

**KINGSBOROUGH COMMUNITY COLLEGE**  
OF  
**THE CITY UNIVERSITY OF NEW YORK**  
ORIENTAL BOULEVARD, MANHATTAN BEACH  
BROOKLYN, NEW YORK 11235

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**SYLLABUS**

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<b><i>COURSE:</i></b>	BA 92: Field Experience in Business Administration
<b><i>CREDITS:</i></b>	3 Credit Course
<b><i>REQUIRED TEXTBOOKS:</i></b>	DuBrin, Andrew J. <u><i>Human Relations: Interpersonal Job-Oriented Skills</i></u> . Latest edition

***COURSE DESCRIPTION:***

The field of business is complex and dynamic. Recent technological advances have brought about ongoing changes in the work place. Just compare the office of the '70's, 80's or even the '90's to that of the new millennium. Economic, social and political forces have influenced the business experience globally as well as domestically. This internship is intended to be a capstone experience for students, allowing them to apply many of the theories and principles learned in class to the practical business environment. Students will be able to work directly with managers and other employees in areas such as marketing, human resources management, and management information systems. Monthly recitations will be provided for students to share their experiences and to voice any concerns that may arise. We will utilize the most current and effective principles of communications, including structured communications, effective counseling techniques, and analysis of non-verbal behaviors. The development of listening skills and the effective use of questions will be an additional focus of the course.

***METHODS OF EVALUATION***

1. Class discussion and participation.
2. Assigned exercises.
3. Final examination.
4. Completing a minimum of 100 hours of field experience.
5. Submittal of Student Attendance Log.

6. Submittal of Student Activities Log.

7. Submittal of Student Self –Evaluation form.

***COURSE REQUIREMENTS***

1. Create resume cover letter.
2. Create chronological resume.
3. Create functional resume.
4. Complete all assignments in Dr. Mayerson’s internship document. (Attach additional sheets if necessary.)
5. Read textbook chapters to prepare for final examination.
6. Watch eight assigned segments of the DVD, “Manager’s Hot Seat” and do the following assignment: Identify two or more characters in each DVD segment. Explain why you believe they were either successful or unsuccessful, and why. Write ½ page analysis for each segment.

*\*\*\*For extra credit, you may watch and analyze all 15 segments.\*\*\**

7. Identify 25 quotes from the book, “Wooden: A Lifetime of Observations and Reflections On and Off the Court”, and print them out. Number them in descending order of importance. Select your three favorites and write ½ page for each choice to explain why you found special meaning in them. There is a maximum of one full page for this assignment.
8. Extra credit assignment: Read one of the books recommended by Dr. Mayerson and prepare to take a 30 minute essay exam as part of the final examination.

***TOPICS AND ASSIGNMENTS:***

**ASAP – SEND AN E-MAIL TO [Fredric.Mayerson@kbcc.cuny.edu](mailto:Fredric.Mayerson@kbcc.cuny.edu) with your e-mail address and BA 92 in subject line**

Topic 1: Chapter 3: “Building Self-Esteem and Self-Confidence”

Topic 2: Chapter 4: “Interpersonal Communication”

Topic 3: Chapter 6: “Developing Teamwork Skills”

Topic 4: Chapter 7: “Group Problem Solving and Decision Making”

Topic 5: Chapter 8: “Cross-Cultural Relations and Diversity”

Topic 6: Chapter 9: “Resolving Conflicts with Others”

Topic 7: Chapter 10: “Becoming an Effective Leader”

Topic 8: Chapter 13: “Positive Political Skills”

Topic 9: Chapter 14: “Customer Satisfaction Skills”

Topic 10: Chapter 15: “Enhancing Ethical Behavior”

**All classes meet from 9:00 AM - 1:00 PM  
In room M358**

***CIVILITY IN THE CLASSROOM:***

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable.

Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

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**STUDENT INFORMATION FORM**  
BA92

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_ Zip Code \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Date: \_\_\_\_\_

*INTERNSHIP CHOICES*

Internship #1- \_\_\_\_\_

Internship #2- \_\_\_\_\_

Internship #3- \_\_\_\_\_

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**MEMORANDUM OF AGREEMENT**

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**SECTION I**

*Student*

I understand that my assignment under this internship program is an extension of my school program and I am entering this program to learn as much as my employer can provide in the nature of job information, skills and attitudes. I will demonstrate a conscientious attitude and be honest, punctual, courteous and willing to learn.

I will keep my Internship Coordinator informed about my job, and turn in my Attendance Log at the end of the semester.

I will keep regular attendance at my home school and on the job.

I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.

I will be at my place of employment or attending my class during those hours and on those days my class is in session.

I will comply with a reasonable request, order or recommendation that my employer gives me, as long as I am not asked to do something that is dangerous or illegal.

As a representative of Kingsborough Community College, I realize my conduct is a reflection upon the entire internship program and fulfilling the above obligations will be an important part of my training.



*The specific tasks required of the student are as follows:*

1. The student will utilize all pertinent office equipment to develop hands-on experience.
2. The student will spend at least one hour per week answering customer requests or other appropriate customer service work.
3. The student will attend at least one informal meeting for of at least fifteen minutes in duration.
4. The student will attend one formal meeting of at least thirty minutes in duration.
5. The student will prepare at least one memo and one letter.
6. The student will participate in the interview process (if practicable) as part of the interview team.
7. The student will prepare a resume and cover letter for the supervisor's review.

Note: The student's internship requirement is a minimum of one hundred hours.

## SECTION II

### The employer agrees to:

Provide direct supervision of the student's work.

Give the student progressive and challenging work activities, as he or she is able to handle them.

Review the student's job progress with him or her on a periodic basis and sign the Attendance Log.

Appraise the student's performance on the evaluation form provided by Kingsborough Community College's Coordinator.

Adhere to fair and equitable treatment of employees and student interns.

### The specific tasks required of the employer are as follows:

1. The supervisor will introduce the student to all pertinent employees and a description of their duties will be provided.
2. The supervisor will provide the student with a description of the organization's goods and services.
3. The supervisor will review the organizational chart with the student in an effort to explain the interrelationships, communication and authority levels within the organization.
4. The supervisor will review the history and philosophy of the organization with the student.
5. The supervisor will review the organization's code of conduct and provide a copy for the student. If no code of conduct is available, the supervisor will assist the student in creating a sample conduct code.
6. The supervisor will review acceptable business attire including clothing, make-up, jewelry, hairstyle, etc.
7. The supervisor will review telephone, written communication, and personal interaction skills required on the job.
8. The supervisor will instruct the student in how to use all pertinent standard business software.

9. The supervisor will review the discrimination and harassment policies developed by the organization.
10. The supervisor will explain the role the department (to which the student is assigned) plays in marketing the organization's goods and services.
11. The supervisor will identify one or two problem solving situations and ask the student to develop a strategy for solving them.
12. The supervisor will review the evaluation process used for employees.
13. The supervisor will discuss career opportunities available in the company for entry-level employees.
14. The supervisor will provide a copy of the organization's annual report, if available, or other documents providing the company's financial and product history to the student.

Cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to race, color, national or ethnic origin, disability, religion, age, gender, sexual orientation, alienage or citizenship, veteran or marital status, genetic predisposition or carrier status or disability.

(Adopted from New York State Department of Education Office of Civil Rights Form 03/02)

**SECTION III**

The internship Coordinator agrees to:

See that all parties are aware of their responsibilities and obligations while participating in the program.

Work with the employers, students, and instructors to determine the best possible training for the students.

Assist the employer with appraisals, where necessary.

Constantly strive to improve the program by seeking suggestions from all parties.

**SECTION IV**

PARENT OR GUARDIAN PERMISSION (For students less than 18 years old)

I hereby give permission for my son/daughter:

[Insert name] \_\_\_\_\_

To participate in the internship program at:

[Employer's name] \_\_\_\_\_

During the following times:

Hours: \_\_\_\_\_ Days: \_\_\_\_\_

Beginning on: [Date] \_\_\_\_\_

I understand this experience is to be supervised by KCC Internship Coordinator and will be under the direct supervision of an authorized employee of the company.

I understand that students must provide their own transportation to and from work and that Kingsborough Community College and the employer are in no way responsible for any incidents or accidents that may occur while students are going to or from work.

I will assist in promoting the value of the student's work experience by cooperating with the employer and the coordinator when needed.

**SECTION V**

All parties agree:

The program will comply with all state, federal and local labor laws.

The program may be terminated at any time by any of the parties, but all parties should be given sufficient notice.

Good communications and understanding between all parties is vital if the objectives of the program are to be met. Joint conferences will be held among student, employer, coordinator and others when necessary to keep lines of communication open and to promote better understanding. Joint conferences will be held whenever two or more parties feel it may be beneficial and for the following specific reasons:

- To periodically review student’s job progress;
- To discuss misunderstandings; and
- To discuss reasons for termination of employment.

**SECTION VI**

Signatures:

We, the undersigned, agree to the terms and statements contained in this agreement.

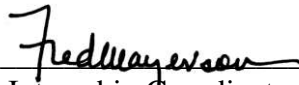
Date: \_\_\_\_\_

School Year:

From: \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_  
Student

  
\_\_\_\_\_  
Internship Coordinator

\_\_\_\_\_  
Parent or Guardian  
(For students less than 18 years old)

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Employer

\_\_\_\_\_  
Employer address

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**STUDENT PLACEMENT**

To: Dr. Fredric L. Mayerson

From (Student name): \_\_\_\_\_

Date: \_\_\_\_\_

Re: Internship Placement and Schedule (BA 92)

*The location of my internship placement is as follows:*

Organization: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_

*My tentative schedule is as follows (enter exact hours you expect to work):*

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Student Signature: \_\_\_\_\_

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***Student Attendance Log***

DATE	HOURS	SUPERVISOR'S INITIALS	COMMENTS*

\*Comments: This field should be used for unforeseen circumstances such as absences, tardiness or other such infractions

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*Student Activities Log*

DATE	ACTIVITY	RESULT	SUPERVISOR'S INITIAL



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**SUPERVISOR EVALUATION**

	Activity Level				Performance			
	Maximum	Moderate	Minimum	No Exposure	Excellent	Good	Adequate	Poor
Student _____								
Date ___/___/___								
The student introduced himself to all pertinent employees.								
The student became familiar with the organization's goods and services.								
The student reviewed the organizational chart and explained the interrelationships, communication and authority levels within it.								
The student explained the history and philosophy of the organization.								
The student adhered to the organization's code of conduct. If no code of conduct was available, the student assisted in creating a sample code.								
The student adhered to the rules of acceptable business attire including clothing, make-up, jewelry, hairstyle, etc.								
The student adhered to the appropriate telephone, written communication, and personal interaction skills required on the job.								
The student became familiar with all pertinent standard business software.								
The student adhered to the discrimination and harassment policies developed by the organization.								
The student explained the role the department plays in marketing the organization's goods and services.								
The student was provided with problem solving situations and developed a strategy for solving them.								
The student reviewed the evaluation process used for employees.								
The student became familiar with the organization's annual report or other documents providing the company's financial and product history.								
The student utilized all pertinent office equipment.								
The student spent at least one hour per week handling customer service requests .								
The student attended at least one informal meeting of at least fifteen minutes in duration.								
The student attended one formal meeting of at least thirty minutes in duration.								
The student prepared at least one memo and one letter.								
The student participated in the interview process as part of the interview team.								
The student prepared a personal resume and cover letter for the supervisor's review.								
	_____ Supervisor Signature							
COMMENTS: _____								

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**STUDENT SELF-EVALUATION**

		Activity Level				Performance			
		Maximum	Moderate	Minimum	No Exposure	Excellent	Good	Adequate	Poor
Student _____									
Date ____/____/____									
1	The student introduced himself to all pertinent employees.								
2	The student became familiar with the organization's goods and services.								
3	The student reviewed the organizational chart and explained the interrelationships, communication and authority levels within it.								
4	The student explained the history and philosophy of the organization.								
5	The student adhered to the organization's code of conduct. If no code of conduct was available, the student assisted in creating a sample code.								
6	The student adhered to the rules of acceptable business attire including clothing, make-up, jewelry, hairstyle, etc.								
7	The student adhered to the appropriate telephone, written communication, and personal interaction skills required on the job.								
8	The student became familiar with all pertinent standard business software.								
9	The student adhered to the discrimination and harassment policies developed by the organization.								
10	The student explained the role the department plays in marketing the organization's goods and services.								
11	The student was provided with problem solving situations and developed a strategy for solving them.								
12	The student reviewed the evaluation process used for employees.								
13	The student became familiar with the organization's annual report or other documents providing the company's financial and product history.								
14	The student utilized all pertinent office equipment.								
15	The student spent at least one hour per week handling customer service requests .								
16	The student attended at least one informal meeting of at least fifteen minutes in duration.								
17	The student attended one formal meeting of at least thirty minutes in duration.								
18	The student prepared at least one memo and one letter.								
19	The student participated in the interview process as part of the interview team.								
20	The student prepared a personal resume and cover letter for the supervisor's review.								
		_____ Student Signature							
COMMENTS: _____									

**SAMPLE COVER LETTER  
RESPONDING TO AN ADVERTISEMENT**

17 Lexington Avenue  
New York, NY, 10010  
March 20, 2002

Ms. Denise Atkins  
Baker, Thompson & Gibson  
345 Madison Avenue  
New York, NY 10017

Dear Ms. Atkins:

Please accept this letter and application for the Junior Accountant position currently available with your company as advertised in the Sunday, March 14<sup>th</sup> issue of the New York Times. My resume is enclosed for review and consideration.

As you can see from my resume, I offer a solid background in accounting with both a well-known and respected academic program at Baruch College, and my part-time work experience in the field. My experience includes hands-on work doing both corporate and individual tax returns and monthly statements for several clients. I am confident that with my background and experience I can make a valuable contribution to Baker, Thompson & Gibson.

I would appreciate the opportunity to meet with you to learn more about your company and how I might contribute to its continued success. I look forward to hearing from you in the near future to schedule an interview at your convenience.

Sincerely,

Yolanda Landa

## SAMPLE RESUME I: CHRONOLOGICAL FORMAT

JOHN DOE  
20 Church Street  
New York, NY 10001  
(212) 555-5555  
e-mail: [jdoe@aol.com](mailto:jdoe@aol.com)

- OBJECTIVE** A position in the field of accounting
- EDUCATION** Baruch College, CUNY, New York, NY  
Bachelor of Business Administration, June 2002  
Major: Accounting, G.P.A.: 3.7, Major G.P.A.: 3.5
- HONORS AND ACTIVITIES** Dean's List  
High School Scholarship  
Finance, Accounting and Management Society, Vice President
- COMPUTER SKILLS** Knowledge of Microsoft Word for Windows 6.0, Microsoft Excel 6.0. Quattro Pro, Paradox 2.0
- EXPERIENCE** **Chase Manhattan Bank**, New York, NY, June 1999-Present  
Bank Teller  
- Conduct daily monetary transactions in excess of \$10,000  
- Organize and prepare daily transactions profile for branch management  
- Courteously assist over 100 customers per day in high pressure and fast paced environment
- Bruno's Hardware**, New York, NY, March 1996- June 1999  
Sales Manager, June 1998- June 1999  
- Managed and scheduled daily work of 5 sales assistants  
- Calculated daily receipts of over \$1000  
- Monitored stock levels and ordered merchandise  
Sales Assistant, March 1996- June 1998  
- Assisted customers in selecting appropriate merchandise  
- Organized merchandise for display  
- Responded to customer inquires and related information
- Little League Baseball**, New York, NY, Summers 1994-1996  
Assistant Coach  
- Conducted practices and drills for 20 players  
- Supervised team and organized practice schedule
- LANGUAGES** Fluent in Russian. Proficient in Spanish.
- REFERENCES** Available upon request

## SAMPLE RESUME II: FUNCTIONAL FORMAT

JANE DOE  
20 Church Street  
New York, NY 10001  
(212) 555-5555  
e-mail: [jdoe@aol.com](mailto:jdoe@aol.com)

- OBJECTIVE** To obtain a position in the field of finance.
- EDUCATION** Baruch College, CUNY, New York, NY  
Bachelor of Business Administration, June 2002  
Major: Accounting, G.P.A.: 3.7, Major G.P.A.: 3.5  
  
Financed 100% of educational expenses.
- HONORS AND ACTIVITIES** Dean's List  
High School Scholarship  
Finance, Accounting and Management Society, Vice President
- COMPUTER SKILLS** Languages: PASCAL, BASIC, COBOL, C++  
Hardware: IBM PC, Macintosh, LAN  
Software: Microsoft Word, Excel, Lotus 1-2-3, Paradox  
Operating Systems: DOS, Windows, OS/Z 2, CMS
- ANALYTIC SKILLS**
- Analyzed cost effectiveness of expansion for Nike, Inc. for class project.
  - Prepared computerized financial analysis of personal portfolio and successfully adjusted strategy.
  - Grew personal portfolio by 50% in one year.
- COMMUNICATION SKILLS**
- Assisted customers in retail store in finding appropriate merchandise for their needs.
  - Disseminated information regarding activities of Finance, Accounting and Management Society to various campus offices.
  - Prepared and gave speech on personal finances for students in speech class.
- WORK EXPERIENCE** **Macy's Department Store**, New York, NY
- LANGUAGES** Fluent in Spanish. Proficient in French.
- REFERENCES** References available upon request.

**BA 92 - Field Experience in Business**  
*IN-CLASS ASSIGNMENT – PART I*

The following exercises are intended to practice your "real world" skills in problem-solving in the workplace. Each activity will require teams of 4 individuals, who will work collectively in developing their problem-solving and decision making skills. Each team will take 15 minutes to assess the situation, define the issues, and determine the proper course of action. The group will then report to the class by identifying the following:

- a) Explain the problem to the class.
- b) Determine alternative courses of action.
- c) Assess each course of action within the context of the organizational environment.
- d) Describe the advantages and disadvantages of alternative courses of action.
- e) Discuss the team's optimal course of action and why you selected it.

Your team presentation should be 8 - 10 minutes in length. You will be responsible for answering any questions of the group. All team members must participate. The situations are as follows:

1. An employee in a position of responsibility did not deposit \$90,000 in revenues generated by a charitable activity of the organization (e.g., supporting an AIDS walk, etc.) This was discovered by the corporate auditor 18 months after the event. Once discovered, the employee stated that he retained the money in a home safe, because he wanted it to be "protected". Upon reflection, the employee's supervisor needs to take an appropriate action based upon the employee's behavior. What should the supervisor do?
2. A white, male employee of high quality received effectiveness ratings of 95% or more for the past 12 years. He was industrious, technically competent, and got along well with the staff. An Hispanic woman joined the organization 18 months ago, and was equally capable. When a supervisory position arose, it was awarded to the newly hired Latina. Obviously, the more experienced male was quite disturbed and came to you to discuss the matter. What do you do next?
3. A newly hired corporate vice president with extensive computer experience decided to overhaul the computer systems for a total cost of \$500,000. The existing 100 person administrative staff hadn't received a raise in 2 years and believed the current computer system functioned very effectively. They complained to top management that if funds were available for technical enhancements, it was also available for employee raises. How do you resolve these differences?

**BA 92 - Field Experience in Business**  
*IN-CLASS ASSIGNMENT – PART 2*

The following exercises are intended to practice your "real world" skills in problem-solving in the workplace. Each activity will require teams of 4 individuals, who will work collectively in developing their problem-solving and decision making skills. Each team will take 15 minutes to assess the situation, define the issues, and determine the proper course of action. The group will then report to the class by identifying the following:

- a) Explain the problem to the class.
- b) Determine alternative courses of action.
- c) Assess each course of action within the context of the organizational environment.
- d) Describe the advantages and disadvantages of alternative courses of action.
- e) Discuss the team's optimal course of action and why you selected it.

Your team presentation should be 8 - 10 minutes in length. You will be responsible for answering any questions of the group. All team members must participate. The situations are as follows:

4. Your most effective employee in terms of work output consistently comes in late, leaves early, or takes additional time off at lunch. Although these time aberrations are generally not more than 15 minutes, it has caused decreased morale among the workforce. Although the individual is well-liked, it is believed that he is working by his "own set of rules". His colleagues come to you and explain their feelings. What would you do?

5. Two employees on the maintenance staff fell off ladders within a space of 6 months. Initially, these incidents were viewed as separate occurrences, as there were many complex projects taking place simultaneously. Although neither employee sustained visible injuries, they both made independent claims of long term disability. Their arguments were based upon their fear of climbing ladders, which was essential to their work. The potential liability for long term disability was estimated at \$750,000 per person. The organization subsequently found out that these 2 individuals worked together at a prior organization, and made the same claims in an attempt to scam the organization. If you were the supervisory manager, what would be your next step?

6. Jim, your top mechanic, had vast experience and a wide array of skills that were necessary for the maintenance department to function efficiently. He was a good teacher, well-respected, and generally well-liked. However, he tended to have a short temper, and in the midst of completing a project, he assaulted his co-worker for a seemingly incidental reason. Apparently, they argued over who had access to which tools, and a small issue became an inflammatory one. As the manager, what would you do with respect to Jim, his co-worker, rules and regulations for the maintenance staff, and overall organization?

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**HUMAN RELATIONS SELF-ASSESSMENT QUIZ 1-1**

*THE WRITTEN SELF-PORTRAIT*

A good starting point in acquiring serious self-knowledge is to prepare a written self-portrait in the major life spheres (or aspects). In each of the following spheres, describe yourself in about 25 to 50 words. For example, under the social and interpersonal sphere, a person might write: "I'm a little timid on the surface, but those people who get to know me well understand that I'm filled with enthusiasm and joy. My relationship with people last a long time. I'm on excellent terms with all members of my family. And my significant other and I have been together for five years. We are very close emotionally, and should be together for a lifetime.

A. Occupational and School:

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B. Social and Interpersonal:

---

---

---

C. Beliefs, Values, and Attitudes

---

---

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D. Physical Description (body type, appearance, grooming):

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## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 1-2

---

### *THE SELF-ESTEEM CHECKLIST*

Indicate whether each of the following statements is Mostly True or Mostly False as it applies to you.

	Mostly True	Mostly False
1. I am excited about starting each day.	_____	_____
2. Most of any progress I have made in my work or school can be attributed to luck.	_____	_____
3. I often ask myself, "Why can't I be more successful?"	_____	_____
4. When I'm given a challenging assignment by my manager or team leader, I usually dive in with confidence.	_____	_____
5. I believe that I am working up to my potential.	_____	_____
6. I am able to set limits to what I will do for others without feeling anxious.	_____	_____
7. I regularly make excuses for my mistakes.	_____	_____
8. Someone else's bad mood will affect my good mood.	_____	_____
9. I care very much how much money other people make, especially when they are working in my field.	_____	_____
10. I feel like a failure when I do not achieve my goals.	_____	_____
11. Hard work gives me an emotional lift.	_____	_____
12. When others compliment me, I doubt their sincerity.	_____	_____
13. Complimenting others makes me feel uncomfortable.	_____	_____
14. I find it comfortable to say, "I'm sorry."	_____	_____

15. It is difficult for me to face up to my mistakes. \_\_\_\_\_
16. My coworkers think I should not be promoted. \_\_\_\_\_
17. People who want to become my friends usually do not have much to offer. \_\_\_\_\_
18. If my manager praised me, I would have a difficult time believing it was deserved. \_\_\_\_\_
19. I'm just an ordinary person. \_\_\_\_\_
20. Having to face change really disturbs me. \_\_\_\_\_

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 1-3

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### *THE SELF-KNOWLEDGE QUESTIONNAIRE*

**Directions:** Complete the following questionnaire for your personal use. You might wish to create a computer file for this document to enable you to readily edit and update your answers. The answers to your questions will serve as a source document for such purposes as self- understanding, career planning, and resume preparation.

#### **I. Education**

1. How far have I gone in school?
2. What is my major field of interest?
3. Which are, or have been, my best subjects?
4. Which are, or have been, my poorest subjects?
5. Which extracurricular activities have I participated in?
6. Which ones did I enjoy? Why?

#### **II. Work and Career**

7. What jobs have I held since age 16?
8. What aspects of these jobs did I enjoy? Why?
9. What aspects of these jobs did I dislike? Why?
10. What might have been my three biggest job accomplishments?
11. What compliments did I receive from managers, coworkers, or customers?
12. What criticisms or suggestions did I receive?
13. What would be an ideal job for me? (Give the job title and major responsibilities.)

#### **III. Attitudes Toward People**

14. What kinds of people do I get along with the best?
15. What kinds of people do I get along with the least?

16. How much do I prefer to be in contact with people versus working alone?
17. What are my arguments with people mostly about?
18. What characteristics of a boss would be best for me?

**IV. *Attitudes Toward and Perceptions about Myself***

19. What are my strengths and good points?
20. What are my areas for improvement, or developmental opportunities?
21. What is my biggest problem?
22. What aspects of my life do I enjoy the most?
23. What aspects of my life do I enjoy the least?
24. What has been the happiest period of my life? What made it so happy?
25. What are my key values (the things most important to me)?
26. What do I do to defeat my own purposes?

**V. *How People Outside of Work See Me***

27. What is the best compliment a loved one has paid me?
28. In what ways would any of my loved ones want me to change?
29. What do my friends like the most about me?
30. What do my friends like the least about me?

**VI. *Hobbies, Interests, Sports***

31. What hobbies, interests, sports, or other pastimes do I pursue?
32. Which of these do I really get excited about, and why?

## **VII. *My Future***

33. What are my plans for further education and training?
34. What positions would I like to hold or what type of work would I like to perform in the future?
35. What type of work would I like to be doing at the peak of my career?
36. What hobbies, interests, and sports would I like to pursue in the future?
37. What goals and plans do I have relating to friends, family, and marriage or partnership?

### **Additional Thoughts**

1. What topics not covered in this questionnaire would contribute to my self-understanding?
2. To what uses can I put all this information, aside from those mentioned in the directions?
3. How did answering these questions contribute to my self-understanding?

**EXHIBIT 2-1**

*VALUE STEREOTYPES FOR SEVERAL GENERATIONS OF WORKERS*

Baby Boomers (1946- 1964)	Generation X (1965- 1977)	Generation Y (1978- 1984)
Uses technology as necessary tool	Techno-savvy Teamwork very important	Techno-savvy Teamwork very important
Appreciates hierarchy Tolerates teams but values independent work	Dislikes hierarchy	Culturally diverse Dislikes hierarchy
Strong career orientation	Strives for work/life balance but will work long hours for now	Strives for work/family balance but will work long hours for now
More loyalty to organization	Loyalty to own career and profession	Belief in informality Wants to strike it rich quickly Highly regards start-up companies
Favors diplomacy	Candid in conversation	Candid in conversation
Favors old economy	Appreciates old and new economy	Prefers the new economy
Expects a bonus based on performance	Would appreciate a signing bonus	Expects a signing bonus

Source: Several of the ideas in this table are from Robert McGarvey, "The Coming of Gen X Bosses," *Entrepreneur*, November 1999, pp. 60-64; Joanne M. Glenn, "Teaching the Net Generation," *Business Education Forum*, February 2000, pp. 6-14; Charlene Marmer Solomon, "Ready or Not: Here Come the Kids," *Workforce*, February 2000, pp. 62-68.

## SELF-ASSESSMENT QUIZ 2-2

### *THE RISK- TAKING SCALE: WE DARE YOU TO TAKE THIS QUIZ*

How can you size up your capacity for risk and thrills? Here's an informal quiz. Although some of the questions seem obvious, your final score reflects the range of risk that you are comfortable with, not just whether you like taking risks or not.

**Answer True or False:**

	True	False
1. I don't like my opinions being challenged.	<input type="checkbox"/>	<input type="checkbox"/>
2. I would rather be an accountant than a TV anchor.	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that I can control my destiny.	<input type="checkbox"/>	<input type="checkbox"/>
4. I am a highly creative person.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like variety of romantic partners.	<input type="checkbox"/>	<input type="checkbox"/>
6. I don't like trying exotic foods.	<input type="checkbox"/>	<input type="checkbox"/>
7. I would choose bonds over growth stocks.	<input type="checkbox"/>	<input type="checkbox"/>
8. Friends would call me a thrill seeker.	<input type="checkbox"/>	<input type="checkbox"/>
9. I like to challenge authority.	<input type="checkbox"/>	<input type="checkbox"/>
10. I prefer familiar things to new things.	<input type="checkbox"/>	<input type="checkbox"/>
11. I'm known for my curiosity.	<input type="checkbox"/>	<input type="checkbox"/>
12. I would not like to be an entrepreneur.	<input type="checkbox"/>	<input type="checkbox"/>
13. I'd rather not travel abroad.	<input type="checkbox"/>	<input type="checkbox"/>
14. I am easily bored.	<input type="checkbox"/>	<input type="checkbox"/>
15. I wouldn't like to be a stand-up comedian.	<input type="checkbox"/>	<input type="checkbox"/>
16. I've never gotten speeding tickets.	<input type="checkbox"/>	<input type="checkbox"/>
17. I am extremely adventurous.	<input type="checkbox"/>	<input type="checkbox"/>

18. I need a lot of stimulation in my life.
19. I would rather work for a salary than a commission.
20. Making my own decisions is very important to me.

**Instructions:**

Give yourself 1 point each time your answer agrees with the key. If you score 16 to 20, you are probably just back from hang gliding in the Himalayas; from 10 to 15, you're a sushi eater who'd skip the trip to Japan, from 5 to 10, don't forget the umbrella (it might rain); from 0 to 5, so, how long have you been in life insurance?

1. T
2. F
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. F
11. T
12. F
13. F
14. T
15. F
16. F
17. T
18. T
19. F
20. T



## HUMAN RELATIONS SKILL-BUILDING EXERCISE 2-3

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### GOAL-SETTING AND ACTION PLAN WORKSHEET

Before writing down your goals, consult the section, "Guidelines for Goal Setting." If you are not currently employed, set up hypothetical goals and action plans for a future job.

#### *Long-Range Goals (beyond five years)*

Work: \_\_\_\_\_

Action plan: \_\_\_\_\_

Personal: \_\_\_\_\_

Action plan: \_\_\_\_\_

#### *Medium-Range Goals (two to five years)*

Work: \_\_\_\_\_

Action plan: \_\_\_\_\_

Personal: \_\_\_\_\_

Action plan: \_\_\_\_\_

#### *Short-Range Goals (within two years)*

Work: \_\_\_\_\_

Action plan: \_\_\_\_\_

Personal: \_\_\_\_\_

Action plan: \_\_\_\_\_

## HUMAN RELATIONS SKILL-BUILDING EXERCISE 2-4

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### *ARE YOU READY FOR GOAL SETTING?*

Answer each of the following questions spontaneously and candidly. As with all self-help quizzes, if you try to answer the question in a way that will put you in a favorable light, you will miss some potentially valuable diagnostic information. For each question, answer 1 for strongly disagree, 2 for disagree, 3 for a neutral attitude, 4 for agree, and 5 for strongly agree.

1. I always know what day of the month it is. \_\_\_\_\_
2. I regularly prepare to-do lists. \_\_\_\_\_
3. I make good use of my to-do lists. \_\_\_\_\_
4. I can tell you almost precisely how many times I engaged in my favorite sport or hobby this year. \_\_\_\_\_
5. I keep close tabs on the win and lose record of my favorite athletic team. \_\_\_\_\_
6. I have a reasonably accurate idea of the different income tax brackets. \_\_\_\_\_
7. I use a budget to control my personal expenses. \_\_\_\_\_
8. I know how much money I want to be making in five years. \_\_\_\_\_
9. I know what position I want to hold in five years. \_\_\_\_\_
10. Careful planning is required to accomplish anything of value. \_\_\_\_\_

**Total:** \_\_\_\_\_

**Instructions:**

**Scoring and Interpretation:** Add up to your point score. If your score is 40 points or higher, you are probably already convinced of the value goal setting. If your score is between 20 and 39 points, you are in the middle range of readiness to incorporate goal setting into your life. You probably need to study more about goal setting to capitalize on its value. If your score is between 10 to 19 points, you are ready to accept goal setting. Carefully review the information about the advantages of goal setting mentioned previously. Until you change your attitudes about the contribution of goals to your life, you will not become an active goal setter and planner.

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 3-1

### CREATIVE PERSONALITY TEST

Answer each of the following statements as Mostly True (MT) or Mostly False (MF). We are looking for general trends, so do not be concerned that under certain circumstances your answer might be different in response to a particular statement.

- |  | MT  | MF  |
|--|-----|-----|
| 1. I think novels are a waste of time, so I am more likely to read a nonfiction book.                          | ___ | ___ |
| 2. You have to admit, some crooks are ingenious.   | ___ | ___ |
| 3. I pretty much wear the same style and colors of clothing regularly.   | ___ | ___ |
| 4. To me, most issues have a clear-cut right side or wrong side.   | ___ | ___ |
| 5. I enjoy it when my boss hands me vague instructions.  | ___ | ___ |
| 6. When I'm surfing the internet, I sometimes investigate topics I know very little about.                     | ___ | ___ |
| 7. Business before leisure activities is a hard-and-fast rule in my life.                                      | ___ | ___ |
| 8. Taking a different route to work is fun, even if it takes longer.   | ___ | ___ |
| 9. From time to time I have made friends with people of a different sex, race, religion, or ethnic background. | ___ | ___ |
| 10. Rules and regulations should be respected, but deviating from them once in a while is acceptable.          | ___ | ___ |
| 11. People who know me say that I have an excellent sense of humor.  | ___ | ___ |
| 12. I have been known to play practical jokes or pranks on people.   | ___ | ___ |

13. Writers should avoid using unusual words  
and word combinations. \_\_\_\_\_
14. Detective work would have some appeal to me. \_\_\_\_\_
15. I am much more likely to tell a rehearsed joke  
than to make a witty comment. \_\_\_\_\_
16. Almost all national advertising on television  
bores me. \_\_\_\_\_
17. Why write letters to friends when there are  
so many clever greeting cards already available  
in the stores? \_\_\_\_\_
18. For most important problems in life, there is one  
best solution available. \_\_\_\_\_
19. Pleasing myself means more to me than pleasing  
others. \_\_\_\_\_
20. I'm enjoying taking this test. \_\_\_\_\_

## **HUMAN RELATIONS SKILL-BUILDING EXERCISE 3-2**

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### *USING THE PROBLEM-SOLVING PROCESS*

Imagine that you have received \$2 million in cash with the gift taxes already paid. The only stipulation is that you will have to use the money to establish some sort of enterprise, either a business or a charitable foundation. Solve this problem using the worksheet provided below. Describe what thoughts have or what actions you will take for each step of the problem solving and decision making.

- I.**     *Identify causes of the problem.* Have you found your own problem or was it given to you?
  
- II.**    *Diagnose the problem.* What is the true decision that you are facing? What is your underlying problem?
  
- III.**   *Find creative alternatives.* Think of the many alternatives facing you. Let your imagination flow and be creative.
  
- IV.**    *Weigh alternatives.* Weigh the pros and cons of each of your sensible alternatives.

Alternatives	Advantages	Disadvantages
1.		
2.		
3.		
4.		
5.		

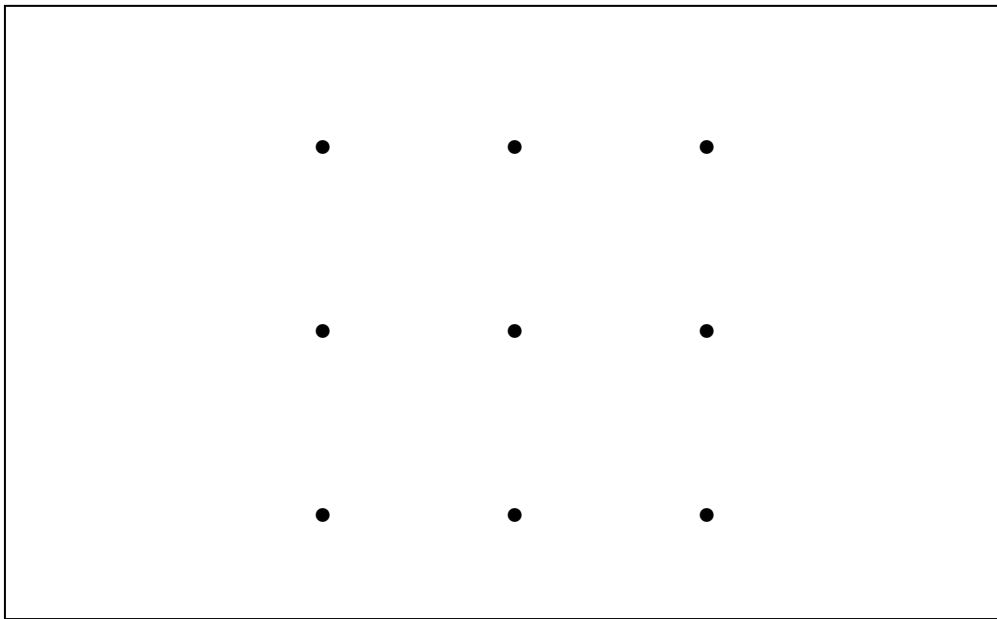
- V.**     *Make the choice.* Based on your analysis in step IV, choose the best alternative.
  
- VI.**    *Implement the choice.* Outline your action plan for converting your chosen alternative into action.
  
- VII.**   *Evaluate the choice.* Do the best you can here by speculating how much you will know if the decision you reached was a good one.

### HUMAN RELATIONS SKILL-BUILDING EXERCISE 3-3

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#### *THE NINE-DOT PROBLEM*

Connect the dots by drawing only four straight lines. Do not retrace any lines, and do not lift your pencil from the paper.



## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 3-4

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### *HOW WELL DO YOU THINK OUTSIDE THE BOX?*

Creativity and marketing speaker Floyd Hunt has developed a test to see whether you have been lulled into complacency and therefore are not thinking creatively. For each statement, rank yourself on the following 10- point scale:

#### **The last time I remember . . .**

1. Someone saying to me, "You've never done that before!" \_\_\_\_\_
2. Changing my routine for no particular reason other than I just wanted to. \_\_\_\_\_
3. Rearranging my office, living room, or sock drawer, just for fun. \_\_\_\_\_
4. Someone telling me, "It can't be done," and my trying anyway. \_\_\_\_\_
5. Fighting for an idea. \_\_\_\_\_
6. Feeling that I was way out on a limb. \_\_\_\_\_
7. Being told, "You're wrong," because I tried something new. \_\_\_\_\_
8. Being wrong. \_\_\_\_\_
9. Doing something that made me nervous. \_\_\_\_\_
10. Feeling afraid and exhilarated at the same time. \_\_\_\_\_



**Instructions:**

For each statement, rank yourself on the following 10 point scale:

I can't remember	1-2 points
Not in the past year	3-4 points
Sometime in the past year	5-6 points
In the past month	7-8 points
It happens often	9-10 points

**Scoring**

**Less than 20:** Get your head out of the sand.

**21-50:** You have potential, but your routines need to be shaken up.

**51-80:** You've either reached or are heading for success; watch out for becoming too complacent.

**81-100:** Let me get out of your way!

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 4-1

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### *FIND OUT HOW RESILIENT YOU ARE*

On a scale of 1 to 5, rate how much each of the following applies to you (1= very little, 5= very much)

- 1 2 3 4 5 You are curious. You ask questions, want to know how things work, experiment.
- 1 2 3 4 5 You constantly learn from your experience and the experience of others.
- 1 2 3 4 5 You need and expect to have things work well for yourself and others. You take good care of yourself.
- 1 2 3 4 5 You play with new developments, find the humor, laugh at yourself, chuckle.
- 1 2 3 4 5 You adapt quickly to change and are highly flexible.
- 1 2 3 4 5 You feel comfortable with paradoxical qualities.
- 1 2 3 4 5 You anticipate problems and avoid difficulties.
- 1 2 3 4 5 You develop better self-esteem and self-confidence every year. You develop a conscious self-concept of professionalism.
- 1 2 3 4 5 You listen well and read others, including difficult people, with empathy.
- 1 2 3 4 5 You think up creative solutions to challenges, invent ways to solve problems, and trust your intuition and hunches.
- 1 2 3 4 5 You manage the emotional side of recovery. You grieve, honor, and let go of the past.

1 2 3 4 5 You expect tough situations to work out well, and you keep on going. You help others and bring stability to times of uncertainty and turmoil.

1 2 3 4 5 You find the gift in accidents and bad experiences.

1 2 3 4 5 You convert misfortune into good fortune.

**Instructions:**

Add numbers to get your total: If you scored 60 to 70, you're highly resilient; 50 to 60, you're better than most; 40 to 50, adequate; 30 to 40, struggling; under 30, seek help!  
Note: To improve your resilience, practice more of the preceding traits.

SOURCE: Adapted from Al Siebert, *The Survivor Personality* (Encitas, CA: Perigree/Berkeley Books 1999).

## **HUMAN RELATIONS SELF-ASSESSMENT QUIZ 4-2**

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### *THE WELLNESS INVENTORY*

Answer Yes or No to each question.

	Yes	No
1. I rarely have trouble sleeping.	___	___
2. My energy level is high when I get up in the morning and it stays high until bedtime.	___	___
3. In the past year, I've been incapacitated by illness less than five days.	___	___
4. I am generally optimistic about my chances of staying well.	___	___
5. I do not smoke or drink alcoholic beverages habitually.	___	___
6. I am pain-free except for minor ailments, which heal quickly.	___	___
7. I am generally considered to be slim or medium, not fat.	___	___
8. I am careful about my diet. I restrict my intake of alcohol, sugar, salt, caffeine, and fats.	___	___
9. I am moderate in food and drink, and I choose fresh, whole foods over processed ones.	___	___
10. I strenuously exercise at least three times a week for at least 20 minutes per session.	___	___
11. I do not need any medicine (prescribed or self-prescribed) every day or most days to function.	___	___
12. My blood pressure is 120/80 or lower.	___	___
13. I am concerned about the future, but no one fear runs through my mind constantly.	___	___

- |  |     |     |
|--|-----|-----|
| 14. My relationships with those around me are usually easy and pleasant.   | ___ | ___ |
| 15. I have a clear idea of my personal goals and choices.  | ___ | ___ |
| 16. Disappointments and failures might slow me down a bit, but I try to turn them to my advantage.                   | ___ | ___ |
| 17. Taking care of myself is a high priority for me.   | ___ | ___ |
| 18. I spend at least 20 minutes a day by myself, for myself.   | ___ | ___ |
| 19. I know how much sleep I require, and I get it.   | ___ | ___ |
| 20. I accept the fact that daily life can be stressful, and I am confident I can handle most problems as they arise. | ___ | ___ |
| 21. I have at least one hobby or form of creative expression (e.g., music, at, gardening) that is a passion for me.  | ___ | ___ |
| 22. I can share my feelings with others and allow them to share their feelings with me.                              | ___ | ___ |
| 23. I enjoy and respect my connection to nature and the environment.   | ___ | ___ |
| 24. I am aware of what my body feels like when I am relaxed and when I am experiencing stress.                       | ___ | ___ |
| 25. I find meaning in life and generally anticipate death with minor fear.   | ___ | ___ |

## STRESS BUSTERS

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- Take a nap when facing heavy pressures. Power napping is regarded as one of the most effective techniques for reducing and preventing stress.
- Give in to your emotions. If you are angry, disgusted, or confused, admit your feelings. Suppressing your emotions adds to stress.
- Take a brief break from the stressful situation and do something small and constructive like washing your car, emptying a wastebasket, or getting a haircut.
- Get a massage; it can loosen tight muscles, improve your blood circulation, and calm you down.
- Get help with your stressful task from a coworker, boss, or friend.
- Concentrate intensely on reading, surfing the internet, playing a sport, or enjoying a hobby. Contrary to common sense, concentration is at the heart of stress reduction.
- Have a quiet place at home and have a brief idle period there every day.
- Take a leisurely day off from your routine.
- Finish something you have started, however small. Accomplishing almost anything reduces some stress.
- Stop to smell the flowers, make friends with a young child or elderly person, or play with a kitten or puppy.
- Strive to do a good job, but not a perfect job.
- Work with your hands, doing a pleasant task.
- Hug somebody you like and whom you think will hug you back.
- Become a rag doll by standing with your arms dangling loosely at your sides. Start to shake your hands, then start shaking your arms. Next, sit and repeat the same moves with your legs.
- Find something to laugh at - a cartoon, a movie, a television show, a website for jokes, or even at yourself.
- Minimize drinking caffeinated or alcoholic beverages, drinking fruit juice or water instead. Grab a piece of fruit rather than a can of beer

## **HUMAN RELATIONS SELF-ASSESSMENT QUIZ 5-1**

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### *THE SELF-SABOTAGE QUESTIONNAIRE*

Indicate how accurately each of the following statements describes or characterizes you, using a five-point scale: (0) very inaccurately, (1) inaccurately, (2) midway between inaccurately and accurately, (3) accurately, (4) very accurately. Consider discussing some of the questions with a family member, close friend, or work associate. Another person's feedback may prove helpful in providing accurate answers to some of the questions.

- |   | Answer |
|---|--------|
| 1. Other people have said that I am my worst enemy.   | _____  |
| 2. If I don't do a perfect job, I feel worthless.   | _____  |
| 3. I am my own harshest critic.   | _____  |
| 4. When engaged in a sport or other competitive activity, I find a way to blow a substantial lead right near the end. | _____  |
| 5. When I make a mistake, I can usually identify another person to blame.   | _____  |
| 6. I have a severe tendency to procrastinate.   | _____  |
| 7. I have trouble focusing on what is really important to me.   | _____  |
| 8. I have trouble taking criticism, even from friends.  | _____  |
| 9. My fear of seeming stupid often prevents me from asking questions or offering my opinion.                          | _____  |
| 10. I tend to expect the worst in most situations.  | _____  |
| 11. Many times I have rejected people who treat me well.  | _____  |
| 12. When I have an important project to complete, I usually get sidetracked and then miss the deadline.               | _____  |
| 13. I choose work assignments that lead to disappointments, even when better options are clearly available.           | _____  |
| 14. I frequently misplace things, such as my keys, then get very angry at myself.                                     | _____  |

15. I am concerned that if I take on much more responsibility people will expect too much from me. \_\_\_\_\_
16. I avoid situations, such as competitive sports, where people can find out how good or bad I really am. \_\_\_\_\_
17. People describe me as the office clown. \_\_\_\_\_
18. I have an insatiable demand for money and power. \_\_\_\_\_
19. When negotiating with others, I hate to grant any concessions. \_\_\_\_\_
20. I seek revenge for even the smallest hurts. \_\_\_\_\_
21. I have an overwhelming ego. \_\_\_\_\_
22. When I receive a compliment or other form of recognition, I usually feel I don't deserve it. \_\_\_\_\_
23. To be honest, I choose to suffer. \_\_\_\_\_
24. I regularly enter into conflict with people who try to help me. \_\_\_\_\_
25. I'm a loser. \_\_\_\_\_
- Total Score** \_\_\_\_\_



## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 6-1

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### *VOICE QUALITY CHECKUPS*

Jacobi's study of voice quality (cited in the text) ranked voice quality, in decreasing order of annoyance, as follows:

- Whining, complaining, or nagging tone- 44.0 percent
- High-pitched, squeaky voices- 15.9 percent
- Mumbles- 11.1 percent
- Very fast talkers- 4.9 percent
- Weak and wimpy voice- 3.6 percent
- Flat, monotonous tone- 3.5 percent
- Thick accents- 2.4 percent

Ask yourself and two other people familiar with your voice if you have one or more of these voice-quality problems. If your self-analysis and feedback from others indicate a serious problem, get started on self-improvement. Tape your voice and attempt to modify the biggest problems. Another avenue of improvement is to consult with a speech coach or therapist.

## EXHIBIT 6-2

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### *E-MAIL AND MESSAGING ETIQUETTE*

Observing the following tips will also enhance your e-mail etiquette and electronic communication effectiveness.

**Keep it simple.** Each message should have only one piece of information or request for action so that it's easier for the executive to respond.

**Include an action step.** Clearly outline what type of reply you're looking for, as well as any applicable deadlines.

**Use the subject line to your advantage.** Generic terms such as "details" or "reminder" do not describe the contents of your message or whether it's time sensitive. So the executive may delay opening it.

**Take care in writing e-mails.** Clearly organize your thoughts to avoid sending e-mails with confusing, incomplete, or missing information. Never use profane or harsh language (referred to as flaming).

**Proofread.** Use business writing style, and check carefully for grammatical and typographical errors. (Also, avoid the trend of typing "I" in lowercase.)

**Be considerate.** Use "please" and "thank you" even in brief messages.

**Don't include confidential information.** The problem is that e-mail is occasionally forwarded to unintended recipients. If your message is in any way sensitive or confidential, set up a meeting or leave a voice mail in which you make your request confidentially.

*Instant messaging (IM) requires a few additional considerations for practicing good electronic etiquette:*

**Don't be Big Brother.** Some bosses use IM to check up on other workers, to make sure they are seated at their computers. Never intrude on workers unless it is urgent.

**Lay down the IM law.** Make sure your message has some real value to the recipient before jumping right in front of someone's face. Instant messaging is much like walking into someone's office or cubicle without an appointment or without knocking.

**Take it offline.** When someone on your buddy list becomes too chatty, don't vent your frustration. By phone, in person, or through regulation e-mail, explain tactfully that you do not have time for processing so many instant messages. Suggest that the two of you might get together for lunch or coffee soon.

**Set limits to avoid frustration.** To avoid constant interruptions, use a polite custom status message, such as "I will be dealing with customers today until 4:40"

SOURCE: Todd Grady, "Even via E-Mail, Courtesy Matters," Rochester Democrat and Chronicle, May 1, 2000, p. 1F, Carrie Patton, "Mind Your Messages," Working Woman, May 2000, p. 81.

### EXHIBIT 6-3

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#### *EFFECTIVE TELEPHONE AND VOICE-MAIL COMMUNICATION SKILLS*

1. When answering the telephone, give your name and department. Also, give the company name if the call is not a transfer from a main switching center.
2. When talking to customers or clients, address them by name, but not to the point of irritation.
3. Vary your voice tone and inflection to avoid sounding bored or uninterested in your job and the company.
4. Speak at a moderate pace of approximately 150 to 160 words per minute. A rapid pace conveys the impression of impatience, while a slow rate might suggest disinterest.
5. Smile while speaking on the phones-somehow a smile gets transmitted over the telephone wires or optic fibers!
6. If the caller does not identify him or herself, ask, "Who is calling, please?" To overcome customer reluctance to introduce himself or herself, try, "Let me put you through. Your name, please?" Knowing the caller's name gives a human touch to the conversation.
7. Use voice mail to minimize "telephone tag" rather than to increase it. If your greeting specifies when you will return, callers can choose to call again or to leave a message. When you leave a message, suggest a good time to return your call. Another way to minimize telephone tag is to assure the person you are calling that you will keep trying.
8. Place an informative and friendly greeting (outgoing message) on your voice mail or answering machine. Used effectively, a voice-mail greeting will minimize the number of people irritated by not talking to a person.
9. When you respond to a voice-mail outgoing message, leave specific, relevant information. As in the suggestions for minimizing telephone tag, be specific about why you are calling and what you want from the person called. The probability of receiving a return call increases when you leave honest and useful information. If you are selling something or asking for a favor, be honest about your intent.
10. When leaving your message, avoid the most common voice-mail error by stating your name and telephone number clearly enough to be understood. Most recipients of a message dislike intensely listening to it several times to pick up identifying information.

## **HUMAN RELATIONS SKILL-BUILDING EXERCISE 7-1**

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### *WIN-WIN CONFLICT MANAGEMENT*

The class is organized into groups of six, with each group being divided into conflict-resolution teams of three each. The members of the team would like to find a win-win solution to the issue separating each side. The team members are free to invent their own pressing issue or choose among the following:

- Management wants to control costs by not giving cost-of-living adjustments in the upcoming year. The employee group believes that a cost-of-living adjustment is absolutely necessary.
- The marketing team claims it could sell 250,000 units of a toaster large enough to toast bagels if the toasters could be produced at \$15 per unit. The manufacturing group says it would not be feasible to get the manufacturing costs below \$20 per unit.
- Starbucks would like to build in a new location, adjacent to a historic district in one of the oldest cities in North America. The members of the town planning board would like the tax revenue and the jobs that the Starbucks store would bring, but they do not want a store adjacent to the historic district.

After the teams have developed win-win solutions to the conflicts, the creative solutions can be shared with teammates.

## HUMAN RELATIONS SKILL-BUILDING EXERCISE 7-2

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### THE ASSERTIVENESS SCALE

Answer each question Mostly True or Mostly False as it applies to you.

	Mostly True	Mostly False
1. It is extremely difficult for me to turn down a sales representative when that individual is a nice person.	_____	_____
2. I express criticism freely.	_____	_____
3. If another person were being very unfair, I would bring it to that person's attention.	_____	_____
4. Work is no place to let your feelings show.	_____	_____
5. No use asking for favors- people get what they deserve on the job.	_____	_____
6. Business is not the place for tact; I say what I think.	_____	_____
7. If a person looked as if he or she were in a hurry, I would let that person go in front of me in a supermarket line.	_____	_____
8. A weakness of mine is that I'm too nice a person.	_____	_____
9. I answer any e-mail message right away, even if it means that I fall behind in my other work.	_____	_____
10. I have laughed out loud in public more than once.	_____	_____
11. I've been described as too outspoken by several people.	_____	_____
12. I have no misgivings about returning merchandise that has even the slightest defect.	_____	_____
13. I dread having to express anger toward a coworker.	_____	_____

14. People often say that I'm too reserved and emotionally controlled. \_\_\_\_\_
15. Nice guys and gals finish last in business. \_\_\_\_\_
16. I fight for my rights down to last detail. \_\_\_\_\_
17. If I disagree with a grade on a test or paper, I typically bring my disagreement to my instructor's attention. \_\_\_\_\_
18. If I have had an argument with a person, I try to avoid him or her. \_\_\_\_\_
19. I insist on my spouse (or roommate or partner) doing his or her fair share of undesirable chores. \_\_\_\_\_
20. It is more difficult for me to look directly at another person when the two of us are in disagreement. \_\_\_\_\_
21. I have cried among friends more than once. \_\_\_\_\_
22. If someone near me at a movie kept up a conversation with another person, I would ask him or her to stop. \_\_\_\_\_
23. I am able to turn down social engagements with people I do not particularly care for. \_\_\_\_\_
24. It is in poor taste to express what you really feel about another individual. \_\_\_\_\_
25. I sometimes show my anger by swearing at or belittling another person. \_\_\_\_\_
26. I am reluctant to speak up in a meeting. \_\_\_\_\_
27. I find it relatively easy to ask friends for small favors such as giving me a lift to work when my car is being repaired. \_\_\_\_\_
28. If another person were talking very loudly in a restaurant and it bothered me, I would inform that person. \_\_\_\_\_

29. I often finish other people's sentences for them. \_\_\_\_\_

30. It is relatively easy for me to express love  
and affection toward another person. \_\_\_\_\_





## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 8-1

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### *SUPERVISOR INTERACTION CHECKLIST*

Use the following behaviors as a checklist for achieving favorable interactions with your present manager or a future one. The more of these actions you are engaged in, the higher the probability that you are building a favorable relationship with your manager.

1. Agree with your supervisor's major opinions outwardly even when you disagree inwardly. \_\_\_\_\_
2. Take an immediate interest in your supervisor's personal life. \_\_\_\_\_
3. Praise your supervisor on his or her accomplishments. \_\_\_\_\_
4. Do personal favors for your supervisor. \_\_\_\_\_
5. Do something as a personal favor for your supervisor even though you are not required to do it. \_\_\_\_\_
6. Volunteer to help your supervisor on a task. \_\_\_\_\_
7. Compliment your supervisor on his or her dress or appearance. \_\_\_\_\_
8. Present yourself to your supervisor as being a friendly person. \_\_\_\_\_
9. Agree with your supervisor's major ideas. \_\_\_\_\_
10. Present yourself to your supervisor as being a polite person. \_\_\_\_\_

SOURCE: Adapted from Sandy J. Wayne and Gerald R. Ferris, "Influence Tactics, Affect, and Exchange Quality in Supervisor-Subordinate Interactions: A Laboratory Experiment and Field Study," *Journal of Applied Psychology*, October 1990, p. 494.

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 8-2

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### *HOW IMPORTANT DO I MAKE PEOPLE FEEL?*

Indicate on a scale of 1 to 5 how frequently you act (or would act if the situation presented itself) in the ways indicated: very infrequently (VI); in frequently (I); sometimes (s), very frequently (VF). Circle the number that best fits your answer.

	<b>VI</b>	<b>I</b>	<b>S</b>	<b>F</b>	<b>VF</b>
1. I do my best to correctly pronounce a coworker's name.	1	2	3	4	5
2. I avoid letting other people's egos get too big.	5	4	3	2	1
3. I brag to others about the accomplishments of my coworkers.	1	2	3	4	5
4. I recognize the birthdays of friends in a tangible way.	1	2	3	4	5
5. It makes me anxious to listen to others brag about their accomplishments.	5	4	3	2	1
6. After hearing that a friend has done something outstanding, I shake his or her hand.	1	2	3	4	5
7. If a friend or coworker recently received a degree or certificate, I would offer my congratulations.	1	2	3	4	5
8. If a friend or coworker finished second in a contest, I would inquire why he or she did not finish first.	5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 9. If a coworker showed me how to do something, I would compliment that person's skill.        | 1 | 2 | 3 | 4 | 5 |
| 10. When a coworker starts bragging about a family member's accomplishments, I do not respond. | 5 | 4 | 3 | 2 | 1 |

**Instructions:**

*Scoring and Interpretation:* Total the numbers corresponding to your answers. Scoring 40 to 50 points suggest that you typically make people feel important; 16 to 39 points suggests that you have a moderate tendency toward making others feel important; 10 to 15 points suggests that you need to develop skill in making others feel important. Study this chapter carefully.

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 8-3

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### *AM I BEING RUDE?*

**Directions:** Following is a list of behaviors of workers that would be interpreted as rude by many customers. Indicate whether you have engaged in such behavior in your dealings with customers-or whether you would be likely to do so if your job involved customer contact.

	<b>Yes</b>	<b>No</b>
1. I talk to a coworker while serving a customer.	___	___
2. I conduct a telephone conversation with someone else while serving a customer.	___	___
3. I address customers by first names without having their permission.	___	___
4. I address customers as “you guys”.	___	___
5. I chew, hum or eat candy while dealing with a customer.	___	___
6. I laugh when customers describe an agonizing problem they are having with one of our company’s products or services.	___	___
7. I minimize eye contact with customers.	___	___
8. I say the same thing to every customer, such as “Have a nice day,” in a monotone.	___	___
9. I accuse customers of attempting to cheat the company before carefully investigating the situation.	___	___
10. I hurry customers when my break time approaches.	___	___
11. I comment on a customer’s appearance in a flirtatious, sexually oriented way.	___	___
12. I sometimes complain about or make fun of other customers when I am serving a customer.	___	___

**Interpretation:** The more of these behaviors you have engaged in, the ruder you are and the more likely it is that you are losing potential business for your company. If you have not engaged in any of these behaviors, even when faced with a rude customer, you are an asset to your employer. You are also tolerant.

## **HUMAN RELATIONS SKILL-BUILDING EXERCISE 8-4**

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### *GIVING GOOD CUSTOMER SERVICE*

Role players in this exercise will demonstrate two related techniques for giving good customer service: Show care and concern, and make the buyer feel good.

Scenario 1: Show care and concern. A sales representative meets with two company representatives to talk about installing a new information system for both the human resources and telecommunications department. The sales representative will attempt to show care and concern for both company representatives during the same meeting.

Scenario 2: Make the buyer feel good. A couple, played by two role players, enters a new-car showroom to examine a model they have seen advertised on television. Although they are not in urgent need of a new car, they are strongly interested. The sales representative is behind his quota for the month and would like to close a sale today. The rep decides to use the tactic “Make the buyer feel good” to help form a bond.

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 9-1

### *CROSS-CULTURAL SKILLS AND ATTITUDES*

Here are some skills and attitudes that various employers and cross-cultural experts think are important relating effectively to co-workers in a culturally diverse environment.

	<b>Applies to Me Now</b>	<b>Not There Yet</b>
1. I have spent some time in another country.	_____	_____
2. At least one of my friends is deaf, blind, or uses a wheelchair.	_____	_____
3. Currency from other countries is as real as the currency from my own country.	_____	_____
4. I can read a language other than my own.	_____	_____
5. I can speak a language other than my own.	_____	_____
6. I can write a language other than my own.	_____	_____
7. I can understand people who speak a language other than my own.	_____	_____
8. I use my second language regularly.	_____	_____
9. My friends include people of races different than my own.	_____	_____
10. My friends include people of different ages.	_____	_____
11. I feel (or would feel) comfortable having friends with a sexual orientation different from mine.	_____	_____
12. My attitude is that cultures different from my own are equally as good.	_____	_____

13. I would be willing to (or already do) hang art from different countries in my home. \_\_\_\_\_
14. I would accept (or have already accepted) a work assignment of more than several months in another country. \_\_\_\_\_
15. I have a passport. \_\_\_\_\_

*Interpretation:* If you answered to “Applies to Me Now” to 10 or more of the preceding questions, you most likely function well in a multicultural work environment. If you answered “Not There Yet” to 10 or more questions, you need to develop more cross-cultural awareness and the skills to work effectively in a multi-cultural work environment. Notice that being bilingual gives you at least five points on this quiz.

**SOURCE:** Several ideas for statements in this quiz are derived from Ruthann Dirks and Janet Buzzard, “What CEO’s Expect of Employees Hired for International Work,” Business Education Forum, April 1997, pp. 3-7; Gunnar Beeth, “Multicultural Managers Wanted,” Management Review, May 1997, pp. 17-21.



## HUMAN RELATIONS SKILL- BUILDING EXERCISE 9-2

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### CULTURAL MISTAKES TO AVOID WITH SELECTED CULTURAL GROUPS

#### Western Europe

<i>Great Britian</i>	<p>-Asking personal questions. The British protect their privacy.</p> <p>-Thinking that a businessperson from England is unenthusiastic when he or she says, "Not bad at all." English people understate positive emotion.</p> <p>- Gossiping about royalty.</p>
<i>France</i>	<p>-Expecting to complete work during the French two-hour lunch.</p> <p>-Attempting to conduct significant business during August vacation time.</p> <p>-Greeting a French person for the first time and not using a title such as "sir" or "madam" (or monsieur, madame, or mademoiselle).</p>
<i>Italy</i>	<p>-Eating too much pasta, as it is not the main course.</p> <p>-Handing out business cards freely. Italians use them infrequently.</p>
<i>Spain</i>	<p>-Expecting punctuality. Your appointments will usually arrive 20 to 30 minutes late.</p> <p>-Making the American sign for "okay" with your thumb and forefinger. In Spain (and many other countries) this is vulgar.</p>
<i>Scandinavia (Denmark, Sweden, Norway)</i>	<p>-Being overly rank-conscious in these countries.</p> <p>-Scandinavians pay relatively little attention to a person's place in hierarchy.</p> <p>-Introducing conflict among Swedish work associates. Swedes go out of their way to avoid conflict.</p>

## Asia

### *All Asian countries*

- Pressuring an Asian job applicant or employee to brag about his or her accomplishments. Asians feel self-conscious when boasting about individual accomplishments. They prefer to let the record speak for itself. In addition, they prefer to talk about group, rather than individual, accomplishments.

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### *Japan*

- Shaking hands (as well as other Asians) in public. Japanese consider the practice to be offensive.

- Not interpreting “We’ll consider it” as a no when spoken by a Japanese businessperson. Japanese negotiators mean no when they say, “We’ll consider it.”

- Not giving small gifts to Japanese when conducting business. Japanese are offended by not receiving these gifts.

- Giving your business card to a Japanese businessperson more than once. Japanese prefer to give and receive business cards only once.

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### *China*

- Using black borders on stationary and business cards because black is associated with death.

- Giving small gifts to Chinese when conducting business. Chinese are offended by these gifts.

- Making cold calls on Chinese business executives. An appropriate introduction is required for a first-time meeting with a Chinese official.

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### *Korea*

- Saying no. Koreans feel it is important to have visitors leave with good feelings.

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### *India*

- Telling Indians you prefer not to eat with your hands. If the Indians are not using cutlery when eating, they expect you to do likewise.

## Mexico and Latin America

*Mexico* - Flying into a Mexican city in the morning and expecting to close a deal by lunch. Mexicans build business relationships slowly.

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*Brazil* - Attempting to impress Brazilians by speaking a few words of Spanish. Portuguese is the official language of Brazil.

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*Most Latin American Countries* - Wearing elegant and expensive jewelry during a business meeting. Latin Americans think people should appear more conservative during a business meeting.

NOTE: A cultural mistake for Americans to avoid when conducting business in most countries outside the United States and Canada is to insist on getting down to business quickly. Other stereotyped American traits to avoid are aggressiveness, impatience, and frequent interruptions to get your point across. North Americans in small towns like to build a relationship before getting down to business.

## EXHIBIT 9-3

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### *The Diversity Umbrella*

Diversity has evolved into a wide range of group and individual characteristics:

- Male or Female
- Religion
- Age (young, middle-aged, old)
- Generational differences, including attitudes (e.g., baby boomers versus Net Generation)
- Ethnicity (country of origin)
- Education
- Abilities
- Mental disabilities (including attention deficit disorder)
- Physical disabilities (including hearing status, visual status, able-bodied, wheelchair user)
- Values and motivation
- Sexual orientation (heterosexual, homosexual, bisexual, transsexual)
- Marital status (married, single, cohabitating, widow, widower)
- Family status (children, no children, two-parent family, single parent, grandparent, opposite-sex parents, same-sex parents)
- Personality status
- Personality traits
- Functional background (area of specialization, such as marketing, manufacturing)
- Technology interest (high tech, low tech, technophobe)
- Weight status (obese, average, underweight, anorexic)

- Hair status (full head of hair, bald, wild hair, tame hair, long hair, short hair)
- Style of clothing and appearance (dress up, dress down, professional appearance, casual appearance, tattoos, body piercing, including multiple ear rings, nose rings, lip rings)
- Tobacco status (smoker versus nonsmoker, chewer versus nonchewer)

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 10-1

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### *LEARNING MORE ABOUT YOURSELF*

By candidly answering the questions that follow, you may be able to develop a new understanding about your career preferences. Try to write at least 25 words in response to each question, even if your answer is uncertain.

1. What kind of work would make me proud?
2. What would be a horrible way for me to make a living?
3. How important is a high income to me? Why?
4. How do I really feel about what other people think of the kind of work I do?
5. What kind of work would really be fun for me to do?
6. What kind of work would I be willing to do for 10 consecutive years?
7. What kind of work would make me feel self-fulfilled?
8. What is my attitude toward doing the same thing every workday?
9. How do I really feel about being held responsible when things go wrong?

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 10-2

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### SKILLS PROFILE

Directions: Review the following skills areas and specific skills. In the space provided, write down each one you believe is a strong skill for you. You can also add a specific skill that was not included in the skill area listed at left.

<b>Skill Area</b>	<b>Specific Skills</b>	<b>A Strong Skill for Me</b>
<i>Communication</i>	writing, speaking, knowledge of foreign language, telephone skills, persuasiveness, listening.	_____
<i>Creative</i>	Originating ideas, thinking up novel solutions	_____
<i>Interpersonal Relations</i>	Ability to get along well with others, being a team player, diplomacy, conflict resolution, understanding others.	_____
<i>Management</i>	Ability to lead, organize, plan, motivate others, make decisions, manage time.	_____
<i>Manual and Mechanical</i>	Mechanically inclined, build, operate, repair, assemble, install, drive vehicles	_____
<i>Mathematics</i>	Math skills, computers, analyzing data, budgeting, using statistical techniques.	_____
<i>Office</i>	Keyboarding, filing, business math, bookkeeping, spread sheets, word processing, database management, record keeping.	_____

<i>Sales</i>	Persuading others, negotiating, promoting, dressing fashionably.	_____
<i>Scientific</i>	Investigating, researching, compiling, systematizing, diagnosing, evaluating.	_____
<i>Service of Customers</i>	Serving customers, handling complaints, dealing with difficult people.	_____
<i>Service of patients</i>	Nurturing, diagnosing, treating, guiding, counseling, consoling, dealing with emergencies.	_____
Other skill area: _____		_____

SOURCE: Abridged and adapted from Julie Griffin Levitt, *Your Career: How to Make It Happen*, 2d ed. (Cincinnati, OH: South-Western Publishing Co., 1990), pp. 19-21.



## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 11-1

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### *QUALIFICATIONS SOUGHT BY EMPLOYERS*

Following is a list of qualifications widely sought by prospective employers. After reading each qualification, rate yourself on a scale of 1 to 5 on the particular dimension, where 1 = very low, 2 = low, 3 = average, 4 = high, and 5 = very high.

1. Appropriate education for the position under consideration (and satisfactory grades) 1 2 3 4 5
2. Relevant work experience 1 2 3 4 5
3. Communication and other interpersonal skills. 1 2 3 4 5
4. Motivation, tenacity, and energy. 1 2 3 4 5
5. Problem-solving ability (intelligence) and Creativity 1 2 3 4 5
6. Judgment and common sense 1 2 3 4 5
7. Adaptability to change 1 2 3 4 5
8. Emotional maturity (acting professionally and responsibly) 1 2 3 4 5
9. Teamwork (ability and interest in working as a team member) 1 2 3 4 5
10. Positive attitude (enthusiasm about work and having initiative) 1 2 3 4 5
11. Customer service orientation 1 2 3 4 5

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 12. Information technology skills   | 1 | 2 | 3 | 4 | 5 |
| 13. Internet research skills  | 1 | 2 | 3 | 4 | 5 |
| 14. Willingness to continue to study and learn about job, company, and industry.                          | 1 | 2 | 3 | 4 | 5 |
| 15. Likeability and sense of humor  | 1 | 2 | 3 | 4 | 5 |
| 16. Dependability, responsibility, and conscientiousness (including good work habits and time management) | 1 | 2 | 3 | 4 | 5 |

**Interpretation:** Consider engaging in some serious self-development, training, and education for items rated low very low. If you accurately rated yourself as 4 or 5 on all the dimensions, you're an exceptional job candidate.

## **HUMAN RELATIONS SKILL-BUILDING EXERCISE 11-2**

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### *CREATIVE JOB-FINDING TECHNIQUES*

Job seekers often make the mistake of not exploring enough different methods for finding a job. After exploring a few conventional techniques, such as making a trip to the placement office or posting their resume online, they sit back and wait for job offers to pour in. A better approach is to search for creative alternatives to finding a job. Think of every possibility, and then sort out the workable from the unworkable later on. To accomplish this task, the class will be organized into brainstorming groups. The goal is to specify as large a number of job-finding techniques as possible.

After each group has assembled and edited its job-finding techniques, group leaders will present the findings to the rest of the class. Groups can then compare their job-finding suggestions.

### EXHIBIT 11-3

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#### *QUESTIONS FREQUENTLY ASKED OF JOB CANDIDATES*

The following questions are of the same basic type and content encountered in most employment interviews. Practice answering them in front of a friend, electronic device, or mirror.

1. Why did you apply for this job?
2. What are your short-term and long-term goals?
3. What do you expect to be doing five years from now?
4. What are your strengths? Areas of improvement?
5. Tell me about yourself.
6. How would other people describe you?
7. Why did you prepare for the career you did?
8. What makes you think you will be successful in business?
9. Why should we hire you?
10. Describe how well you work under pressure.
11. What has been your biggest accomplishment on the job?
12. What do you know about our firm?
13. Here's a sample job problem. How would you handle it?

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 12-1

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### *AM I A PERFECTIONIST?*

Below are some ideas that are held by some perfectionists. Which of these do you see in yourself? To help you decide, rate how strongly you agree with each of the following statements on a scale of 0 to 5, with 5 indicating very strong agreement.

1. I have a great eye for details that others can miss. 0 1 2 3 4 5
2. I can get lost in details and forget the real purpose of the task. 0 1 2 3 4 5
3. I can get overwhelmed by too many details. 0 1 2 3 4 5
4. It stresses me when people don't want to do things the right way. 0 1 2 3 4 5
5. There is a right way and a wrong way to do most things. 0 1 2 3 4 5
6. I do not like my routine to be interrupted. 0 1 2 3 4 5
7. I expect a great deal from myself. 0 1 2 3 4 5
8. I expect no less of others than I expect of myself. 0 1 2 3 4 5
9. People should always do their best. 0 1 2 3 4 5
10. I am neat in my appearance. 0 1 2 3 4 5
11. Good grooming is important to me. 0 1 2 3 4 5
12. I do not like being seen before I have showered and dressed. 0 1 2 3 4 5
13. I do not like making mistakes. 0 1 2 3 4 5
14. Receiving criticism is horrible. 0 1 2 3 4 5
15. It is embarrassing to make mistakes in front of others. 0 1 2 3 4 5
16. Sharing my ideas with others makes me anxious. 0 1 2 3 4 5
17. I worry that my ideas are not good enough. 0 1 2 3 4 5

- |  |             |
|--|-------------|
| 18. I do not have a great deal of confidence of myself.              | 0 1 2 3 4 5 |
| 19. I'm uncomfortable when my environment is untidy or disorganized. | 0 1 2 3 4 5 |
| 20. When things are disorganized, it is hard for me to concentrate.  | 0 1 2 3 4 5 |
| 21. What others think about my home is important to me.              | 0 1 2 3 4 5 |
| 22. I have trouble making difficult decisions.                       | 0 1 2 3 4 5 |
| 23. I worry that I may make the wrong decision.                      | 0 1 2 3 4 5 |
| 24. Making a bad decision can be disastrous.                         | 0 1 2 3 4 5 |
| 25. I often do not trust others to do the job right.                 | 0 1 2 3 4 5 |
| 26. I check the work of others to make sure it was done correctly.   | 0 1 2 3 4 5 |
| 27. If I can control the process, it will turn out fine.             | 0 1 2 3 4 5 |
| 28. I am a perfectionist.  | 0 1 2 3 4 5 |
| 29. I care more about doing a quality job than others do.            | 0 1 2 3 4 5 |
| 30. It's important to make a good impression.                        | 0 1 2 3 4 5 |

**Score:** \_\_\_\_\_

*Key*

Under 20: Could be too casual about getting things right; may not be conscientious enough

Under 31: Probably not a perfectionist

31-60 : Mild perfectionism

61-90 : Moderate perfectionism

Over 91 : Level of perfectionism that could lead to serious problems including procrastination

NOTE: S refers to a strength, O refers to developmental opportunity.

SOURCE: Adapted with permission from Monica Ramirez Basco, *Never Good Enough: Freeing Yourself from the Chains of Perfectionism* (New York: The Free Press, 1999).

## EXHIBIT 12-2

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### *THE 12 MOST FREQUENT METHODS OF CYBERLOAFING\**

72%	Read the news
45%	Make travel arrangements
40%	Make purchases
37%	Conduct job searches
37%	Visit special-interest sites
34%	Check stocks
28%	Coordinate social events
26%	Instant message
13%	Download music
11%	Play games
9%	Chat
4%	Visit pornographic sites

\*At least what they admit to.

SOURCE: September 2000, vault.com survey, adapted in Alan Cohen, "No Web for You," Fortune Small Business, October 2000, p.56

## HUMAN RELATIONS SKILL-BUILDING EXERCISE 12-3

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### *THE PERSONAL PRODUCTIVITY CHECKLIST*

**Class Project:** Each class member will use the preceding checklist to identify the two biggest mistakes he or she is making in work habits and time management. The mistakes could apply to work, school, or personal life. In addition to identifying the problem, each student will develop a brief action plan about how to overcome it. For instance, “One of my biggest problems is that I tend to start a lot of projects but finish very few of them. Now that I am aware of this problem, I am going to post a sign over my desk that reads, ‘No one will give me credit for things I never completed.’”

Students then present their problems and action plans to the class. After each student has made his or her presentation, a class discussion is held to reach conclusions and interpretations about the problems revealed. For instance, it might be that one or two time management problems are quite frequent.

#### ***Overcoming Procrastination***

#### ***Especially Applicable to Me***

1. Increase awareness of the problem. \_\_\_\_\_
2. Calculate cost of procrastination. \_\_\_\_\_
3. Counterattack. \_\_\_\_\_
4. Jump-start yourself. \_\_\_\_\_
5. Peck away at an overwhelming task. \_\_\_\_\_
6. Motivate yourself with rewards and punishments. \_\_\_\_\_
7. Follow the WIFO principle. \_\_\_\_\_
8. Make commitment to other people. \_\_\_\_\_
9. Express a more positive attitude about your intentions. \_\_\_\_\_



***Developing Proper Attitudes and Values***

- 1. Develop a mission, goals, and a strong work ethic \_\_\_\_\_
- 2. Value good attendance and punctuality. \_\_\_\_\_
- 3. Value your time. \_\_\_\_\_
- 4. Value neatness, orderliness, and speed. \_\_\_\_\_
- 5. Work smarter, not harder. \_\_\_\_\_
- 6. Become self-employed psychologically. \_\_\_\_\_
- 7. Appreciate the importance of rest and relaxation. \_\_\_\_\_

***Time Management Techniques***

- 1. Clean up and get organized. \_\_\_\_\_
- 2. Plan your activities (including a prioritized to-do list) \_\_\_\_\_
- 3. Get off to a good start. \_\_\_\_\_
- 4. Make good use of office technology. \_\_\_\_\_
- 5. Concentrate on one key task at a time. \_\_\_\_\_
- 6. Streamline your work and emphasize important tasks. \_\_\_\_\_
- 7. Work at a steady pace. \_\_\_\_\_
- 8. Create some quiet, uninterrupted time. \_\_\_\_\_
- 9. Make use of bits of time. \_\_\_\_\_
- 10. Stay in control of paperwork, the in-basket, and e-mail. \_\_\_\_\_
- 11. Use multi-tasking for routine tasks. \_\_\_\_\_

***Overcoming Time Wasters***

1. Minimize daydreaming. \_\_\_\_\_
2. Prepare a time log to evaluate your use of time. \_\_\_\_\_
3. Avoid being a computer goof-off or cyberloafer . \_\_\_\_\_
4. Keep track of important names, places, and things. \_\_\_\_\_
5. Set a time limit for certain tasks and projects. \_\_\_\_\_
6. Schedule similar tasks together (clustering) \_\_\_\_\_
7. Be decisive and finish things. \_\_\_\_\_

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 13-1

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### *HOW SELF-CONFIDENT ARE YOU?*

On a scale of 1 to 5, indicate the extent to which you agree with each of the following statements. DS = disagree strongly; D = disagree; N = neutral; A = agree; AS = agree strongly.

	DS	D	N	A	AS
1. I frequently say to people, "I'm not sure."	5	4	3	2	1
2. I perform well in most situations in life.	1	2	3	4	5
3. I willingly offer advice to others.	1	2	3	4	5
4. Before making even a minor decision I usually consult with several people.	5	4	3	2	1
5. I am generally willing to attempt new activities for which I have very little related skill or experience.	1	2	3	4	5
6. Speaking in front of the class or other group is a frightening experience for me.	5	4	3	2	1
7. I experience stress when people challenge me or put me on the spot.	5	4	3	2	1
8. I feel comfortable attending a social event by myself.	1	2	3	4	5
9. I'm much more of a winner than a loser.	1	2	3	4	5
10. I am cautious about making any substantial change in my life.	5	4	3	2	1

## HUMAN RELATIONS SELF-ASSESSMENT QUIZ 13-2

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### *READINESS FOR THE LEADERSHIP ROLE*

Indicate the extent to which you agree with each of the following statements on a scale of 1 to 5: (1) disagree strongly; (2) disagree; (3) neutral; (4) agree; (5) agree strongly. If you do not have leadership experience, imagine how you might react to the questions if you were a leader.

1. It is enjoyable having people count on me for ideas and suggestions. 1 2 3 4 5
2. It would be accurate to say that I have inspired other people. 1 2 3 4 5
3. It's a good practice to ask people provocative questions about their work. 1 2 3 4 5
4. It's easy for me to compliment others. 1 2 3 4 5
5. I like to cheer people up even when my own spirits are down. 1 2 3 4 5
6. What my team accomplishes is more important than my personal glory. 1 2 3 4 5
7. Many people imitate my ideas. 1 2 3 4 5
8. Building team spirit is important to me. 1 2 3 4 5
9. I would enjoy coaching other members of the team. 1 2 3 4 5
10. It is important to me to recognize others for their accomplishments. 1 2 3 4 5
11. I would enjoy entertaining visitors to my firm even if it interfered with my completing a report. 1 2 3 4 5
12. It would be fun for me to represent my team at gatherings outside our department. 1 2 3 4 5

13. The problems of my teammates are my problems, too. 1 2 3 4 5
14. Resolving conflicts is an activity I enjoy. 1 2 3 4 5
15. I would cooperate with another unit in the organization even if I disagreed with the position taken by its members. 1 2 3 4 5
16. I am an idea generator on the job. 1 2 3 4 5
17. It's fun for me to bargain whenever I have the opportunity. 1 2 3 4 5
18. Team members listen to me when I speak. 1 2 3 4 5
19. People have asked to me to assume leadership of an activity several times in my life. 1 2 3 4 5
20. I've always been a convincing person. 1 2 3 4 5

**Total Score:** \_\_\_\_\_

## EXHIBIT 13-3

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### *SUGGESTIONS FOR BECOMING MORE CHARISMATIC*

Following are a number of suggestions for behaving charismatically, all based upon characteristics and behaviors often found among charismatic people.

1. *Communicate a vision.* A charismatic leader offers an exciting image of where the organization is headed and how to get there. A vision is more than a forecast because it describes an ideal version of the future of an entire organization or an organizational unit such as a department. The supervisor of a paralegal services might communicate a vision such as, "Our paralegal group will become known as the most professional and helpful paralegal group in Arizona."
2. *Make frequent use of metaphors and analogies.* To inspire people, the charismatic leader uses colorful language and exciting metaphors and analogies. Develop metaphors to inspire people around you. To pick up the spirits of her maintenance group, a maintenance supervisor told the group, "We're a lot like the heating and cooling system in a house. A lot of people don't give us much thought, but without us their lives would be very uncomfortable."
3. *Inspire trust and confidence.* Make your deeds consistent with your promises. As mentioned earlier in this chapter, being trustworthy is a key leadership trait. Get people to believe in your competence by making your accomplishments known in a polite, tactful way.
4. *Be highly energetic and goal oriented.* Impress others with your energy and resourcefulness. To increase your energy supply, exercise frequently, eat well, and get ample rest. You can also add to an image of energy by raising and lowering your voice frequently and avoiding slow pace.
5. *Be emotionally expressive and warm.* A key characteristic of charismatic leaders is the ability to express feelings openly. In dealing with team members, refer to your feelings at the time, such as "I'm excited because I know we are going to hit our year-end target by mid-October." Nonverbal emotional expressiveness, such as warm gestures and frequent touching (nonsexual) of group members, also exhibits charisma.
6. *Make ample use of true stories.* An excellent way of building rapport is to tell stories that deliver a message. Storytelling adds a touch of warmth to the teller and helps build connections among people who become familiar with the same story.
7. *Smile frequently,* even if you are not in a happy mood. A warm smile seems to indicate a confident, caring person, which contributes to a perception of charisma.

8. *Be candid.* Practice saying directly what you want rather than being indirect and evasive. If you want someone to help you, don't ask, "Are you busy?" Instead ask, "Can you help me with a problem I'm having right now?"
9. *Make everybody you meet feel that he or she is quite important.* For example, at a company social gathering, shake the hand of every person you meet. Also, thank people frequently both orally and by written notes.
10. *Multiply the effectiveness of your handshake.* Shake firmly without creating pain, and make enough eye contact to notice the color of the other person's eyes. When you take that much trouble, you project care and concern.
11. *Stand up straight and also use other nonverbal signals of self-confidence.* Practice good posture. Minimize fidgeting, scratching, foot tapping, and speaking in a monotone. Walk at a rapid pace without appearing to be panicked. Dress fashionably without going to the extreme that people notice your clothes more than they notice you.
12. *Be willing to take personal risks.* Charismatic leaders are typically risk takers, and risk taking adds to their charisma. Risks you might take would include suggesting a bright but costly idea and recommending that a former felon be given a chance in your firm.
13. *Be self-promotional.* Charismatic leaders are not shy. Instead, they toot their own horns and allow others to know how important they are. Without appearing self-absorbed, you, too, might let others know of your tangible accomplishments. Explain to others the key role that you played on your team or how you achieved a few important goals.