

## PART ONE : HUMAN RELATIONS

### Chapter 1. Fundamentals Of Human Relations

#### Chapter Synopsis and Teaching Suggestions

The purpose of this chapter is to introduce the student to human relations at work. Included are some definitions, a history of, and the interdisciplinary aspects of human relations.

Emphasis is on quality management, employee empowerment, excellence, and organizational transformation. There are several recurrent themes in the human relations literature and in this book: human dignity, empathy, individual differences, communications, motivation, leadership, and teamwork, among others.

Additional sections include (1) the importance of human relations skills as well as technical and conceptual skills to *all* levels of management, and (2) what is required to guide our organizations and contrasts between leadership, management, administration, and supervision. These distinctions provide great lecture and discussion starters.

In the general sense, the term “human relations” refers to all of the interactions that can occur between people—whether they are conflictive or cooperative behaviors. By the time most people reach college age, they have developed a system of human relations in their social and personal relationships that satisfies most of their needs.

Refer to the TO START YOU THINKING questions and LEARNING GOALS at the beginning of the chapter. They provide good ideas to start discussions before you begin to lecture. Some instructors use the LEARNING GOALS and the TO START YOU THINKING questions for exam purposes.

#### Videos and Additional Exercises

In addition to Action Projects and Case Studies, suggestions for videos that illustrate key topics in the chapter will be suggested. The instructor should preview these videos to determine if the content is appropriate for his or her class and to design a specific plan for presenting the material. The exercises listed include role-plays and simulations that instructors may want to add to those in the chapter. A reference for the exercise and a brief description are provided. The primary sources for these exercises have more information on material, procedures, debriefing, and student feedback.

#### VIDEOS

- *Modern Times* with Charlie Chaplin has several scenes illustrating inhumane conditions at work.
- *Cheaper by the Dozen* portrays the lives of Frank and Lillian Gilbreth, early pioneers in scientific management and time and motion studies of workers.

#### EXERCISES

- Clark, T. (1999). **Sharing the importance of attentive listening skills.** *Journal of Management Education*, 23, 2, 216-223.

This exercise can be used the first day in class to increase awareness of the importance of listening to a whole host of human relations and interpersonal skills.

- Champoux, J.E. (2001). **Animated films as a teaching resource.** *The Journal of Management Education*, 25, 1, 79-100.

Presents several animated films that illustrate key human relations and organizational behavior concepts and provides guidelines for their use. Many are popular films widely available on video (e.g., A Bug's Life)

## Chapter Presentation Guide

### DEFINITION AND PURPOSE

- common ground
- common misconceptions
- need for human relations skills
- organization and rationale of this book

### THE INTERDISCIPLINARY ASPECT OF HUMAN RELATIONS

### A BRIEF HISTORY OF HUMAN RELATIONS

- scientific management
- the development of unions
- Elton Mayo's Hawthorne experiment
- the informal organization
- post-Hawthorne developments
- influences of Japan and other countries

### FURTHER HISTORICAL DEVELOPMENT IN HUMAN RELATIONS

- quality management
- employee empowerment
- organizational transformation

### RECURRENT THEMES IN HUMAN RELATIONS

- human dignity
- empathy
- individual differences and diversity
- the whole person
- communication
- motivation
- leadership
- teamwork
- constant change

## WHAT IS REQUIRED TO GUIDE OUR ORGANIZATIONS

## MANAGEMENT SKILLS

- technical
- conceptual
- human relations

## SUMMARY

**Case Summary and Guide for Analysis**

## CASE STUDY 1-1

## JOE RILEY

In this new introductory case, it would help to discuss the decision-making processes including identifying problems, finding and analyzing facts, and making recommendations for solutions to problems.

Joe's problem is not all that uncommon: he is well qualified technically, but has serious deficiencies in his human relations skills. Of course, we do not know all of the facts--that's a very common situation that we ought to make clear to our students initially--in the decision making processes including case analyses, we need to ask ourselves "what we don't know" as well as what we know.

Recall also that we introduce fundamental concepts like human dignity, empathy, communications, and motivation, among many others. This case allows students to start analyzing and feeling the impact of their decisions. The partial response of one executive MBA student was:

"Joe's lack of empathy, compassion, and civility toward co-workers, patients, doctors, and other members of the emergency team is a problem, but it can be solved. Several alternatives present themselves depending upon Joe's background: we may seek counseling for Joe, possibly a peripheral team counseling effort for co-workers, and then bring all those affected together to heal old wounds, and allow Joe to receive feedback."