever. Pick a place and practice going there in your mind whenever you want. The first few times you let your mind take you there, do it when you are not angry. Then gradually work with this script when you feel angry.

### AN INTERESTING POINT: EMOTIONS BUILD ON EACH OTHER

When you are angry about something and other things happen, no matter how insignificant, you will probably blow the situation out of proportion and act as if the second thing is much more of a problem than it really is. For example, on the way to work you got a traffic ticket; then you came into the office and found that someone took the last cup of coffee and failed to brew another pot.

**Motivating Yourself.** **Self-motivation** is recognizing and using available (internal and external) sources of motivation to enable you to effectively work through opportunity as well as adversity.

This is a very important part of EI. Motivation is an emotion that is partially the result of internal stimulus and partially the result of external stimulus. One of the most important emotions you can have is an overall positive attitude. If you are positively motivated to do something, you can engage all the energies of your body toward that goal, just as if you were being threatened. You also require motivation to go to your quiet place or to engage whatever strategy you have decided on to intercept

*Interpersonal competencies involve using EI in your relations with others.*

harmful effects of emotions. The German philosopher G. W. F. Hegel said, “Nothing great in the world has ever been accomplished without passion.”

## INTERPERSONAL RELATIONS

**Interpersonal competencies** involve using EI in our relations with others and include relating well and emotional mentoring.

**Relating Well.** **Relating well** involves developing effective communication skills and engaging in effective communication practices to help with relationship building. People who relate well are able to monitor their emotions and, at the same time, recognize how their actions are affecting others. A crucial component of relating well with others is the ability to empathize with others. Empathy involves identifying the emotions of another person and being able to see the situation from that other person’s perspective. Empathy does not mean agreeing with how the person feels, but involves acknowledging the person’s feelings and trying to experience what he or she is feeling. Remember from Chapter 1 that lack of empathy is a primary cause of conflict in organizations. Here are some questions to ask yourself that will assist you in using empathy when dealing with others:

1. What is the general emotional state of this person?
2. How are my actions, communications, or reactions affecting this person’s emotional state?
3. How can I change how I communicate and act to more precisely obtain the effect I want from this interaction?

**Emotional Mentoring.** **Emotional mentoring** is helping others to manage their own emotions, communicate effectively, solve problems, and ultimately perform to the best of their abilities. In addition, it encompasses basic business social skills—effective communication, appropriate manners, and interpersonal expertise. In combination, these competencies provide social polish.

As you can see, enhancing your intrapersonal and interpersonal competencies will increase your emotional intelligence. Strong emotional intelligence provides for increased success in your career and personal life. Just as EI is important to an individual’s success, it plays a key role in the effectiveness of teams.

## EMOTIONAL INTELLIGENCE AND TEAMS

**Group intelligence** is defined as “the functional intelligence of a group of people working as a unit.”<sup>10</sup> Research conducted on group intelligence supports the idea that group members’ interpersonal skills and compatibility are the key to effective group performance. Although it is important that at least one member of the team has a high IQ, EI skills—such as social skills, empathy, motivation, the ability to resolve differences, and effective communication—are better at predicting how well the team will do. This suggests that emotionally intelligent individuals, who work well with others and elevate the group’s collective emotional intelligence, will be the most valued and sought-after employees.

Daniel Goleman, in his book *Working with Emotional Intelligence*, lists the following emotional competencies identified through research as the distinguishing attributes of star organizational teams:

- Empathy or interpersonal understanding
- Cooperation and a unified effort
- Open communication, setting explicit norms and expectations, and confronting under-performing members

- A drive to improve so that team members pay attention to performance feedback and seek improvement
- Self-awareness in the form of evaluating strengths and weaknesses as a team
- Initiative and taking a proactive stance toward solving problems
- Self-confidence as a team
- Flexibility in completing tasks
- Organizational awareness in terms of both assessing the needs of other key groups in the company and being resourceful in using what the organization has to offer
- Building bonds to other teams<sup>11</sup>

Utilizing these skills with technical competence will create team synergy. According to Stephen Covey, “when teams achieve synergy, gain momentum, and ‘get on a roll,’ they become virtually unstoppable.”<sup>12</sup> Both talent and synergy are needed for developing unstoppable teams. Covey reminds us that:

The value system in the United States is so focused on individualism and upon freedom of expression and freedom of action, without the corresponding sense of social responsibility, that it has created a culture of confrontation and adversarialism—the polar opposite of synergy and teamwork.<sup>13</sup>

This chapter has provided you with a glimpse of an extremely important topic. In fact, as we stated at the beginning of the chapter, it is probably the most important topic to you as far as your future success is concerned. This is especially true in today’s fast-paced world, as Daniel Goleman reminds us in *Working with Emotional Intelligence*:

The rules for work are changing. We’re being judged by a new yardstick: not just how smart we are, or our expertise, but also how well we handle ourselves and each other.<sup>14</sup>

## SUMMARY

This chapter addresses the competencies that are necessary for personal and career success. As human beings we are born with instinctual tendencies that impact, direct, and sometimes determine emotional responses, but we can change the way we react to certain emotions. Emotional intelligence encompasses how we handle our emotions as well as how we assist others in managing their emotions. EI plays an increasingly important role as one of the major factors impacting how successful we are in our personal lives and in our careers. EI can be increased through committed effort.

To increase EI, you need to accurately perceive, appraise, and express emotion; access or generate feelings on demand when they can facilitate understanding of yourself and another; understand emotions and the knowledge that derives from those emotions; and regulate emotions to promote emotional and intellectual growth.

Emotional intelligence is divided into intrapersonal and interpersonal components. Intrapersonal competencies deal with increasing your EI within yourself and consist of self-awareness, managing emotions, and self-motivation. Interpersonal competencies involve using your EI in your relations with others and include relating well and emotional mentoring.

Group intelligence refers to the functional intelligence of a group of people working as a unit. Research into group intelligence shows that a group members’ interpersonal skills and compatibility is the key to effective group performance. While at least one member of the team needs to have a high IQ, EI skills, including social skills, empathy, motivation, the ability to resolve differences, and effective communication, are more important in determining how well the team will perform. This suggests that

emotionally intelligent individuals, who work well with others and elevate the group's collective emotional intelligence, will be the most valued and sought-after employees.

## CASE STUDY 2-1

### THE FIRM

Paul has worked as a paraprofessional for the accounting firm of Max Wojcik and Associates since he graduated from high school in 1997. Although he does not hold a college degree, he has completed several training programs and incurred practical experience over the years. Amanda also works for the same firm. After graduating from high school in 1996, Amanda attended college by taking classes at night and on the weekends; she eventually (last June) earned a bachelor of business administration degree with a major in accounting. She has worked at the firm for five months.

Normally, Paul works with Gary, who is one of Amanda's peers. However, due to deadline pressures, Paul had been assigned to work for Amanda until Amanda's current auditing project is finished. The first task Amanda gave Paul was to enter some data into the computer. Problems began occurring almost immediately. Periodically, the computer program would have problems with the data. It just so happened that Paul was at the keyboard when the data was first rejected. From that moment, Amanda began blaming Paul for problems with this project. She even went so far as to complain to his supervisors that Paul was screwing up the engagement. Amanda periodically had to go to Paul's cubicle to confer on the project. Each time that she went over, she made cutting remarks to Paul, blaming him for the problems.

Paul takes great pride in his work and was offended that a person, especially a new person, would criticize the quality of his work. The two had a major "blow up" when something in the final presentation to the client had to be changed. Although it was no one's fault, Amanda blamed Paul. Paul exploded, yelling at Amanda about the way he was being treated. Feeling the pressure of the deadline that stood despite the technical difficulties, Amanda's nerves were also stretched thin. She, too, began yelling and throwing things in Paul's cubicle. The situation ended when the firm's manager took both employees into the president's office to "talk it out."

1. Discuss the cause for the tension in this office situation. Who is at fault and why?
2. A higher emotional intelligence rating in what areas would have benefited Amanda in this situation?
3. How would you suggest that Amanda plan for further professional development? What are some specific things that she might focus on?

## CASE STUDY 2-2

### THE BANK

Mandi, a recent business graduate, began working as a manager trainee at Uptown Bank, which employs about 45 employees. Her first month went wonderfully as she began to learn the ropes by rotating through the different departments of the bank. She gained hands-on experience working as a teller and assisting in the accounts division. She also shadowed trainers in new accounts and the loan department. Mandi is an easy-going person, who gets along well with her co-workers. Her trainers had

many positive things to say about her work. Overall, Mandi greatly enjoyed her first month at the bank.

After training, Mandi was placed with a supervisor. Upon meeting Mandi for the first time, her supervisor, Theodore, chastised Mandi for the suit she was wearing. Theodore didn't like the short length of Mandi's suit skirt, and told Mandi that she was stupid to buy a skirt that fell above the knee, and even more stupid to wear short skirts to work. At first Mandi thought that the older man was joking, however, a glance at Theodore's serious expression told her otherwise. Her feelings hurt, Mandi could only mumble, "Oh, I'm sorry" before she hurried out of her supervisor's critical eye and retreated to her own desk.

Since that initial first slam, Mandi's relationship with Theodore has increasingly worsened because Theodore's temper flares often and he shouts at Mandi daily. Mandi feels that Theodore overlooks all of her good work, and seeks her out only to reprimand and belittle her. As a result, Mandi constantly avoids her supervisor, even attempting to hide from Theodore whenever possible. Because Mandi continuously avoids him, Theodore believes that Mandi is a slacker. He thinks that Mandi hides to avoid being assigned tasks. Furthermore, since Mandi constantly avoids him, Theodore cannot explain new tasks to her, or critique the work that she does.

Theodore has come to expect a lower level of performance from Mandi, and continuously views Mandi's work in a negative light. The situation in the office is in a downward spiral. Someone must take action to correct the situation.

1. Before the situation can be corrected, who do you think is responsible? Why?
2. When Mandi avoids Theodore, why is Theodore unable to understand Mandi's true reason for this avoidance? How should this problem be solved?
3. How could this situation have been handled with more emotional intelligence? What specific steps could Mandi and Theodore take to become more emotionally intelligent?

## DISCUSSION AND STUDY QUESTIONS—TO KEEP YOU THINKING

1. How important is emotional intelligence to your career and personal relationships? Explain.
2. Describe the difference between intrapersonal and interpersonal competencies.
3. What does the term emotional intelligence mean to you?
4. Describe your emotional intelligence profile. Where are your strengths? Which area(s) of EI do you believe you should work to improve? What is your plan for improvement?

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