

WHAT ARE EFFECTIVE HUMAN RELATIONS?



COMPETENCY

CATEGORY: Job Survival

CATEGORY

NUMBER: C.19

COMPETENCY: Practice effective human relations.

OBJECTIVE: Upon completion of this module, students will be able to practice effective human relations skills.

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INTRODUCTION

- State module title and review module objective.
- This module will focus on those important skills necessary to secure and advance in the workplace—effective human relations skills sometimes called interpersonal skills.
- The number one failure in the workplace is not the lack of intelligence or technical skills. It is the lack of human relations skills.
- Many people cannot get along with others in the workplace!

Administer Pre-Assessment

OUTLINE

- A. Human relations defined
1. Human relations deals with all types of interactions among people.
 2. These can be conflicts or cooperative efforts.
 3. Human relations is how people interact with one another.
 4. It is “human” behaviors toward one another.
 5. It is the foundation for the effective resolution of behavioral problems.
 6. Individuals learn and develop their human relations skills in school, from their families and friends, and through society itself.

For example, few of us would need “training” to know that it is not appropriate to walk up to a total stranger on the street and to refer to that person with offensive or inappropriate language.

We didn't "learn" this information directly in the home, school or church. We "learned" that this is inappropriate behavior "indirectly" through society.

7. Through human relations training people learn what is acceptable and what is not acceptable in dealing with others.

B. The importance of human relations

1. The true importance of human relations cannot be overlooked.
2. It affects almost everything in our daily lives.
3. This is certainly true in the workplace.
4. Employees are expected to bring basic human relations skills to the workplace.

For example, if you are an employer would you want to spend YOUR time training or dealing with issues that relate to having people get along with one another?

5. These basic human relations skills are expected of employees when they enter the workplace.
6. The "job" of education, parents, friends, and perhaps society in general is to "teach" the basic human relations skills.
7. In the workplace human relations skills are becoming increasingly more important because:
 - a. Organizations are placing more emphasis on providing quality "service" to their customers.
 - b. Organizations are placing more emphasis on quality as a means of economic survival.
 - c. Many companies are organizing their workers into work teams.

- d. Diversity in workforce personnel is much more common today than in the past.
- e. Employees are becoming more “empowered.”

Examples: to make decisions, to determine the “right” or “best” course of action and to act on it, to assume more responsibility, to get along with fellow workers.

COMPLETE LEARNING ACTIVITY C.19-1 “THE INTERVIEW”
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C. Myths and other misunderstandings about human relations

- 1. Human relations is not personality development.

For example, a person with good human relations skills may not always be the nicest person to be around. They may not have a personality that everyone wants to be around.

- 2. Sometimes doing what is right or best will only anger someone else.

For example, you just found out that your best friend’s steady guy (Ivan) has been sneaking out on your friend Lavern. If you do the right thing and tell Lavern, Ivan will be mad at you.

- 3. Good human relations skills will not solve ALL problems when dealing with people but they will help solve many problems.

D. Factors which influence human relations in the workplace.

- 1. Organizational culture

- a. It is the overall philosophy or focus of a company.

- b. The organizational culture is an outgrowth of the beliefs, values, and goals, of an organization and the people who make up that organization.

For example: Wal-Mart's culture or philosophy is to offer the lowest price possible while striving to "buy American made" products whenever possible.

Another example: Maytag's culture is to produce a product that is high quality and seldom in need of repair (the lonely repairman).

COMPLETE LEARNING ACTIVITY C.19-2
"DETERMINING ORGANIZATIONAL CULTURE"

2. Supervisory or management influence is the second factor influencing human relations.
 - a. Supervisory or management influences affect employee behavior.
 - b. This influence holds the key to employee outlook and performance.
 - c. Supervisor and management personnel assist in carrying out the corporate or business image.
 - d. They influence employee behaviors on the job.

For example: Let's look at the same situation with the same supervisor. Which one influences a better work environment?

Situation A:

"Who sent out these letters?" Jim screamed at the top of his lungs.

"They are full of mistakes and furthermore, MY NAME has been misspelled!" he continued. "I want the person responsible for this work fired, now!"

Situation B:

“Who sent out these letters?” Jim asked calmly, but forcefully.

“There are many errors and I need to speak with the person responsible in my office as soon as possible,” he continued.

- e. Which supervisor influences a better work environment?
3. Work group influence is the third factor affecting human relations in the workplace.
- a. Let’s listen to a conversation taking place in a school office.

Example: “Marge, I have the records right here in front of me,” whispered Joan over the phone.

“Yes, the teacher evaluation results are out. Well, she didn’t do very well. In fact they are horrible!” Joan continued.

“I can’t tell you EXACTLY what her results were but let me say this - I would be very surprised if she returns next year.”

“I gotta go, the Principal is walking this way. Bye!”

“Mrs. Jackson,” the Principal summoned.

“I just received a call from the computing center. It appears that the faculty evaluation results that we received got mixed in with some data from another study. Anyway it means that all the results are inaccurate and must be destroyed. Can you shred those reports right now so that the wrong results don’t get out? I could have some very upset teachers if the results get out.”

- b. What kind of work group influence was Mrs. Jackson providing?
- c. Work groups meet three needs in the workplace.
 - 1. A social need to make the workplace a more enjoyable place to spend time
 - 2. Emotional support to help deal with the pressures and problems that we all face on and off the job
 - 3. Assistance in problem solving and meeting goals; A cohesive group lends support and provides the resources needed to be productive employees.
- d. One of the outgrowths of these needs is the development of self-directed work teams.

COMPLETE LEARNING ACTIVITY C.19-3
“IT’S NOT FUN TO WORK WITH...”

- 4. Job influence is the fourth factor influencing human relations in the workplace.
 - a. Job influence goes beyond meeting economic needs. Job influence includes providing a sense of purpose, a sense of community, and a means of fulfilling our self-esteem.
 - b. When we feel good about our work we tend to feel good about ourselves.
- 5. Personal characteristics of the worker is the fifth factor to influence human relations in the workplace.
 - a. Every worker brings to the workplace a unique blending of abilities, interests aptitudes, values, and expectations.
 - b. Worker behavior on the job is most frequently a reflection of how well the work environment accommodates the unique characteristics of each worker.

E. The 6 major components of effective human relations

1. Effective communication skills

Note to Specialist: See module D.22-Communicate Verbally for more information.

- a. Communication skills are the foundation of human relations because they represent the principle means by which we interact with others.
- b. Communications is our human “connection” with each other.
- c. We form impressions about others or make judgments based on their communication style.

For example, if someone is loud or uses “off color” language we generally form an unfavorable impression of this person based on their communication style.

- d. Everyone has a communication style.

For example, some individuals will look you in the eye and maintain that eye contact while others will not.

- e. Individual communication styles tend to be stable; they generally don’t change.
- f. There are 4 basic communications styles.

- 1. Emotive - these individuals talk rapidly, use hands and arms when they talk, operate on a first name basis; they share personal points of view dramatically and forcefully.

Examples: Jay Leno, Carol Burnett, Jesse Jackson, David Letterman.

2. Director - these individuals are frank, assertive, and very determined in their pattern of communications; they project a serious, no-nonsense attitude, express strong opinions; their tone creates a sense of determination.

Examples: Network news reporters such as Barbara Walters, Mike Wallace, or Sam Donaldson, Former Green Bay Packers Coach Vince Lombardi.

3. Reflective - these individuals are usually quiet, do not make decisions quickly, express opinions in a formal, deliberate manner, do not seem to be in a hurry; emotional control is a common trait; they may appear aloof or preoccupied.

Examples: Former President Jimmy Carter, Former Dallas Cowboys Coach Tom Landry.

4. Supportive - these individuals are cooperative, patient, and attentive; they listen attentively, avoid the use of power, use friendly persuasion, display warmth in their communications styles, express opinions in a thoughtful manner; they appear "low key".

Examples: TV personalities Ed McMahon, Dick Clark and Mary Tyler Moore, movie stars Harrison Ford and Kevin Costner.

- g. Those in the same communication style category tend to display the same traits.

COMPLETE LEARNING ACTIVITY C.19-4
“IT’S SHOW TIME!”

Note to Specialist: See module D.21-Comprehend Verbal Communications for more information.

2. Motivation is the drive to satisfy a need.
 - a. Most people work best when their needs are being satisfied.
 - b. Motivation is likely to be higher when these needs are being met.
 - c. Motivation can be individualistic; that is, people have different needs.
 - d. What may motivate you will not motivate someone else.

For example: There is a contest in your office to see who can get the most customers to sign up for a new credit card. The winner will receive two tickets to a Dallas Cowboys home football game. If you do not care for football this contest will not motivate you to sign up new customers.

- e. Motives change over time.

For example: Your old clunker is on its last leg and your parents have just agreed to help you buy a new car if you can save \$2000 over the next year.

- f. Motives are hierarchical. They have different levels of importance.

For example: If you have just been asked to leave your apartment, your first motivation is to find a new place to live. Once this need has been met you can return to your motivation to find a new job.

3. Trust is one of those key foundation principles for effective human relations.

a. If individuals do not trust one another then there can be no relationships.

For example: You have been asked to apply for a position at another place of employment. The salary is excellent and is much more than you are currently making at your present job. But you have heard from a couple of very reliable friends that the boss cannot be trusted. He does not always pay his employees on time and he has been known to “hit on the ladies” that work for him. Would you trust this employer?

b. When there is a lack of trust, the communications process is affected.

c. The flow of information necessary to do one’s job is affected.

d. Without trust, relationships will degenerate into conflict.

For example, you might have trusted a friend with a secret only to discover that the “friend” did not keep their word and told others. You learned something valuable about this “friend” - he/she cannot be trusted.

4. Conflict management

Note to Specialist: See module G.50-Negotiate Solutions to Conflict for more information.

a. Conflict can be defined as people striving for something for their own personal gain.

b. Conflict between individuals is not uncommon.

- c. However, conflict must be resolved so that the job effectiveness of the individuals involved will not be affected.
- d. Conflict affects cooperation in the workplace.
- e. Conflict creates distrust, which creates suspicion and affects productivity.
- f. Conflict can result from:
 - 1. Poor communications.
 - 2. Clashes over personal values.
 - 3. Cultural differences.
 - 4. Work policies and issues.
 - 5. Management styles.
 - 6. Difficult or unhappy people.
 - 7. Personality differences.

COMPLETE LEARNING ACTIVITY C.19-5
“PRACTICE YOUR LINES”

- 5. Self-awareness is understanding oneself.
 - a. It is an understanding:
 - 1. Of how OUR behaviors affect others.
 - 2. The way we see ourselves.
 - 3. Our attitude.
 - 4. Our personal value system.
 - 5. Our self-esteem.

6. Self-acceptance is the degree to which we like ourselves.
- a. What it is we have become
 - b. It is a positive self-concept.
 - c. It is self confidence.
 - d. It is our ability to think, understand and to make decisions.
 - e. It is self respect.

COMPLETE READING ACTIVITY C.19
“MAKING FRIENDS”

COMPLETE MATH ACTIVITY C.19
“THE OFFICE”

Administer Post-Assessment

LEARNING ACTIVITY C.19-1
“THE INTERVIEW”

OBJECTIVE: To collect information on the importance of human relations in the workplace

RESOURCES:

- Notebook and paper
- Tape recorders (optional)

SUGGESTED TIME: 1 day

DIRECTIONS:

1. Divide the class into teams of two.
2. Explain to the teams that they will be interviewing a person in the community to determine his/her views on the importance of human relations in the workplace.
3. Have the teams develop 6 interview questions that the teams will ask their interviewee.

Note to Specialist: It might be helpful for you to outline a sample question on the writing board before the teams develop their questions.

4. Assist the teams in formulating their interview questions.
5. Once all of the teams have finished their questions, have each team present their questions to the class for review.
6. Have the teams write their 6 questions in a notebook for use at the interview.
7. Assist the teams in identifying and setting up their interview.
8. After all of the interviews have been completed have each team share the results of their interview.

Note to Specialist: As the teams are reporting their interview results, place the remarks in categories so that everyone can see the tabulations.

DISCUSSION QUESTIONS:

1. What are the commonalities in the responses of the interviewees?

2. How important are human relations skills in the workplace?

LEARNING ACTIVITY C.19-2
“DETERMINING ORGANIZATIONAL CULTURE”

OBJECTIVE: To determine the organizational culture of popular companies by looking at their products or services

RESOURCES:

- Poster board, glue or tape and markers
- Magazines and newspapers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into teams of two.
2. Distribute samples of popular magazines and newspapers to the teams.
3. Have the teams look through the magazines and newspapers to find a product or service ad that they think reflects a particular corporate culture (philosophy).

Example: quality, fast service, etc.

4. Have the teams cut out the ad and display it on the poster board.
5. Then have the teams show the ad to at least 10 different people and ask them what image the ad projects about the company.
6. Once the teams have completed their assignment, have each team share the results with the class.
7. Check the class each time a report has been completed to see if the students concur with the results of the team's research.

DISCUSSION QUESTIONS:

1. What were the commonalities in the responses of each team?

2. Did the class agree with the results of the reported research? Why or why not?

LEARNING ACTIVITY C.19-3
“IT’S NOT FUN TO WORK WITH...”

OBJECTIVE: To demonstrate the effect that members of a work group can have on the human relations of a group

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into teams of 2 or 3.
2. Have each of the members of the team think of an experience where the actions of someone (at a club meeting, in the workplace, or at a career association meeting) made it very difficult for people to work together.
3. Stress to the teams that you are looking for experiences from the past and that no names are to be mentioned during the discussion.
4. Have the teams list the effects that this individual had on the performance of the group.
5. Once the teams have completed their assignment, have each team share the results with the class. Again the same rules apply; no names are mentioned in the discussions.

DISCUSSION QUESTIONS:

Note to Specialist: Lead a discussion on the points made by the teams.

1. What were the effects on the other individuals as a result of the actions of one individual?

2. What effects did these actions have on the work being completed or not being completed by others?

LEARNING ACTIVITY C.19-4
“IT’S SHOW TIME!”

OBJECTIVE: To demonstrate the four different communication styles

RESOURCES:

- Will vary depending on the team skits
- Video camera and blank videotape(s)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into 4 teams.
2. Each skit must include all members of the team.
3. Assign each team one of the 4 basic communication styles.
4. Each team is to develop a 5-minute skit which demonstrates the basic communications style that they have been assigned.
5. Stress to each team that ALL members of the team must demonstrate the communications style that their team has been assigned. For example, if your team has been assigned the emotive style then all members of the team must use this style in their verbal and nonverbal communications during the skit.

Note to Specialist: Work with each of the teams in selecting the topic for their skit. Be sure to approve of the topic BEFORE the teams begin to develop their parts.

6. Have the teams work out the parts of the skit so that they can demonstrate their assigned communication style.
7. Encourage the teams to use their creativity and use props to assist them in their skits.

8. Once the teams have completed their skits, have each team perform their skit while you (Specialist) videotape the action.
9. Play back the skits and enjoy the action!

LEARNING ACTIVITY C.19-5
“PRACTICE YOUR LINES”

OBJECTIVE: To demonstrate effective things to say and when to say them

RESOURCES:

- Work Sheet—Learning Activity C.19-5
- Video camera and blank videotape(s)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into 5 teams.
2. Each demonstration must include all members of the team.
3. Assign each team one of the 5 scripts included with Learning Activity C.19-5.
4. Each team is to practice various techniques for saying effective things associated with their assigned topic.
5. Stress to each team that ALL members of the team must demonstrate the statements that their team has been assigned.
6. Encourage the teams to come up with other effective things to say for their assigned topic.

Note to Specialist: Work with each of the teams and be sure to coach each team in their delivery techniques. Be sure to approve the new statements BEFORE the teams begin their demonstrations.

7. Encourage the teams to use their creativity and use props to assist them in their demonstrations.

8. Once the teams have completed their preparations, have each team demonstrate their skills while you (the Specialist) videotape the action.
9. Play back the demonstrations and critique each team's performance.
10. Enjoy!

LEARNING ACTIVITY C.19-5
“PRACTICE YOUR LINES”
WORK SHEET

DIRECTIONS: Your team will be assigned one of the situations below. Your team is to develop a skit to demonstrate the correct thing to say when in that particular situation. Your team should use its creativity to come up with other acceptable things to say.

Situation #1: Expressing a desire to cooperate.

“Is there anything I can do to help?”

“What can I do for you today?”

“How can I assist you?”

“What can I do to help?”

Other ideas:

Situation #2: Showing interest or concern.

“What is your opinion on this?”

“What are your thoughts on this problem?”

“I understand the situation.”

“How’s the job going?”

“Sounds like you have had a rough day. Is there anything I can do to help?”

Other ideas:

Situation #3: Complimenting coworkers.

“You did a great job!”

“Good idea.”

“You sure know a lot. I hope we can work together sometime.”

Other ideas:

Situation #4: When things go wrong.

“I’m sorry. What can I do to correct the situation?”

“How can I fix this matter?”

“Can you help me with this problem?”

“I’ll work on this until I get it right.”

Other ideas:

Situation #5: Asking for help or clarification.

“Would you please check this to be sure I am on the right track?”

“Is this the right way to do this?”

“I didn’t understand the last part of your directions. Could you go over them one more time?”

“I just can’t figure this thing out. Can you help me?”

Other ideas:

READING ACTIVITY C.19
“MAKING FRIENDS”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity C.19

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity C.19.
2. Ask students to answer the questions related to the story.
3. Ask students if they have known anyone who has had a similar experience to the one in the story.

“MAKING FRIENDS”

“Hi, I'm Clare. I'm new here at Central, and I'm happy to meet you.” The words seemed to roll out like a commercial, sounding a little phony and rehearsed. Clare was not especially pretty and not especially well dressed, but she managed a smile after speaking. Trent and Cara stood motionless in front of Clare, mostly feeling embarrassed for this girl who was obviously trying too hard.

“Uh....welcome,” Trent managed to say.

“Hi....” Cara added, her voice trailing off. The three looked and smiled at each other, feeling uneasy.

Finally Clare said, “Well, see ya,” and walked off. Trent and Cara knew that Clare was in for a pretty rough time. There were a lot of cliques at Central, and it was sometimes difficult to make friends. The snobbiest clique in the school was led by Jill, Beth, and Donna. They were all pretty, rich, popular, and snobs. Clare immediately walked up to them and said, “Hi, I'm Clare. I'm new here at Central. I just love your outfits.”

The three forced a smile but said nothing. As Clare walked away, a chorus of giggles and snickers bubbled from the group. There were no signs of tears, but from the look on her face, Clare was hurt and embarrassed. She remained quiet and withdrawn the rest of the morning. At lunch, she purposely sat alone, resolved that her friend-making efforts were over-at least for a while.

Then it happened. A large glob of Jello flew over Clare's head and hit the back of a student two tables away. It was as if every student in the cafeteria knew that something had happened.

“Food fight!” someone shouted, and several more globs of Jello and some potatoes took to the air. The teachers finally got everything settled down. “Who started it?” asked Mr. Carter.

The victim turned and said, “It came from” He stopped as he looked where he had pointed. There was Clare, and behind Clare was a table with Jill, Beth, Donna, and Jacob Irons. Jacob was Central's varsity starting middle linebacker on the football team. “She did it!” the student said,

pointing at Clare and then looking away. Jacob just smiled. Jill, Beth, and Donna looked down at their table to keep from laughing as Mr. Carter led Clare, and the Jello victim off to the office. She was given a week of detention and assigned a ten-page report on proper behavior in the lunchroom.

Trent and Cara had seen that Clare could not have thrown the Jello. By now, they felt bad enough for her to speak to Mr. Carter on her behalf. Of course, since they couldn't or wouldn't say who did throw the Jello, it did no good.

The next morning at school, Trent and Cara found Clare sitting outside by herself.

“Hey, we're sorry about what happened yesterday,” Trent said, handing her a stack of papers. “We know you got a bad rap. It looks like you could use a friend.”

Clare's face brightened. “I sure could,” she said. “Thanks. Uh...what are those papers?”

“Oh, that,” Trent answered. “That's a copy of a ten-page report I had to write on proper behavior in gym class. You can change some of the words around and.... you know.”

Clare's eyes widened. “Gosh, thanks,” she exclaimed.

“Think nothing of it,” Trent said. “What are friends for?”

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blanks.

1. Clare was
 - a. _____ Jill's friend.
 - b. _____ in one of the school cliques.
 - c. _____ a new student at Central.

2. Trent and Cara felt that Clare was
 - a. _____ trying too hard to make friends.
 - b. _____ too snobbish.
 - c. _____ going to fit in well with one of the cliques.

3. Clare
 - a. _____ started the food fight in the cafeteria.
 - b. _____ was accused of starting the food fight.
 - c. _____ was hit with some Jello during the food fight.

4. Mr. Carter
 - a. _____ was a friend of Clare's.
 - b. _____ saw who started the food fight.
 - c. _____ asked who started the food fight.

5. Trent gave Clare a stack of papers
 - a. _____ on proper behavior in gym class.
 - b. _____ on proper behavior in the cafeteria.
 - c. _____ for English class.

PART II

DIRECTIONS: Use the following words to fill in the sentences below.

commercial phony obviously
cliques behavior

1. Clare was assigned a ten-page report on _____ in the lunchroom.
2. The words Clare used seemed to roll out like a _____, sounding a little _____ and rehearsed.
3. There were a lot of _____ at Central, and it was sometimes difficult to make friends.
4. Trent and Cara felt that Clare was _____ trying too hard to make friends.

MATH ACTIVITY C.19
“THE OFFICE”

OBJECTIVE: To practice addition, subtraction, multiplication, and division

RESOURCES: Work Sheet—Math Activity C.19

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Math Activity C.19.
2. Ask students to answer the questions related to situations in the office.
3. Review the basic principles of addition, subtraction, multiplication, and division.

MATH ACTIVITY C.19
"THE OFFICE"
WORK SHEET

DIRECTIONS: Answer the following questions using addition, subtraction, multiplication, and/or division.

1. The ladies in the office have found that by working together they can finish their work more quickly. When they are given letters to type and mail, they divide the duties. Sue and Rita word process; Ann and May make copies, address envelopes, and post the letters. They can usually take care of 7 letters in an hour this way. On Monday they were given 39 letters to word process.

a. How many hours would they need to finish all of these letters?

b. One Tuesday it took them exactly 3 hours to finish the letters they were given. How many letters did they do on Tuesday?

2. Marge earns \$6.75 an hour. When she finishes her work early, she doesn't like to help the girls who are still working. She would rather relax and read a magazine. Since she gets paid by the hour, she is actually getting paid for reading a magazine! On Monday she quit working at 4:30 p.m. and read a magazine until 5:00 p.m.

a. How much of the company's money was wasted while she was reading?

- b. Below is a list showing when Marge quit working each day for 1 week (regular quitting time is 5:00). Figure out how much of the company's time was wasted when she wasn't really working.

Monday 4:30
Tuesday 4:00

Wednesday 3:30
Thursday 5:00

Friday 2:00

3. Sue is paid \$6.50 an hour. She has agreed to work overtime to help her boss with a special project. He will pay her overtime, which is $1\frac{1}{2}$ times her usual pay per hour. Last week she worked 10 hours of overtime. How much money did she earn for this work?

4. Marge does extra word processing for friends sometimes. She charges \$2.50 a page. Last week she earned \$92 by word processing a term paper for her cousin. How many pages were in the term paper?

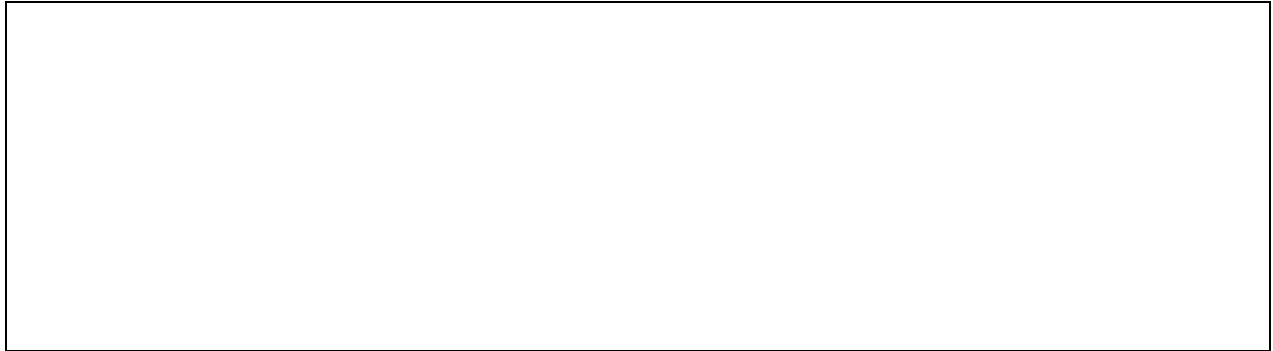
PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A list of points as opposed to sentences is suggested.

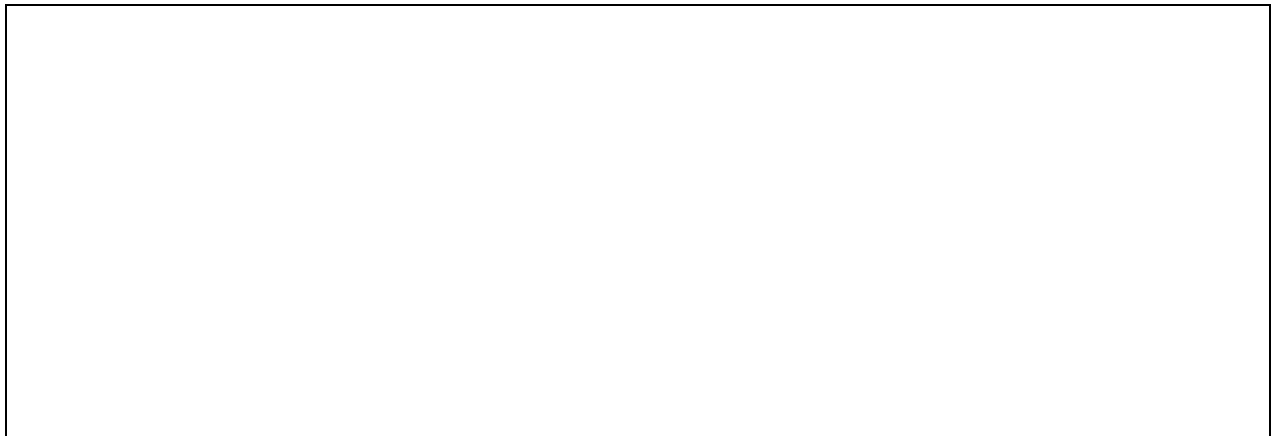
1. Define the term human relations.

2. What factors influence human relations in the workplace?

3. Identify the 6 major components of effective human relations.



4. What are the 4 basic communication styles and what are the characteristics of each?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Define the term human relations.
 - * All types of interactions among people
 - * Human relations is how people interact with one another
 - * It is the foundation for the effective resolution of behavioral problems
 - * It is how people learn what is acceptable and what is not acceptable in dealing with others

2. What factors influence human relations in the workplace?
 - Organizational culture
 - Supervisory or management
 - Work groups
 - Job influence
 - Personal characteristics of the worker

3. Identify the 6 major components of effective human relations.
 - Effective communication skills
 - Motivation
 - Trust
 - Conflict management
 - Self-awareness
 - Self-acceptance

4. What are the 4 basic communication styles and what are the characteristics of each?
 - Emotive - talks rapidly, uses hands and arms when they talk, operates on a first name basis; they share personal points of view dramatically and forcefully
 - Director - frank, assertive, and very determined in their pattern of communications; they project a serious, no-nonsense attitude, express strong opinions, their tone creates a sense of determination

- Reflective - usually quiet, does not make decisions quickly, expresses opinions in a formal, deliberate manner, does not seem to be in a hurry; emotional control is a common trait; may appear aloof or preoccupied
- Supportive - cooperative, patient, and attentive; listen attentively, avoid the use of power, use friendly persuasion, display warmth in their communication styles, express opinions in a thoughtful manner; appear low key

ANSWER KEY
READING ACTIVITY

PART I

1. Clare was
 - a. _____ Jill's friend.
 - b. _____ in one of the school cliques.
 - c. **X** a new student at Central.

2. Trent and Cara felt that Clare was
 - a. **X** trying too hard to make friends.
 - b. _____ too snobbish.
 - c. _____ going to fit in well with one of the cliques.

3. Clare
 - a. _____ started the food fight in the cafeteria.
 - b. **X** was accused of starting the food fight.
 - c. _____ was hit with some Jello during the food fight.

4. Mr. Carter
 - a. _____ was a friend of Clare's.
 - b. _____ saw who started the food fight.
 - c. **X** asked who started the food fight.

5. Trent gave Clare a stack of papers
 - a. **X** on proper behavior in gym class.
 - b. _____ on proper behavior in the cafeteria.
 - c. _____ for English class.

PART II

1. Clare was assigned a ten-page report on **behavior** in the lunchroom.
2. The words Clare used seemed to roll out like a **commercial**, sounding a little **phony** and rehearsed.
3. There were a lot of **cliques** at Central, and it was sometimes difficult to make friends.
4. Trent and Cara felt that Clare was **obviously** trying too hard to make friends.

ANSWER KEY
MATH ACTIVITY

1. a. 5.57 hours or 6 hours
 b. 21 letters
2. a \$3.38
 b. 6 hours
3. a. \$97.50
4. 36.8 pages or 37 pages