

5 Understanding Your Communication Style



We form an impression of others by observing their behavior. Bill Gates, Chairman of Microsoft, is described as a quiet, reflective person who often seems preoccupied with other matters. Steve Ballmer, CEO of Microsoft, has been described as frank, demanding, assertive, and determined.

1 Understand the concept of communication style bias and its effect on interpersonal relations.

2 Realize the personal benefits that can be derived from an understanding of communication styles.

3 Discuss the major elements of the communication style model.

Accurate self-knowledge is truly the starting point for effectiveness at work.

Chapter Outline

- **COMMUNICATION STYLES: AN INTRODUCTION**
 - Communication Style Defined
 - Fundamental Concepts Supporting Communication Styles
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- **A FINAL WORD OF CAUTION**
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Prepare for Class
Chapter Outline

4 *Identify your preferred communication style.*

Camille Wright Miller, a talented trainer, consultant, and author, has worked with many effective leaders throughout the years. She has noted that many of these leaders have the ability to “mirror” the behaviors of persons they communicate with. Psychologists and sociologists use the term **mirroring** to describe a situation where one person intentionally matches the body language of the individual they are meeting with.

Mirroring is based on the premise that we are more likely to develop a kinship with those who are like ourselves. In many cases, subtle shifts in how you present yourself can increase the comfort level of the other person. If you participate in a job interview, observe key elements of the person’s style. If the person speaks slowly and seems to deliberately select each word, consider slowing your own speech pattern. Your goal is not to manipulate the other person, nor mimic the person, but to avoid a situation where the other individual is distracted by differences.¹

KEY TERMS

communication style p. 102
 communication style bias
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 communication style model
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Prepare for Class
 Chapter Glossary

Improve Your Grade
 Flashcards
 Hangman
 Crossword Puzzle

mirroring

personality

communication style

We form impressions of people by observing their behavior. The thoughts, feelings, and actions that characterize someone are generally viewed as **personality**.² Mirroring requires that we pay even closer attention to the speech patterns and gestures of the person we are talking to.

COMMUNICATION STYLES: AN INTRODUCTION

- 1 Understand the concept of communication style bias and its effect on interpersonal relations.

Have you ever wondered why it seems so difficult to talk with some people and so easy to talk with others? Can you recall a situation where you met someone for the first time and immediately liked that person? Something about the individual made you feel comfortable. You may have had this experience when you started a new job or began classes at a new school. A major goal of this chapter is to help you understand the impact your communication style has on the impression others form of you. This chapter also provides you with the information you will need to cope effectively in today's workplace, which is characterized by greater diversity and more emphasis on teamwork.

Communication Style Defined

The impressions that others form about us are based on what they observe us saying and doing. They have no way of knowing our innermost thoughts and feelings, so they make decisions about us based on what they see and hear.³ The patterns of behavior that others can observe can be called **communication style**.

Each person has a unique communication style. By getting to know your style, you can achieve greater self-awareness and learn how to develop more effective interpersonal relations with coworkers. Accurate self-knowledge is truly the starting point for effectiveness at work. It is also essential for managing the three key relationships: relationships with self, with another person, and with members of a group. If your career objective is to become a supervisor or manager, you will benefit by being more aware of your employees' communication styles. Job satisfaction and productivity increase when employees feel that their leaders understand their personal needs and take these into consideration.

It is sometimes difficult for us to realize that people can differ from us and yet not be inferior. Understanding other people's communication styles improves working relationships by increasing our acceptance of other people and their way of doing things. Knowledge of the various communication styles helps us communicate more effectively with people who differ from us.

In recent years, educational programs that help people understand the fundamental concepts supporting communication styles have been very popular. Wilson Learning Corporation (*wilsonlearning.com*) has developed a self-assessment questionnaire that provides insight into your observable style of communicating with others. Over seven million people worldwide have completed Wilson Learning seminars that help enrollees better understand their communication style.⁴



TOTAL PERSON INSIGHT

David W. Merrill and Roger H. Reid

Authors, *Personal Styles and Effective Performance*

“Everyone has had the experience of saying or doing something that was perfectly acceptable to a friend or coworker and then being surprised when the same behavior irritated someone else.”

Fundamental Concepts Supporting Communication Styles

This may be your first introduction to communication styles. Therefore, let's begin by reviewing a few basic concepts that support the study of this dimension of human behavior.

1. *Individual differences exist and are important.* Length of eye contact, use of gestures, speech patterns, facial expressions, and the degree of assertiveness people project to others are some of the characteristics of a personal communication style. We can identify a person's unique communication style by carefully observing these patterns of behavior.⁵
2. *Individual style differences tend to be stable.* The basics of communication style theory were established by Swiss psychiatrist Carl Jung. In his classic book *Psychological Types*, he states that every individual develops a primary communication style that remains quite stable throughout life. Each person has a relatively distinctive way of responding to people and events.⁶ Many psychologists now believe that people are born with a predisposition to prefer some behaviors (actions) over others. Because these preferred behaviors are easily and naturally used, they are exercised and developed further over least preferred preferences.
3. *There is a limited number of styles.* Jung observed that people tend to fall into one of several behavior patterns when relating to the world around them. He describes four behavior styles: intuitor, thinker, feeler, and sensor.⁷ Those in the same behavior category tend to display similar traits. The thinker, for example, places a high value on facts, figures, and reason.
4. *A communication style is a way of thinking and behaving.* It is not an ability but instead a preferred way of using the abilities one has. This distinction is very important. An *ability* refers to how well someone can do something. A *style* refers to how someone likes to do something.⁸
5. *To create the most productive working relationships, it is necessary to get in sync with the behavior patterns (communication style) of the people you work with.*⁹ Differences between people can be a source of friction unless you develop the ability to recognize and respond to the other person's style. The ability to identify another person's communication style, and to know how and when to adapt your own preferred style to it, can give you an important advantage in dealing with people. Learning to adapt your style to fit the needs of another person is called “style flexing,” a topic that is discussed later in this chapter.

Learning to Cope with Communication Style Bias

Several forms of bias exist in our society. People over 50 sometimes complain that they are victims of age discrimination. Gender bias problems have made head-

communication style bias

lines for years. And people of color—blacks, Hispanics, Asians, Native Americans—say that racial and ethnic bias is still a serious problem today. Communication style bias represents another common form of prejudice.

Almost everyone experiences **communication style bias** from time to time. The bias is likely to surface when you meet someone who displays a style distinctly different from your own. For example, a quiet, reflective person may feel uncomfortable in the presence of someone who displays a dynamic, outgoing style. If, however, the person you encounter has the same communication style as yours, communication style bias is less likely to occur. We could say, using the analogy of radio, that you are both on the same wavelength.

At this point, you may be saying to yourself, “But in the world of work, I don’t have a choice—I have to get my message across to all kinds of people, no matter what their communication style is.” You are right. Office receptionists must deal with a variety of people throughout each day. Bank loan officers cannot predict who will walk into their offices at any given time.

How can you learn to cope with communication style bias? First, you must develop awareness of your own unique style.¹⁰ Recall that self-awareness is one of the major themes of this text. Accurate self-knowledge is essential for developing strong interpersonal relationships. Knowledge of your communication style gives you a fresh perspective and sets the stage for improved relations with others. The second step in coping with communication style bias is learning to assess the communication style of those people with whom you have contact. The ability to identify another person’s communication style, and to know how and when to adapt your own preferred style to it, can afford you a crucial advantage in dealing with people. The ability to “speak the other person’s language” is an important relationship-management skill that can be learned.

THE COMMUNICATION STYLE MODEL

- 2 Realize the personal benefits that can be derived from an understanding of communication styles.

This section introduces a model that encompasses four basic communication styles. This simple model is based on research studies conducted over the past seventy years and features two important dimensions of human behavior: dominance and sociability. As you study the communication style model, keep in mind that it describes your *preferences*, not your *skills* or *abilities*.

FIGURE 5.1

Dominance Continuum



The Dominance Continuum

In study after study, those “differences that make a difference” in interpersonal relationships point to dominance as an important dimension of style. **Dominance** can be defined as the tendency to display a “take-charge” attitude. Every person falls somewhere on the **dominance continuum**, illustrated in Figure 5.1. David W. Johnson in his book *Reaching Out—Interpersonal Effectiveness and Self-Actualization* states that people tend to fall into two dominance categories: low or high.¹¹

1. *Low dominance.* These people are characterized by a tendency to be cooperative and eager to assist others. They tend to be low in assertiveness and are more willing to be controlled by others.
2. *High dominance.* These people give advice freely and frequently initiate demands. They are more assertive and tend to seek control over others.

The first step in determining your most preferred communication style is to identify where you fall on the dominance continuum. Do you tend to be low or high on this scale? To answer this question, complete the dominance indicator form in Figure 5.2. Rate yourself on each scale by placing a checkmark at a point along the continuum that represents how you perceive yourself. If most of your checkmarks fall to the right of center, you rank high in dominance. If most fall to the left of center, you are low in dominance.

Another way to assess the dominance dimension is to ask four or five people who know you well to complete the dominance indicator form for you. Their assessment may provide a more accurate indication of where you fall on the continuum. Self-assessment alone is sometimes inaccurate because we often lack self-insight.¹² Once you have received the forms completed by others, try to determine if a consistent pattern exists. (Note: It is best not to involve parents, spouses, or close relatives. Seek feedback from coworkers or classmates.)

Where Should You Be on the Dominance Continuum?

Is there any best place to be on the dominance continuum? Not really. Successful people can be found at all points along the continuum. Nevertheless, there are times when people need to act decisively to influence the adoption of their ideas and communicate their expectations clearly. This means that someone low in dominance may need to become more assertive temporarily to achieve an objective. New managers who are low in dominance must learn to influence others without being viewed as aggressive or insensitive. The American Management Association offers a course entitled “Assertiveness Training for Managers,” which is designed for managers who want to exercise a greater influence on others, get their proposals across more effectively, and resolve conflict situations decisively yet diplomatically.¹³

CRITICAL THINKING CHALLENGE

After you have determined your own place on the dominance scale, think about your closest coworkers and friends. Who is most dominant in your circle? Who is

least dominant? Can you recall occasions when either low dominance or high dominance created a barrier to effective interpersonal relations?

dominance

dominance continuum

FIGURE 5.2

Dominance Indicator Form

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People who are high in dominance must sometimes curb their desire to express strong opinions and initiate demands. A person who is perceived as being extremely strong-willed and inflexible will have difficulty establishing a cooperative relationship with others.

The Sociability Continuum

Have you ever met someone who was open and talkative and who seemed easy to get to know? An individual who is friendly and expresses feelings openly can be placed near the top of the **sociability continuum**.¹⁴ The continuum is illustrated in Figure 5.3. **Sociability** can be defined as the tendency to seek and enjoy social relationships.

Sociability can also be thought of as a measure of whether you tend to control or express your feelings. Those high in sociability usually express their feelings freely, whereas people low on the continuum tend to control their feelings. The person who is classified as being high in sociability is open and talkative and likes personal associations. The person who is low in sociability is more reserved and formal in social relationships.

The second step in determining your most preferred communication style is to identify where you fall on the sociability continuum. To answer this question, complete the sociability indicator form shown in Figure 5.4. Rate yourself on each scale by placing a checkmark at a point along the continuum that represents the degree to which you feel you exhibit each of the characteristics. If most of your checkmarks fall to the right of center, you are high in sociability. If most fall to the left of center, you are low in sociability.

The sociability indicator form is not meant to be a precise instrument, but it will provide you with a general indication of where you fall on each of the scales. You may also want to make copies of the form and distribute them to friends or coworkers for completion. (Remember, it is advisable not to involve parents, spouses, or close relatives in this feedback exercise.)

sociability continuum

sociability

FIGURE 5.3

Sociability Continuum

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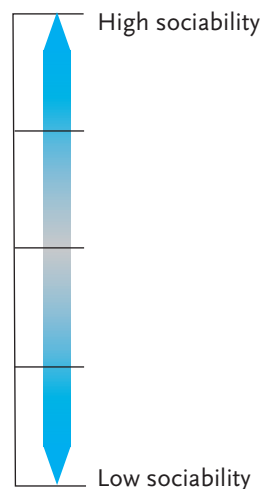
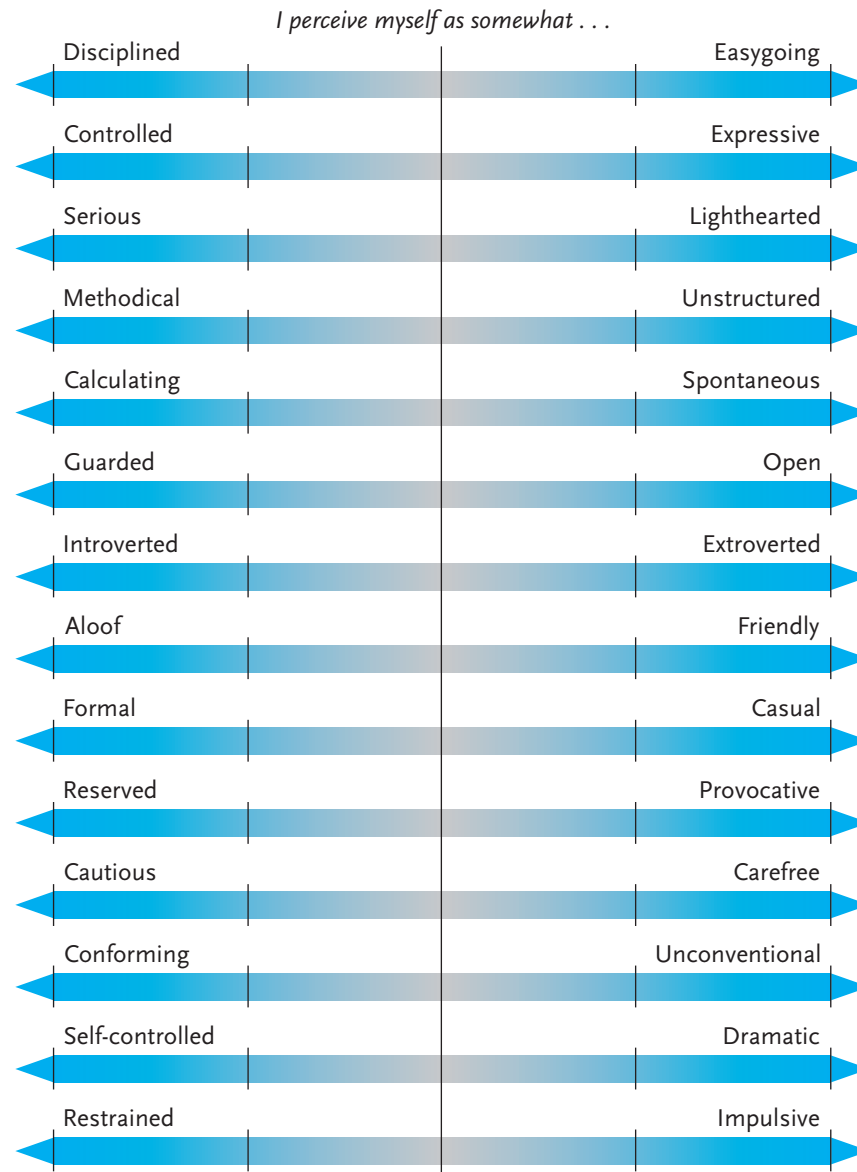


FIGURE 5.4

Sociability Indicator Form

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**Where Should You Be on the Sociability Continuum?**

Where are successful people on the sociability continuum? Everywhere. There is no best place to be. People at all points along the continuum can achieve success in an organizational setting. Nevertheless, there are some commonsense guidelines that persons who fall at either end of the continuum are wise to follow.

A person who is low in sociability is more likely to display a no-nonsense attitude when dealing with other people. This person may be seen as impersonal and businesslike. Behavior that is too guarded and too reserved can be a barrier to effective communication. Such persons may be perceived as unconcerned about the feelings of others and interested only in getting the job done. Perceptions are critical in the business world, especially among customers. Even a hint of indifference can create a customer relations problem.

People who are high in sociability openly express their feelings, emotions, and impressions. They are perceived as being concerned with relationships and therefore are easy to get to know. At times, emotionally expressive people need to curb their natural exuberance. Too much informality can be a problem in some work relationships. The importance of adapting your style to accommodate the needs of others is discussed later in this chapter.

Four Basic Communication Styles

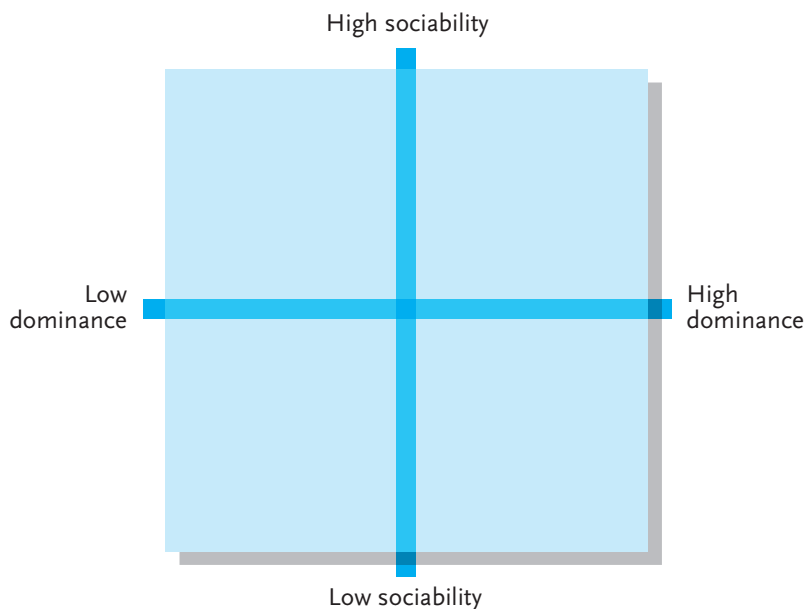
The dominance and sociability continua can be combined to form a rather simple model that will tell you more about your communication style (see Figure 5.5). The **communication style model** will help you identify your most preferred style. Dominance is represented by the horizontal axis and sociability by the vertical axis. The model is divided into quadrants, each representing one of four communication styles: emotive, director, reflective, or supportive. As you review the descriptions of these styles, you will likely find one that is “most like you” and one or more that are “least like you.”

communication style model

FIGURE 5.5

When the dominance and sociability dimensions are combined, the framework for communication style classification is established.

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CRITICAL THINKING CHALLENGE

After you have determined your position on the sociability scale, think about your closest coworkers and friends. Who is highest on the sociability indicator? Who is low-

est? Can you recall an occasion when high sociability or low sociability created a barrier to effective interpersonal relations?

emotive style

Emotive Style

The upper-right-hand quadrant combines high sociability and high dominance. This is characteristic of the **emotive style** of communication (Figure 5.6).

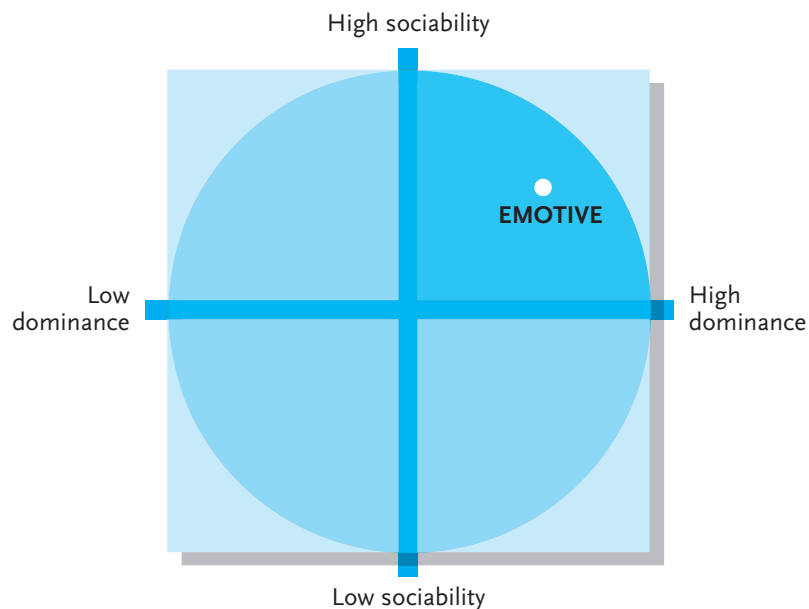
You can easily form a mental picture of the emotive type by thinking about the phrases used earlier to describe high dominance and high sociability. A good example of the emotive type of person is comedian Jay Leno. Rosie O'Donnell also projects an outspoken, enthusiastic, and stimulating style. Richard Branson, founder of Virgin Atlantic Airways, displays the emotive style. He is animated, frequently laughs at himself, and seems to like an informal atmosphere. Larry King, popular talk-show host, and Jeff Bezos, CEO of *Amazon.com*, also project the emotive communication style. Here is a list of verbal and nonverbal clues that identify the emotive person:

1. *Displays spontaneous, uninhibited behavior.* The emotive person is more apt to talk rapidly, express views with enthusiasm, and use vigorous hand gestures. David Letterman and Jim Carrey fit this description.

FIGURE 5.6

The emotive style combines high sociability and high dominance.

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2. *Displays the personality dimension described as extroversion.* Extroverts typically enjoy being with other people and tend to be active and upbeat. The emotive person likes informality and usually prefers to operate on a first-name basis.
3. *Possesses a natural persuasiveness.* Combining high dominance and high sociability, this person finds it easy to express his or her point of view dramatically and forcefully.

Director Style

The lower-right-hand quadrant represents a communication style that combines high dominance and low sociability—the **director style** (Figure 5.7). Martha Stewart and Vice President Dick Cheney, project the director style. So does Tom Peters, the hard-driving management consultant. Bob Dole, former presidential candidate, easily fits the description of this communication style. All these people have been described as frank, assertive, and very determined. Some behaviors displayed by directors include the following:

director style

1. *Projects a serious attitude.* Mike Wallace, one of the reporters on the popular television show *60 Minutes*, usually communicates a no-nonsense attitude. Directors often give the impression that they cannot have fun.
2. *Expresses strong opinions.* With firm gestures and a tone of voice that communicates determination, the director projects the image of someone who wants to take control. Judge Judith Sheindlin of the *Judge Judy* television show displays this behavior.

FIGURE 5.7

The director style combines high dominance and low sociability.

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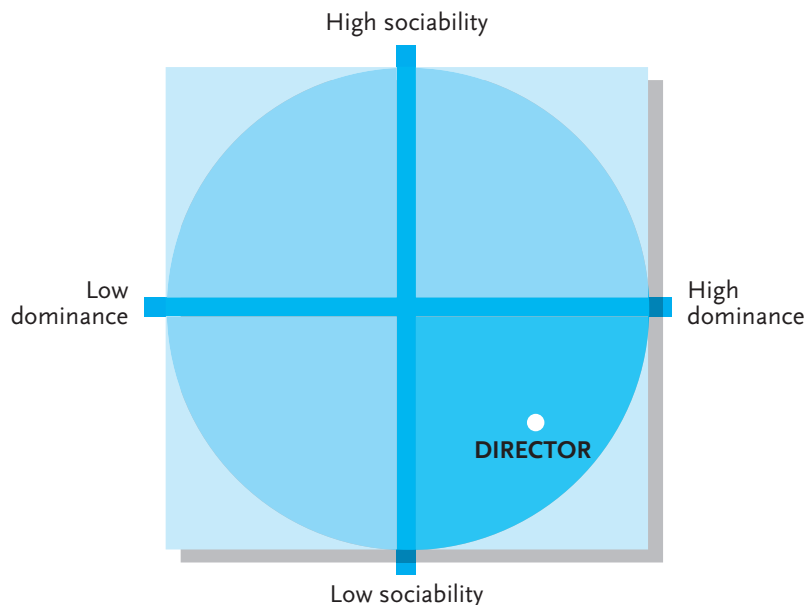
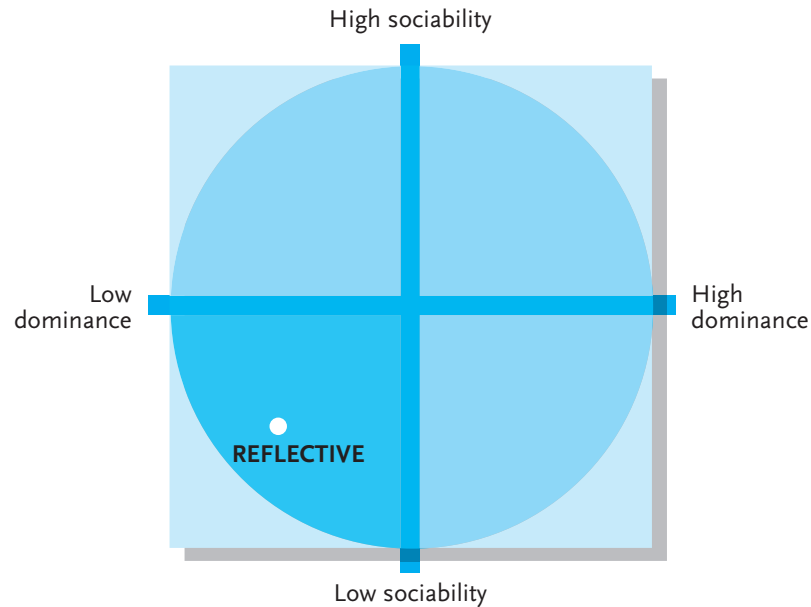


FIGURE 5.8

The reflective style combines low dominance and low sociability.

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3. *May project indifference.* It is not easy for the director to communicate a warm, caring attitude. He or she does not find it easy to abandon the formal approach in dealing with people.

Reflective Style

The lower-left-hand quadrant of the communication style model features a combination of low dominance and low sociability. This is the **reflective style** of communication (Figure 5.8).

The reflective person is usually quiet, enjoys spending time alone, and does not make decisions quickly. The late physicist Albert Einstein fits this description. He once commented on how he liked to spend idle hours: “When I have no special problem to occupy my mind, I love to reconstruct proofs of mathematical and physical theorems that have long been known to me. There is no goal in this, merely an opportunity to indulge in the pleasant occupation of thinking.”¹⁵ Alan Greenspan, former chairman of the Federal Reserve, former president Jimmy Carter, and Dr. Joyce Brothers (psychologist) also display the characteristics of the reflective communication style. Some of the behaviors characteristic of this style are as follows:

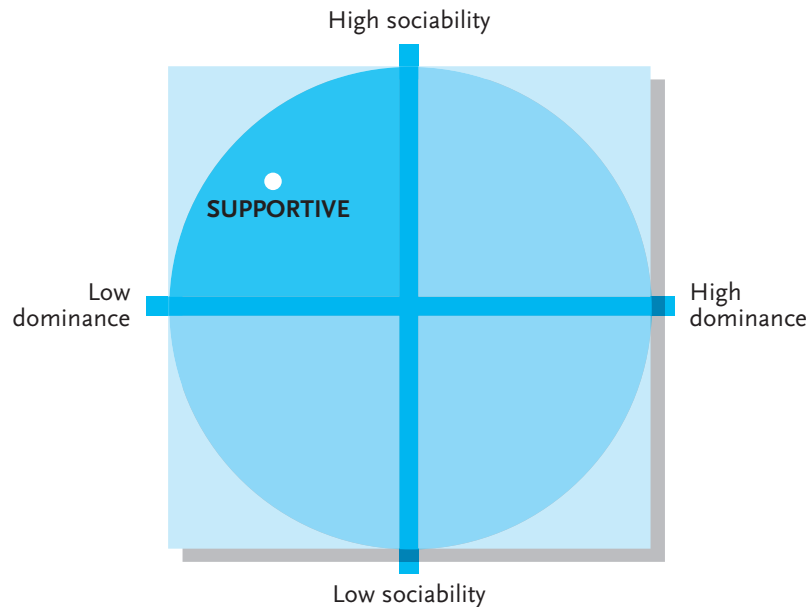
1. *Expresses opinions in a disciplined, deliberate manner.* The reflective person does not seem to be in a hurry. He or she expresses measured opinions. Emotional control is a common trait of this style.

reflective style

FIGURE 5.9

The supportive style combines low dominance and high sociability.

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2. *Seems to be preoccupied.* The reflective person is rather quiet and may often appear preoccupied with other matters. As a result, he or she may seem aloof and difficult to get to know. Bill Gates displays this personality trait.
3. *Prefers orderliness.* The reflective person prefers an orderly work environment. At a meeting, this person appreciates an agenda. A reflective person enjoys reviewing details and making decisions slowly.

Supportive Style

The upper-left-hand quadrant combines low dominance and high sociability—the **supportive style** of communication (Figure 5.9). People who possess this style tend to be cooperative, patient, and attentive.

supportive style

The supportive person is reserved and usually avoids attention-seeking behavior. Additional behaviors that commonly characterize the supportive style include the following:

1. *Listens attentively.* Good listeners have a unique advantage in many occupational settings. This is especially true of loan officers, sales personnel, and supervisors. The talent comes more naturally to the supportive person.
2. *Avoids the use of power.* Supportive persons are more likely to rely on friendly persuasion than power when dealing with people. They like to display warmth in their speech and written correspondence. The late Charles Kuralt, CBS News journalist; Neil Armstrong, Apollo 11 crew member; and actress Julia Roberts fit this description.



HUMAN RELATIONS IN ACTION

Closing the Sale

Rich Goldberg, CEO of Warm Thoughts Communications, a New Jersey-based marketing communications company, sensed he was about to lose an important client. He met with his staff, and together they created a profile based on their knowledge of the client's communication style. It soon became apparent that there was a mismatch between the client and the salesperson who called on that person. The customer was low in sociability but high in dominance. The customer was also described as someone who needed facts and figures. The salesperson was spending too much time on relationship building, and this approach was agitating the client. Goldberg counseled his staff to keep conversations with this customer brief, use facts and figures frequently, and clearly spell out the company's commitment to the client.

3. *Makes and expresses decisions in a thoughtful, deliberate manner.* Supportive persons appear low-key in a decision-making role. Meryl Streep, Paul Simon, Meg Ryan, Kevin Costner, the late Princess Di, and Mary Tyler Moore all display characteristics of this style.

Did you find one particular communication style that is most like yours? If your first attempt to identify your most preferred style was not successful, do not be discouraged. No one conforms completely to one style. You share some traits with other styles. Also, keep in mind that communication style is just one

The late Princess Diana displays the characteristics of the supportive style. Persons with this communication style are generally observed as warm, patient, and easygoing; they tend to avoid the use of power.



dimension of personality. As noted previously, your personality is made up of a broad array of psychological and behavioral characteristics. It is this unique pattern of characteristics that makes each person an individual. *Communication style* refers only to those behaviors that others can observe.

Did you discover a communication style that is least like yours? In many cases, we feel a sense of tension or discomfort when we have contact with persons who speak or act in ways that are at odds with our communication style. For example, the person with a need for orderliness and structure in daily work may feel tension when working closely with someone who is more spontaneous and unstructured.

Variation Within Your Communication Style

Communication styles also vary in intensity. For example, a person may be either moderately or strongly dominant. Note that the communication style model features zones that radiate outward from the center, as illustrated in Figure 5.10. These dimensions might be thought of as **intensity zones**.

intensity zones

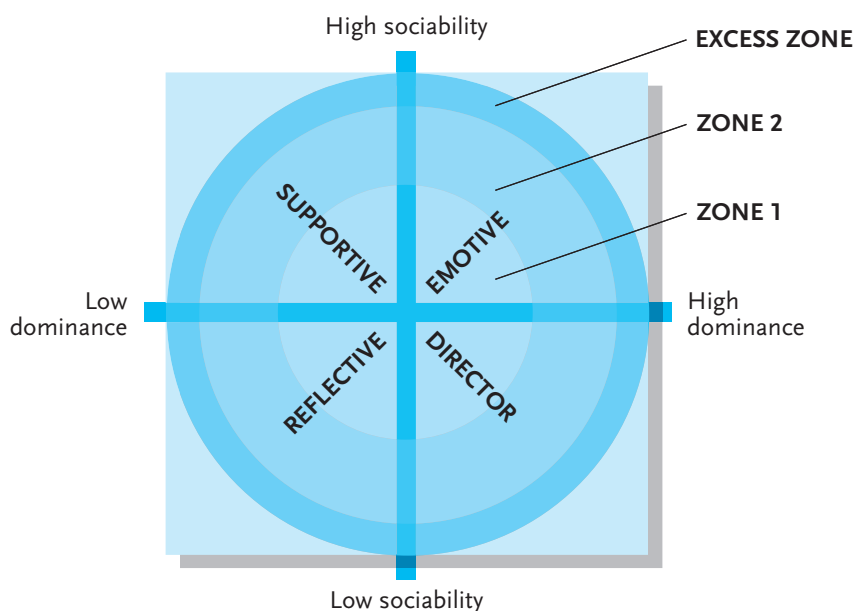
Zone 1

People who fall within Zone 1 will display their unique behavioral characteristics with less intensity than people in Zone 2. This means that it may be more difficult to identify the preferred communication style of people in Zone 1. They will not be as obvious in their gestures, tone of voice, speech patterns, or emotional expressions. You may have trouble picking up the right clues to identify their communication style.

FIGURE 5.10

Communication Style Intensity Zones

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Zone 2

People who fall within Zone 2 will display their behavioral characteristics with greater intensity than those in Zone 1. For example, on the following dominance continuum, Sue, Mike, Harold, and Deborah each fall within a different zone.

In terms of communication style identification, it is probably easier to distinguish between Sue and Deborah (who are in Zone 2) than between Mike and Harold (who are in Zone 1). Of course, the boundary line that separates Zone 1 from Zone 2 should not be viewed as a permanent barrier. Under certain conditions, people will abandon their preferred style temporarily.

You can sometimes observe this behavior change when a person is upset or angry. For example, Sue is a strong supporter of equal rights for women. At school she hears a male student say, “I think a woman’s place is in the home.” At that point, she may express her own views in the strongest possible terms. This forcefulness will require temporarily abandoning the comfort of her low dominance style to display assertive behavior.



Excess Zone

excess zone

The **excess zone** is characterized by a high degree of intensity and rigidity. It can also be labeled the “danger” zone. When people occupy this zone, they become inflexible and display a lack of versatility (see Table 5.1). Extreme intensity in any quadrant is bound to interfere with good human relations.

People often move into the excess zone when they are under stress or not feeling well. A person who feels threatened or insecure may also move into the excess zone. Even a temporary excursion into the excess zone should be avoided if at all possible. Inflexible and rigid communication styles are likely to lead to a breakdown in human relations.

Tips on Style Identification

To identify a person’s communication style, focus your full attention on observable behavior. The best clues for identifying styles are nonverbal. Learn to be observant of people’s gestures, posture, and facial expressions, and the rapidity and loudness of their speech.¹⁶ Animated facial expressions and high-volume, rapid speech are characteristic of the emotive communication style. Infrequent use of gestures, speaking in a steady monotone, and few facial expressions are characteristic of the reflective style. Of course verbal messages will also be helpful. If a person tends to be blunt and to the point and makes strong statements, you are likely observing a director.

We have noted that communication style is determined by where a person falls on the sociability continuum and the dominance continuum. Once you have identified as many verbal and nonverbal clues as possible, use this information to place the person on each continuum. Let’s assume that the clues indicate that the person is low in dominance. This means you can automatically eliminate the emotive and director styles because both are characterized by high dominance. The next step is to place the person on the sociability continuum. If the clues indicate

TABLE 5.1

Behaviors Displayed in the Excess Zone

Supportive Style	Attempts to win approval by agreeing with everyone
	Constantly seeks reassurance
	Refuses to take a strong stand
	Tends to apologize a great deal
Director Style	Is determined to come out on top
	Will not admit to being wrong
	Appears cold and unfeeling when dealing with others
Emotive Style	Tends to use dogmatic phrases such as “always,” “never,” or “you can’t”
	Tends to express highly emotional opinions
	Is outspoken to the point of being offensive
	Seems unwilling to listen to the views of others
Reflective Style	Uses exaggerated gestures and facial expressions
	Tends to avoid making a decision
	Seems overly interested in detail
	Is very stiff and formal when dealing with others
	Seeks to achieve perfection

that the person is low in sociability, you automatically eliminate the supportive style. By the process of elimination, you conclude that this person is probably reflective. *The authors of People Styles at Work*, however, warn that your initial perception of another person’s style should not be carved in stone. You should continue to collect new information and reassess your initial observations.¹⁷

Keep in mind that different situations bring out different behaviors. If you observe someone participating in a classroom discussion, then later observe the same person relaxing with friends at a local restaurant, you may witness two different behavioral patterns. Getting to know someone is hard work, and it’s best not to look for shortcuts.¹⁸

VERSATILITY: THE THIRD DIMENSION

3 Discuss the major elements of the communication style model.

Earlier in this chapter we described two important dimensions of the communication style model: dominance and sociability. You will recall that these dimensions of human behavior are independent of each other. Now we are ready to discuss versatility, an important third dimension of human behavior.

Persons who can create and maintain interpersonal relations with others, regardless of their communication styles, are displaying versatility. **Versatility** can be defined as acting in ways that earn a social endorsement. Endorsement means simply other people’s approval of our behavior. People give us their endorsement when they feel comfortable and nondefensive with us.¹⁹

versatility



HUMAN RELATIONS IN ACTION

Yeeaaaahh!

Many political observers believe that Howard Dean's presidential campaign was undone by one unscripted scream. After losing the Iowa Democratic caucus, he met with his dispirited supporters and promised the campaign would continue. After listing all the states he planned to visit in the weeks ahead, he ended the speech with an emotional promise: "And then we're going to Washington, DC, to take back the White House. Yeeaaaahh!" What followed was a near-saturation replay of that scream on cable, radio, and network television. On that cold night in Iowa, Dean created the impression that his passion had crossed over to anger. A move into the excess zone can have unexpected consequences.

The dimension of versatility is independent of style. This means that the emotive style is no more or less likely to be versatile than is the reflective style. Communication style remains relatively stable throughout life, whereas versatility is changeable.

Versatility is a trait we exhibit ourselves rather than elicit from others. Versatile people recognize that they can control their half of relationships and that it is easier to modify themselves than it is to modify others. The versatile person asks, "What can I do to make it easier for the other person to relate to me?"²⁰

Research on versatility conducted by Wilson Learning Corporation indicates that the ability to adapt to another person's communication style greatly improves interpersonal relationships. People are divided nearly equally across the four communication styles, so we share our own style with only one out of four persons we have contact with. Once we develop and apply versatility skills, a greater number of people will feel comfortable and nondefensive in our presence.²¹



Achieving Versatility Through Style Flexing

Getting classified according to communication style doesn't mean you are "type-cast" for life. You can always learn to strengthen areas of your most preferred communication style in order to get along better with others.²² One way to broaden your personality is to engage in **style flexing**, which is the deliberate attempt to change or alter your style to meet the needs of another person. It is a temporary effort to act in harmony with the behavior of another person's communication style. Style flexing is communicating in a way that is more agreeable to persons of other styles. As noted earlier in this chapter, you can learn to adapt your style to accommodate others.

style flexing

Style Flexing at Work

To illustrate how style flexing can be used in an organizational setting, let's take a look at a communication problem faced by Jeff Walker, buyer of sporting goods for a small chain of sporting goods stores. Jeff has a strong emotive communication style and usually gets along well with other emotive communicators. His immediate supervisor is Rhonda Greenbaum, a reflective person who tends to approach her work in an orderly, systematic manner. Jeff finds it difficult to curb his stimulating, promotional style and therefore is sometimes viewed as "unstable" by Ms. Greenbaum.

What might Jeff do to improve communication with his supervisor? Jeff is naturally an open, impulsive communicator. During meetings with a reflective person, he should appear less spontaneous, slow his rate of speech, and avoid the use of dramatic gestures. He should try to appear more reserved.

The reflective person admires orderliness, so Jeff should be sure he is well prepared. Prior to each meeting, he should develop a mental agenda of items that he wants to cover. At the beginning of the meeting he might say, "Ms. Greenbaum, there are three things I want to discuss." He would then describe each item concisely and present information slowly and systematically. This disciplined approach will be appreciated by the reflective supervisor.

How could Jeff's boss use style flexing to foster better communication? She could avoid appearing too stiff and formal. During meetings, the reflective person should try to avoid being "all business." (The emotive person does not object to small talk during meetings.) The reflective communicator might also be more informal about starting and ending meetings exactly on time, might allow the emotive person to depart from the agenda now and then, or might bring up an item spontaneously. The reflective person should try to share feelings and concerns more openly in the presence of an emotive person.



TOTAL PERSON INSIGHT

Kimberly Alyn and Bob Phillips

Authors, *Annoying People*

"The best way to break a habit is to establish another habit. For example, if you're a constant talker, stop talking. Work at it."

Strategies for Adapting Your Style

Once you have identified the dominant style of the other person, begin thinking of ways to flex your style to gain a social endorsement. Remember, you can control your half of the relationship. What can be done to meet the interpersonal needs of the other person? Here are a few general style adaptation strategies:

Flexing to the Emotive Style

- Take time to build a social as well as a business relationship. Leave time for relating and socializing.
- Display interest in the person's ideas, interests, and experiences.
- Do not place too much emphasis on details. Emotive people like fast-moving, inspirational verbal exchanges.
- Maintain a pace that is fast and somewhat spontaneous.

Flexing to the Director Style

- Be specific, brief, and to the point. Use time efficiently.
- Present the facts logically, and be prepared to provide specific answers to questions.
- Maintain a pace that is fast and decisive; project an image of strength and confidence.
- Messages (written or oral) should be short and to the point.

Flexing to the Reflective Style

- Appeal to the person's orderly, systematic approach to life. Be well organized.
- Approach this person in a straightforward, direct manner. Get down to business quickly.
- Be as accurate and realistic as possible when presenting information.
- Messages (written or oral) should be detailed and precise. The pace of verbal messages should be slow and systematic.

Flexing to the Supportive Style

- Show a sincere interest in the person. Take time to identify areas of common interest.
- Patiently draw out personal views and goals. Listen and be responsive to the person's needs.
- Present your views in a quiet, nonthreatening manner. Do not be pushy.
- Put a priority on relationship building and communication.

In those situations where you are attempting to win the support or cooperation of another person, look and listen for clues that identify the individual's preferred communication style. Once you are able to recognize and adjust to communica-

tion styles different from your own, gaining a social endorsement will be much easier.

Style Flexing: Pitfalls and Possibilities

Is style flexing just another way to manipulate others? The answer is yes if your approach is insincere and your only objective is to get something for yourself. The choice is yours. If your objective is to build an honest, constructive relationship, then style flexing can be a valuable and productive communication skill.

In an organizational setting, style flexing is especially critical when something important is at stake. Let's assume that you are head of a major department in a large hospital. Tomorrow you will meet with the hospital administrator and propose the purchase of new x-ray equipment that will cost a large amount of money. This is a good time to think about the administrator's communication style and consider your style-flexing strategies. Every decision is influenced by both reason and emotion, but the weight given to each of these elements during the decision-making process can vary from one person to another. Often we make the mistake of focusing too much attention on the content of our message and not enough on how to deliver that message.²³

A FINAL WORD OF CAUTION

4 Identify your preferred communication style.

A discussion of communication styles would not be complete without a few words of caution. It is tempting to put a label on someone and then assume the label tells you everything you need to know about that person. In *The Name of Your Game*, Stuart Atkins says we should be careful not to use labels that make people feel boxed in, typecast, or judged. He says we should not classify *people*; we should classify their



HUMAN RELATIONS IN ACTION

Al "Chainsaw" Dunlap Seemed Comfortable in the Excess Zone

Patricia Sellers, a reporter for *Fortune* magazine, has vivid memories of her last telephone conversation with Al "Chainsaw" Dunlap. The embattled CEO of Sunbeam Corporation was about to be fired by the board of directors. Dunlap, famous for his booming voice, abruptness, and strong opinions, wasn't pleased to learn from Sellers that *Fortune* planned to report that several large Sunbeam investors wanted him out: "Geez, this idea that Dunlap's in jeopardy. That's bull!" he raved. Soon after that conversation Dunlap was tossed out by the board. The man who rose to prominence by taking over large corporations and then firing tens of thousands of people was fired for using unorthodox accounting practices. Sellers says, "My ears are still ringing from the shrill sound of Al Dunlap fighting to hold on to his job." Dunlap always seemed comfortable in the excess zone.

strengths and *preferences* to act one way or another under certain circumstances.²⁴ As noted in Chapter 1, the “total person” is made up of such interdependent traits as emotional control, values orientation, self-esteem, and self-awareness. To get acquainted with the whole person takes time and effort. Atkins makes this observation: “It requires much more effort to look beyond the label, to experience the person as a dynamic process, to look at the fine print on the box and carefully study the ingredients inside the package. We have been conditioned to trust the label and look no further.”²⁵

You must also be careful not to let the label you place on yourself become the justification for your own inflexible behavior. If you discover that your most preferred communication style is reflective and take the position that “others will simply have to get used to my need for careful analysis of data before making a decision,” then you are not displaying the characteristics of a versatile person. Try not to let the label justify or reinforce why you are unable to communicate effectively with others.²⁶

Strength/Weakness Paradox

As noted previously in this chapter, there is no “best” communication style. Each style has its unique strong points. Supportive people are admired for their easygoing, responsive style. Directors are respected for the thoroughness and determination they display. The stimulating, personable style of emotive persons can be very refreshing. And the emotional control and disciplined nature of reflective persons are almost universally admired.

Problems arise when people overextend or rely too much on the strengths of their style. The director who is too demanding may be viewed by others as “pushy.” The supportive person may try too hard to please others and risk being viewed as “wishy-washy.” An emotive person may be viewed as too excitable or not serious enough in a business setting. The reflective person who cannot seem to make a decision without mountains of information may be viewed as too cautious and inflexible. Some people rely too heavily on established strengths and fail to develop new skills that will increase their versatility.

To get along with people at all levels of an organization, you must be able to build rapport with those who are different from you. Customizing your communication style often requires learning *how to overcome your strengths*.²⁷

LEARNING OBJECTIVES REVIEW



Improve Your Grade
Learning Objectives Review
Audio Chapter Review
Audio Chapter Quiz

- 1** *Understand the concept of communication style bias and its effect on interpersonal relations.*
 - Communication styles are our patterns of behaviors that are observable to others. Each of us has a distinctive way of responding to people and events. Communication style bias is likely to surface when you meet someone who displays a style distinctly different from your own.

- 2** *Realize the personal benefits that can be derived from an understanding of communication styles.*
 - By getting to know your communication style, you can achieve greater self-awareness and learn how to develop more effective interpersonal relations with others. Accurate self-knowledge is truly the starting point for effectiveness at work.

- 3** *Discuss the major elements of the communication style model.*
 - The communication style model is formed by combining two important dimensions of human behavior: dominance and sociability. Combinations of these two aspects create four communication styles—emotive, director, reflective, and supportive.

- 4** *Identify your preferred communication style.*
 - With practice you can learn to identify your communication style. The starting point is to rate yourself on each scale (dominance and sociability) by placing a checkmark at a point along the continuum that represents how you perceive yourself. Completion of the dominance and sociability indicator forms will help you achieve greater awareness of your communication style. You may also want to ask others to complete these forms for you.

- 5** *Improve communication with others through style flexing.*
 - A third dimension of human behavior—versatility—is important in dealing with communication styles that are different from your own. You can adjust your own style to meet the needs of others—a process called style flexing.
 - We must keep an open mind about people and be careful not to use labels that make them feel typecast or judged. Keeping an open mind requires more thought than pigeonholing does.

CAREER CORNER

Q: The company I work for discourages personal phone calls during working hours. I am a single parent with two young children. How can I convince my supervisor that some personal calls are very important?

A: Placing personal phone calls during working hours is an issue that often divides employers and employees. From the employer's point of view, an employee who spends time on nonwork calls is wasting time, a valuable resource. Also, many organizations want to keep telephone lines clear for business calls. From your point of view, you need to know about changes in child-care arrangements, serious health concerns of family members, and similar problems. In fact, you will probably

perform better knowing that family members are safe and secure. Explain to your supervisor that some personal calls will be inevitable. It is very important that you and your supervisor reach an agreement regarding this issue. When possible, make most of your personal calls during your lunch hour or during work breaks. Encourage friends to call you at home.

To improve communications with your supervisor, get acquainted with his or her communication style. Once you have identified this person's dominant style, use appropriate style-flexing strategies to gain a social endorsement.

INTERNET INSIGHTS

The primary purpose of this chapter is to provide you with an introduction to communication styles and prepare you to apply at work and in your personal life the concepts presented here. You now have the foundation you need to continue your study. A great deal of information related to communication styles can be found on the Internet. Using your search engine, type in the following keywords, and then review the resources available:

- communication styles
- personality types



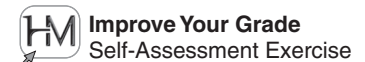
- personality profiles
- psychological types
- Jungian personality types

Examine the resources (such as books, articles, and training programs), and then prepare a brief summary of your findings. Pay special attention to new information that was not covered in your textbook.

ROLE-PLAY EXERCISE

For the purpose of this role play, read Case 5.2 and assume the role of Tyler West, who is described as an outspoken, enthusiastic person who displays the emotive communication style. You will meet with Madison Fitz, who is also described in the case problem. Prior to the role play, study the chapter material on style flexing and on how to com-

municate effectively with persons who display the reflective communication style. Prepare for the first 5–7 minutes of the meeting. How will you present yourself during the initial contact? What would be the best way to get the meeting off to a good start?



CASE 5.1

Steve Ballmer Keeps the Good Times Rolling at Microsoft

Bill Gates, chairman of Microsoft Corporation, and Steve Ballmer, CEO of Microsoft, met as undergraduates at Harvard University. Both were math whizzes. Gates eventually dropped out of Harvard to form Microsoft, and Ballmer ended up teaching at the Stanford Business School. When Gates needed a tough-minded manager at his fledgling company, he gave Ballmer the assignment. Ballmer built a sales organization to compete with IBM in large corporate accounts.

Gates and Ballmer have different communication styles. Gates displays the reflective style; he is impressed by proposals that are supported by data. Ballmer displays the director style; he is a take-charge person who can be quite demanding.

During the early years at Microsoft, Ballmer was known as a very aggressive executive with little patience. His explosive temper was legendary, and he often terrified his staff members. He once needed throat surgery because he yelled so much. He had a domineering management style and was unwilling to delegate decision making; still, he accomplished a great deal. Ballmer

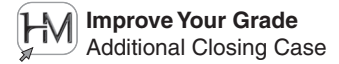
was promoted to president in 1998 and then to chief executive officer in January of 2000. As CEO, he has managed to fortify Microsoft's position as an industry leader.

Today Ballmer's leadership style is more diplomatic, and he's more likely to delegate decision-making authority. One of his goals is to do a better job of developing managers and leaders. Many people at Microsoft say Steve Ballmer has mellowed. In 2003 *Business Week* named him one of the nation's best managers.²⁸

Questions

1. If Steve Ballmer and Bill Gates met for the first time, would any form of communication style bias surface? Explain.
2. What are Steve Ballmer's primary communication needs?
3. If you made a sales call on Steve Ballmer and you wanted to develop an effective business relationship, how would you speak and act during the meeting?

CASE 5.2



A Matter of Style

Tyler West is a sales representative for the World Travel Agency, a firm that specializes in packaged tours to foreign countries. Tyler has spent two months training for this position and is now working with customers. Tyler is an expressive person who is very enthusiastic about travel planning. Tyler possesses all the characteristics of the emotive communication style: outspoken, excitable, and very personable.

Monday morning Tyler has an appointment with Madison Fitz, executive director of an association of bank loan officers. Madison wants to arrange a package tour in England for about fifty persons that will include transportation, hotel accommodations, meals, and tickets to special events. Madison is classified as reflective in terms of communication style and is viewed as industrious, cautious, and well organized. Madison is all business when it comes to representing the bankers' association.

Questions

1. At the initial meeting, do you anticipate that communication style bias will surface? If so, why? If not, why?
2. What will be Madison's primary communication needs?
3. How should Tyler speak and act throughout the meeting to develop an effective business relationship with Madison?

INTEGRATED RESOURCES

CLASSROOM ACTIVITIES (college.hmco.com/pic/reece10e)

Communication Style Profile Instrument/Analysis
Improve Your People-Reading Skills Project
Practice Style Flexing?

HM Management  SPACE

HM Management  SPACE college.hmco.com/pic/reeceSAS

6

Building High Self-Esteem



Self-efficacy and self-respect are central themes of the definition of self-esteem used in this chapter. For many people growth in both of these areas can be achieved through education.

1 Define self-esteem and discuss its impact on your life.

2 Understand how self-esteem is developed.

3 Identify the characteristics of people with low and high self-esteem.

4 Identify ways to raise your self-esteem.

“Our level of self-esteem affects virtually everything we think, say, and do.”

—Mary Ellen Donovan

Chapter Outline


● **THE POWER OF SELF-ESTEEM**
Self-Esteem = Self-Efficacy + Self-Respect

◆ **HOW SELF-ESTEEM DEVELOPS**
Childhood
Adolescence
Adulthood
The Past Programs the Future

▼ **SELF-ESTEEM INFLUENCES YOUR BEHAVIOR**
Characteristics of People with Low Self-Esteem
Characteristics of People with High Self-Esteem

■ **HOW TO BUILD SELF-ESTEEM**
Search for the Source of Low Self-Esteem
Identify and Accept Your Limitations
Take Responsibility for Your Decisions
Engage in Strength Building
Seek the Support and Guidance of Mentors
Set Goals
Practice Guided Imagery
Use Positive Self-Talk

★ **ORGANIZATIONS CAN HELP**

 **Prepare for Class**
Chapter Outline

★ *5 Understand the conditions organizations can create that will help workers raise their self-esteem.*

The Power of Self-Esteem

Shoshana Zuboff likes to reflect on some of the special students she taught at the Harvard Business School. Some students, she recalls, “threw themselves at learning as if their lives depended on it.” One of those students, Edward, had a troubled past. His parents split up when he was a small boy, and he was on his own much of the time as his mother needed to work. Edward and his mother lived in a neighborhood where drugs and gangs were common. By the sixth grade, he was a drug dealer, and later he ended up in a penitentiary. Then he had the good fortune to meet a judge who offered him two years in a drug rehabilitation program in return for good behavior. After rehab, he got a job, enrolled in a community college, and made the dean’s list several times.

A counselor encouraged Edward to set his sights high, so he applied and was accepted to an Ivy League school, where he studied business and economics. This success led to his acceptance into the Harvard Business School, where he met Professor Zuboff.

KEY TERMS

developmental psychology

p. 132

external locus of control p. 135

guided imagery p. 141

inner critic p. 142

internal locus of control p. 136

mentor p. 139

self-concept p. 132

self-efficacy p. 130

self-esteem p. 130

self-respect p. 131

self-talk p. 142

talent p. 138

visualize p. 141



Prepare for Class
Chapter Glossary

Improve Your Grade

Flashcards

Hangman

Crossword Puzzle

self-esteem Belief in one's own abilities and of being capable of meeting life's challenges and being worthy of happiness.

self-efficacy The power to produce a positive attitude that affects one's self-esteem; the belief that one can achieve what one sets out to do.

Although Edward had accomplished a great deal since leaving the penitentiary, he felt a growing sense of shame over things he did not know. During one lecture, Professor Zuboff briefly mentioned the name of an author who had written about Auschwitz. After class, Edward asked, "What is Auschwitz?" Because of his disadvantaged childhood, he had missed out on many learning experiences that most students take for granted. To avoid giving away his deep-seated inner secret, he mastered many defense strategies to protect his image among his peers. Professor Zuboff noted, "He was haunted by the sense of not knowing what he didn't know or how to learn it."

With help from this caring professor and her husband, who agreed to serve as his mentor, Edward began a program of study designed to fill in the gaps in his education. His self-esteem improved greatly as his program of self-improvement unfolded. Today Edward runs a successful consulting firm that focuses on leadership and emotional intelligence.¹ ■

THE POWER OF SELF-ESTEEM

1 Define self-esteem and discuss its impact on your life.

The importance of self-esteem as a guiding force in our lives cannot be overstated. Tschirhart Sanford and Mary Ellen Donovan, the authors of *Women & Self-Esteem*, describe the power of self-esteem as follows:

Our level of self-esteem affects virtually everything we think, say, and do. It affects how we see the world and our place in it. It affects how others in the world see and treat us. It affects the choices we make—choices about what we will do with our lives and with whom we will be involved. It affects our ability to both give and receive love. And, it affects our ability to take action to change things that need to be changed.²

Self-Esteem = Self-Efficacy + Self-Respect

Nathaniel Branden, author of *The Six Pillars of Self-Esteem* and *Self-Esteem at Work*, has spent the past three decades studying the psychology of self-esteem. He states that the ultimate source of **self-esteem** can only be internal: It is the relationship between a person's self-efficacy and self-respect. **Self-efficacy** is the belief that you can achieve what you set out to do.³ When your self-efficacy is high, you believe you have the ability to act appropriately. When your self-efficacy is low, you worry that you might not be able to do the task, that it is beyond your abilities. Your perception of your self-efficacy can influence which tasks you take on and which ones you avoid. Albert Bandura, a professor at Stanford University and one of the foremost self-efficacy researchers, views this component of self-esteem as a resilient belief in your own abilities. According to Bandura, a major source of self-efficacy is the experience of mastery, in which success in one area builds your confidence to succeed in other areas.⁴ For example, an administrative assistant who masters a sophisticated computerized accounting system is more likely to



HUMAN RELATIONS IN ACTION

The Power of Strong Self-Efficacy

Over the years many people we now know to be extremely intelligent and talented have had to develop a strong belief in themselves. If they had relied on others' opinions of their capabilities and potential, who knows where this world would be!

Walt Disney was fired by a newspaper editor for lack of ideas. He went bankrupt several times before he built Disneyland.

Thomas Edison's teacher said he was "too stupid to learn anything."

Fred Astaire recalls the 1933 memo from the MGM casting director that stated, "Can't act. Can't sing. Slightly bald. Can dance a little."

Vince Lombardi, successful football coach and motivational speaker and writer, recalls an expert's description of his talents: "He possesses minimal football knowledge and lacks motivation."

Albert Einstein did not speak until he was 4 years old and did not read until he was 7. His teacher described him as "mentally slow, unsocial, and adrift forever in foolish dreams."

tackle future complicated computer programs than is a person who feels computer illiterate and may not even try to figure out the new program, regardless of how well he or she *could* do it.

Self-respect, the second component of self-esteem, is what you think and feel about yourself. Your judgment of your own value is a primary factor in achieving personal and career success. People who respect themselves tend to act in ways that confirm and reinforce this respect. People who lack self-respect may put up with verbal or physical abuse from others because they feel they are unworthy of praise and deserve the abuse. Nathaniel Branden believes that the healthier our self-esteem, the more inclined we are to treat others with respect, benevolence, goodwill, and fairness since we do not tend to perceive them as a threat, and since self-respect is the foundation of respect for others.⁵

Self-efficacy and self-respect are central themes of the definition of self-esteem adopted by the National Association for Self-Esteem. NASE defines self-esteem as "the experience of being capable of meeting life's challenges and being worthy of happiness."⁶ It is having the conviction that you are able to make appropriate choices and decisions, and can be effective in the many roles you play in life, such as that of friend, daughter or son, husband or wife, employee or employer, leader, and so on. Your sense of competence is strengthened through accomplishing meaningful goals, overcoming adversities, and bouncing back from failure.

The NASE definition of self-esteem helps us make the distinction between authentic (healthy) self-esteem and false (unhealthy) self-esteem. Authentic self-esteem is not expressed by self-glorification at the expense of others or by the attempt to diminish others so as to elevate oneself. Arrogance, boastfulness, and overestimation of your abilities are more likely to reflect inadequate self-esteem rather than, as it might appear, too much self-esteem.

self-respect A component of self-esteem; what one thinks and feels about oneself.

TEST PREPPER 6.1

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Arrogance, boastfulness, and overestimation of your abilities reflect false (unhealthy) self-esteem.
- _____ 2. The ultimate source of self-esteem can only be external or achieved through praise from others.

Multiple Choice

- _____ 3. T.J. has both high self-efficacy and high self-respect. Together, these indicate that T.J. also has:
- high self-esteem.
 - low emotional intelligence.
 - above-average intellectual capabilities.
 - a supportive family.
- _____ 4. People like Albert Einstein and Walt Disney succeeded because of their strong belief in themselves. In other words, like many other successful people, they had high:
- self-efficacy.
 - regard for others.
 - relationship-building skills.
 - self-awareness.
- _____ 5. People who lack self-respect are likely to:
- treat others with respect.
 - treat others fairly.
 - put up with verbal or physical abuse from others.
 - stand up against abuse from others.



ACE the Test
ACE and ACE+ Practice Tests

HOW SELF-ESTEEM DEVELOPS

2 Understand how self-esteem is developed.

To understand the development of self-esteem, it is helpful to examine how you formed your self-concept. Your **self-concept** is the bundle of facts, opinions, beliefs, and perceptions about yourself that are present in your life every moment of every day.⁷ The self-concept you have today reflects information you have received from others and life events that occurred throughout childhood, adolescence, and adulthood. You are *consciously* aware of some of the things you have been conditioned to believe about yourself. But many comments and events that have shaped your self-concept are processed at the *unconscious* level and continue to influence your judgments, feelings, and behaviors whether you are aware of them or not.⁸

Childhood

Researchers in the field of **developmental psychology** are concerned with the course and causes of developmental changes over a person's lifetime. They pay close attention to genetic and environmental factors (nature versus nurture).⁹ Although space does not permit a detailed discussion here of cognitive, social, and emotional development during early childhood, we can state with conviction that developmental experiences during the first few years of life are extremely important. For example, too little attention from nurturing parents and too much television viewing can hinder healthy childhood development.¹⁰

self-concept The bundle of facts, opinions, beliefs, and perceptions about oneself that are present every moment of every day.

developmental psychology The study of the course and causes of developmental changes over a person's lifetime.

Because childhood events are retained in your brain, poor performance in school, abusive or uncaring parents, or a serious childhood accident can be defining experiences in your life. Messages from siblings, teachers, and various authority figures can have a lasting impact on your self-concept. Consider the father who repeatedly says, “Real men don’t cry,” or places undue emphasis on successful performance during contact sports. These childhood experiences can form the foundation for your level of self-esteem that emerges later in life.

Adolescence

The transition from childhood to adulthood can be a long and difficult period. At about age 11, children begin to describe themselves in terms of social relationships and personality traits. By the end of early adolescence, most youth are ready to develop a personal identity as a unique individual. Identity formation, the central task of adolescence, is usually more difficult for youth if their infancy and childhood resulted in feelings of shame, guilt, and inferiority.¹¹

As adolescents attempt to resolve questions about self-worth, sexuality, and independence, they may “try out” alternative identities.¹² Teens often turn to movies, music videos, and magazines for guidance and attempt to emulate the unrealistic body images and fashions that their peers deem worthwhile. Adolescence can last well into the 20s as each person attempts to develop his or her own unique identity.

Parents and teachers can have a powerful effect on their teenagers’ self-esteem. When they offer encouragement, support, enthusiasm, and commendation for achievements, they enable teens to learn how to take healthy risks, tolerate frustration, and feel proud of their accomplishments.

Adulthood

When you reach adulthood, you are greatly influenced by a time-reinforced self-concept that has been molded by people and events from all your past experiences. You have been bombarded over the years with positive and negative messages from your family, friends, teachers, supervisors, and the media. You may compare yourself to others, as was so common in adolescence, or you may focus on your own inner sense of self-worth. Emmett Miller, a noted authority on self-esteem, says that as adults we tend to define ourselves in terms of:¹³

1. *The things we possess.* Miller says this is the most primitive source of self-worth. If we define ourselves in terms of what we have, the result may be an effort to accumulate more and more material things to achieve a greater feeling of self-worth. The idea that we can compensate for self-doubt and insecurity with our checkbook is widely accepted in America.¹⁴ People who define themselves in terms of what they have may have difficulty deciding “what is enough” and may spend their life in search of more material possessions.



“Just remember, son, it doesn’t matter whether you win or lose—unless you want Daddy’s love.”

© The New Yorker Collection 2001 Pat Byrnes from cartoonbank.com. All Rights Reserved.

Most adolescents are attempting to resolve questions about self-worth, sexuality, and independence. David Rocky Mountain, a 13-year-old Lakota Native American, surveys a traditional campsite constructed by troubled teens from the Cheyenne River Sioux tribe in South Dakota. This “spiritual boot camp” provides youngsters with the opportunity to bond with their elders, who offer many valuable life lessons.



2. *What we do for a living.* Miller points out that too often our self-worth and identity depend on something as arbitrary as a job title. Amy Saltzman, author of *Downshifting*, a book on ways to reinvent (or redefine) success, says, “We have allowed our professional identities to define us and control us.”¹⁵ She points out that we have looked to outside forces such as the corporation, the university, or the media to provide us with a script for leading a satisfying, worthwhile life.
3. *Our internal value system and emotional makeup.* Miller says this is the healthiest way for people to identify themselves:

If you don’t give yourself credit for excellence in other areas of life, besides your job and material possessions, you’ve got nothing to keep your identity afloat in emotionally troubled waters. People who are in touch with their real identity weather the storm better because they have a more varied and richer sense of themselves, owing to the importance they attach to their personal lives and activities.¹⁶

As an adult, you will be constantly adjusting the level of your self-esteem as you cope with events at work and in your personal life. The loss of a job or being passed over for a promotion may trigger feelings of insecurity or depression. A messy divorce can leave you with feelings of self-doubt. An unexpected award may raise your spirits and make you feel better about yourself.

The Past Programs the Future

Phillip McGraw, better known as “Dr. Phil,” has developed a one-sentence guide to understanding the importance of your self-concept: *The past reaches into the present, and programs the future, by your recollections and your internal rhetoric about*



TOTAL PERSON INSIGHT

Don Miguel Ruiz Author, *The Four Agreements*

“How many times do we pay for one mistake? The answer is thousands of times. The human is the only animal on earth that pays a thousand times for the same mistake. The rest of the animals pay once for every mistake they make. But not us. We have a powerful memory. We make a mistake, we judge ourselves, we find ourselves guilty, and punish ourselves. . . . Every time we remember, we judge ourselves again, we are guilty again, and we punish ourselves again, and again, and again.”

*what you perceived to have happened in your life.*¹⁷ Past experiences and events, which McGraw describes as “defining moments,” can influence your thinking for a lifetime and program your future. They get incorporated into your deepest understanding of who you are because they are often the focus of your internal dialogue—a process we call “self-talk.” Later in this chapter, we will discuss how to avoid the influence of negative self-talk and build upon positive messages.

SELF-ESTEEM INFLUENCES YOUR BEHAVIOR

3 Identify the characteristics of people with low and high self-esteem.

Your level of self-esteem can have a powerful impact on your behavior. Your sense of competence and resulting self-respect, the two components of self-esteem, stem from the belief that you are generally capable of producing the results in life that you want by making appropriate, constructive choices. This confidence makes you less vulnerable to the negative views of others, which then enables you to be more tolerant and respectful of others. People with healthy self-esteem tend to have a sense of personal worth that has been strengthened through various achievements and through accurate self-appraisal.¹⁸

Characteristics of People with Low Self-Esteem

1. *They tend to maintain an external locus of control.* People who maintain an **external locus of control** believe that their life is almost totally controlled by outside forces and that they bear little personal responsibility for what happens to them.¹⁹ When something goes wrong, they have a tendency to blame something or someone other than themselves. Even when they succeed, they tend to attribute their success to luck rather than to their own expertise and hard work. They continually rely on other people to make them feel good about themselves, and therefore need an ever increasing dose of support from others to keep them going. When we rely too heavily on validation from external sources, we can lose control over our lives.²⁰
2. *They are more likely to participate in self-destructive behaviors.* If you do not like yourself, there is no apparent reason to take care of yourself. Therefore, people with low self-esteem are more likely to drink too much, smoke too

external locus of control The belief that one's life is almost totally controlled by outside forces and that one bears little personal responsibility for what happens to oneself.



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much, and eat too much. Some may develop an eating disorder such as bulimia or anorexia, often with devastating results.

3. *They tend to exhibit poor human relations skills.* Individuals with low self-esteem may have difficulty developing effective interpersonal skills. Workers with low self-esteem may reduce the efficiency and productivity of a group: They tend to exercise less initiative and hesitate to accept responsibility or make independent decisions and are less likely to speak up in a group and criticize the group's approach.

Characteristics of People with High Self-Esteem

internal locus of control The belief that one is able to shape one's life and take responsibility for oneself and one's actions.



1. *They tend to maintain an internal locus of control.* People who believe they are largely responsible for what happens to them maintain an **internal locus of control**. They make decisions for their own reasons based on their standards of what is right and wrong. They learn from their mistakes, but are not immobilized by them. They realize that problems are challenges, not obstacles. In his book *They All Laughed: From Lightbulbs to Lasers*, Ira Flatow examines the lives of successful, innovative people who had to overcome major obstacles to achieve their goals. He discovered that the common thread among these creative people was their ability to overcome disappointing events and press on toward their goals.
2. *They are able to feel all dimensions of emotion without letting those emotions affect their behavior in a negative way.* They realize emotions cannot be handled either by repressing them or by giving them free rein. Although you may not be able to stop feeling the emotions of anger, envy, and jealousy, you can control your thoughts and actions when you are under the influence of these strong emotions. Say to yourself, "I may not be able to control the way I feel right now, but I can control the way I behave."
3. *They are less likely to take things personally.* Don Miguel Ruiz, author of the best-selling book *The Four Agreements*, cautions us to avoid taking others' comments personally: "When you make it a strong habit not to take anything personally, you avoid many upsets in your life." He says that when you react strongly to gossip or strongly worded criticism ("You're so fat!"), you suffer for nothing. Ruiz notes that many of these messages come from people who are unable to respect you because they do not respect themselves.²¹
4. *They are able to accept other people as unique, talented individuals.* They learn to accept others for who they are and what they can do. Our multicultural work force makes this attitude especially important. Individuals who cannot tolerate other people who are "different" may find themselves out of a job. (See Chapter 11, "Valuing Work Force Diversity.") People with high self-esteem build mutual trust based on each individual's uniqueness.
5. *They have a productive personality.* They are optimistic in their approach to life and are capable of being creative, imaginative problem solvers. Because of this, they tend to be leaders and to be skillful in dealing with people. They have the ability to evaluate the dynamics of a relationship and adjust to the demands of the interaction. They do not resort to shifting the blame onto others if something goes wrong; instead, they help others accept the responsibility for their own actions. They are able to handle stress in a productive way by putting their problems and concerns into perspective and maintaining a balance of work and fun in their lives.²²

TEST PREPPER 6.2, 6.3

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Researchers in developmental psychology pay close attention to nature versus nurture issues and how they impact developmental changes over the course of peoples' lifetimes.
- _____ 2. Throughout adulthood it is best to stay focused on excellence achieved at work.
- _____ 3. People with high self-esteem are able to feel and experience emotions and simultaneously control their behavior.



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Multiple Choice

- _____ 4. The most primitive source of self-worth among adults is:
- occupation.
 - internal value system.
 - possessions.
 - feedback from parents.
- _____ 5. "Why do these things always happen to me? Others are always picking on me," says Teddy. It appears that Teddy is guided by:
- external locus of control.
 - high expectations of others.
 - healthy self-efficacy.
 - internal locus of control.

HOW TO BUILD SELF-ESTEEM

4 Identify ways to raise your self-esteem.

"The level of our self-esteem is not set once and for all in childhood," says Nathaniel Branden. It can grow throughout our lives or it can deteriorate.²³ Healthy self-esteem comes from realizing what qualities and skills you have that you can rely on and then making a plan to build those qualities and skills that you want in the future. The person you will be tomorrow has yet to be created. Your new, higher level of self-esteem will not happen overnight. Such a change is the result of a slow, steady evolution that begins with the desire to overcome low self-esteem.

Search for the Source of Low Self-Esteem

Many people live with deep personal doubts about themselves but have difficulty determining the source of those feelings. They even have difficulty finding the right words to describe those negative feelings. People with low self-esteem are less likely to see themselves with great clarity. The self-image they possess is like a reflection in a warped funhouse mirror; the image magnifies their weaknesses and minimizes their strengths. To raise your self-esteem requires achieving a higher level of self-awareness and learning to accurately perceive your particular balance of strengths and weaknesses.²⁴

- To start this process, take time to list and carefully examine the defining moments in your life. Pay special attention to those that were decidedly negative, and try to determine how these moments have shaped your current self-concept.
- Next, make a list of the labels that others have used to describe you.
- Study the list carefully, and try to determine which ones you have internalized and accepted. Have these labels had a positive or negative influence on your

concept of yourself? Phillip McGraw says, “If you are living to a label, you have molded for yourself a fictional self-concept with artificial boundaries.”²⁵

Identify and Accept Your Limitations

Become realistic about who you are and what you can and cannot do. Demanding perfection of yourself is unrealistic because no one is perfect. The past cannot be changed: Acknowledge your mistakes; learn from them; then move on.

Acting as an observer and detaching yourself from negative thoughts and actions can help you break the habit of rating yourself according to some scale of perfection and can enable you to substitute more positive and helpful thoughts. A good first step is learning to dislike a behavior you may indulge in, rather than condemning yourself. Criticizing yourself may make the behavior worse. If you condemn yourself for being weak, for example, how can you muster the strength to change?

Take Responsibility for Your Decisions

Psychologists have found that children who were encouraged to make their own decisions early in their lives have higher self-esteem than those who were kept dependent on their parents for a longer period of time. Making decisions helps you develop confidence in your own judgment and enables you to explore options. Take every opportunity you can to make decisions both in setting your goals and in devising ways to achieve them.

The attitude that you must be right all the time is a barrier to personal growth. With this attitude you will avoid doing things that might result in mistakes. Much unhappiness comes from the widespread and regrettable belief that it is important to avoid making mistakes at all costs.²⁶ Taking risks that reach beyond what you already know how to do can often be fun and extremely rewarding.

Engage in Strength Building

Over the past thirty years, the Gallup International Research and Education Center has researched the best way to maximize a person’s potential. One of the most important findings can be summarized in a single sentence: Most organizations take their employees’ strengths for granted and focus on minimizing their weaknesses. The research findings suggest that the best way to excel in a career is to maximize your strengths.²⁷

The Gallup Organization research has been summarized in *Now, Discover Your Strengths* by Marcus Buckingham and Donald Clifton. The first step toward strength building is to discover your greatest talents. A **talent** is any naturally recurring pattern of thought, feeling, or behavior that can be productively applied. It is important to distinguish your natural talents from things you can learn. With practice, of

talent Any naturally recurring pattern of thought, feeling, or behavior that can be productively applied.



TOTAL PERSON INSIGHT

Fran Cox and Louis Cox Authors, *A Conscious Life*

“There is little understanding in our culture that being an adult is an ongoing process of learning and self-correcting: Life is always changing, revealing what was previously unknown and unplanned for.”

course, we can all get a little better at doing most things. However, to reach consistent, near perfect performances through practice alone is very difficult. Many successful salespeople have a talent for making new acquaintances and derive satisfaction from breaking the ice to make a connection with new people. They are intrigued with the unique qualities of each customer. They have a natural gift, enhanced through practice, for figuring out how to customize their sales presentation so it appeals to the unique needs of each customer. Without these talents, salespeople will struggle to achieve success.²⁸

Strength building also requires the acquisition of knowledge and skill. As we prepare for a career, we must acquire certain factual knowledge. An accountant must know how to prepare a statement of cash flow. Nurses must know exactly how much Novocain is needed for a procedure. Skill, the application of knowledge, might be thought of as the “doing” part of strength building.²⁹

Identifying Your Dominant Talents

Marcus Buckingham states that when we are not doing what we are truly good at, we are not living up to our greatest performance capabilities. He says that one effective way to identify your dominant talents is to step back and watch yourself as you try out different activities. Pay close attention to how you feel about these experiences. Take an elective course, volunteer to be chair of a committee, complete a summer internship, or accept a part-time job in an area that appeals to you. If you flourish in some activities but wither in others, analyze why this happened.

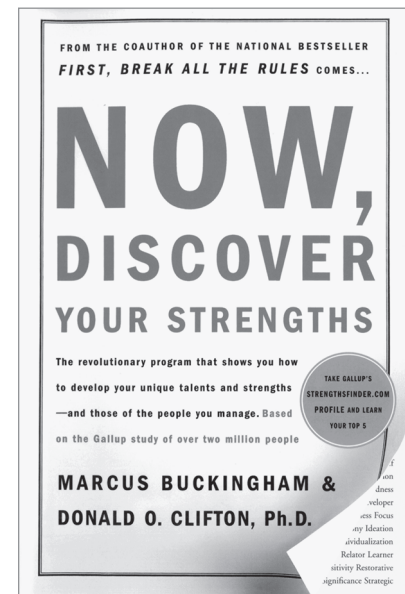
Buckingham’s research indicates that the best managers spend 80 percent of their time trying to amplify their employees’ strengths.³⁰ Chances are, however, you will not be working for a boss who encourages strength building. So, be prepared to assume responsibility for identifying your natural talents and building your strengths.

Seek the Support and Guidance of Mentors

Chip Bell, author of *Managers as Mentors: Building Partnerships for Learning*, defines a **mentor** as “someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all.”³¹ In most organizations mentoring is carried out informally, but formal programs that systematically match mentors and protégés are common.

Most people who have had a mentoring experience say it was an effective development tool. However, many surveys indicate that only a small percentage of employees say they have had a mentor. In today’s fast-paced work environment, where most people have a heavy workload, you must be willing to take the initiative and build a mentor relationship. Warren Bennis, founding chairman of the Leadership Institute at the University of Southern California, states, “Being mentored isn’t a passive game. It’s nothing less than the ability to spot the handful of people who can make all the difference in your life.”³² Here are some tips to keep in mind.

1. *Search for a mentor who has the qualities of a good coach.* Mentors need to be accomplished in their own right, but success alone does not make someone a good mentor. Look for someone whom you would like to emulate, both in business savvy and in operating style. Be sure it is someone you trust enough to talk with about touchy issues.³³



The authors of the best-selling book *Now, Discover Your Strengths* encourage us to identify our dominant talents. Get involved in a wide range of activities and then pay close attention to how you feel about these experiences.

mentor A trusted friend or guide, tutor, or coach.

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Beth Lay, left, and Christy Woodruff joined a mentoring program at Siemens Westinghouse Power Generation. Both women are veterans at this Orlando, Florida-based firm, but Lay is relatively new to management, while Woodruff is one of the company's highest-ranking women.



2. *Market yourself to a prospective mentor.* The best mentor for you may be someone who is very busy. Sell the benefits of a mentoring partnership. For example, point out that mentoring can be a mutually rewarding experience. Describe specific steps you will take to avoid wasting the time of a busy person. You might suggest that meetings be held during lunch or agree to on-line mentoring.³⁴
3. *Use multiple mentors.* Some people feel the need for both internal and external mentors. An internal mentor, an experienced associate or supervisor, can provide guidance as you navigate the organizational bumps and potholes. An external mentor, someone who does not work for your company, can provide an objective, independent view of your skills and talents.³⁵ Many people benefit from short-term “learning partners” who will coach them on specific skills.

Although mentors are not mandatory for success, they certainly help. Indeed, there will always be days when you feel nothing you do is right. Your mentor can help repair damaged self-esteem and encourage you to go on. With the power of another person's positive expectations reinforcing your own native abilities, it is hard to fail.

Set Goals

Research points to a direct link between self-esteem and the achievement of personal and professional goals. People who set goals and successfully achieve them are able to maintain high self-esteem. Why? Because setting goals enables you to take ownership of the future. Once you realize that just about every behavior is controllable, the possibilities for improving your self-esteem are endless. Self-change may be difficult, but it's not impossible. Some people lack self-esteem because they haven't achieved enough goals and experienced the good feelings that come from success.³⁶

The major principles that encompass goal setting are outlined in Table 6.1. Goal setting should be an integral part of your efforts to break old habits or form new ones. Before you attempt to set goals, engage in serious reflection. Make a list

of the things you want to achieve, and then ask yourself this question: What goals are truly important to me? If you set goals that really excite you, desire will fuel your will to achieve them.³⁷

Practice Guided Imagery

Guided imagery is one of the most creative and empowering methods for achieving your goals available today. It provides you with a way to harness the power of the mind and imagination to succeed at something. It can be used to help you relax, set goals (like losing weight), or prepare for a challenging opportunity such as interviewing for a new job. Some heart surgeons use guided imagery to calm their patients to help speed recovery. With a Walkman headphone, the patient hears carefully crafted, medically detailed messages that urge the person to relax and imagine themselves in a safe, comfortable place: “Feel the new strength flowing through you, through arteries that are wider and more open, more flexible with smoother surfaces than before.”³⁸

To **visualize** means to form a mental image of something. It refers to what you see in the mind’s eye. Once you have formed a clear mental picture of what you want to accomplish, identify the steps needed to get there and then mentally rehearse them. The visualization process needs to be repeated over and over again. The following are some examples of visualization in real life:

- Many athletes choreograph their performance in their imagination before competitions. Studies by the U.S. Olympic Training Center show that 94 percent of the coaches use mental rehearsal for training and competitions.³⁹
- Artists rarely begin a work of art until they have an image of what they are going to create.

guided imagery A creative and empowering method that harnesses the power of the mind and the imagination to achieve goals through the use of visualization.

visualize To form a mental image of something.

TABLE 6.1

Goal-Setting Principles

Goal setting gives you the power to take control of the present and the future. Goals can help you break old habits or form new ones. You will need an assortment of goals that address the different needs of your life. The following goal-setting principles should be helpful.

1. **Spend time reflecting on the things you want to change in your life.** Take time to clarify your motivation and purpose. Set goals that are specific, measurable, and realistic. Unrealistic goals increase fear, and fear increases the probability of failure.
2. **Develop a goal-setting plan that includes the steps necessary to achieve the goal.** Put the goal and the steps in writing. Change requires structure. Identify all activities and materials you will need to achieve your goal. Review your plan daily—repetition increases the probability of success.
3. **Modify your environment by changing the stimuli around you.** If your goal is to lose five pounds during a one-month period, make a weight chart so you can monitor your progress. You may need to give up desserts and avoid restaurants that serve huge portions. Gather new information on effective weight loss techniques, and seek advice from others. This may involve finding a mentor or joining a support group.
4. **Monitor your behavior, and reward your progress.** Focus on small successes, because each little success builds your reservoir of self-esteem. Reinforcement from yourself and/or others is necessary for change. If the passion for change begins to subside, remind yourself why you want to achieve your goal. Be patient—it takes time to change your lifestyle.

- Dancers physically and mentally rehearse their performances hundreds of times before ever stepping on stage. The same techniques can be used in the workplace.

Let's assume your team members have asked you to present a cost-saving plan to management. The entire team is counting on you. The visualization process should begin with identifying the steps you will take to get approval of the plan. What information will you present? What clothing will you wear? Will you use PowerPoint or some other visual presentation method? Will you use any printed documents? Once you have identified all important contingencies and strategies for success, visualize the actual presentation. See yourself walking into the room with your chin up, your shoulders straight, and your voice strong and confident. Picture yourself making appropriate eye contact with people in the room. The focus of your preparation should be on things within your control.

Use Positive Self-Talk

self-talk The internal dialogue that is carried on in the privacy of the mind; silently talking to oneself.

inner critic Negative thoughts about one's failures. A major step toward improving one's self-esteem is to understand how to respond to the negative influence of the inner critic.

Throughout most of your waking moments, you talk to yourself. **Self-talk** takes place in the privacy of your mind. It can be rational and productive, or it can be irrational and disruptive. When the focus of this internal conversation is on negative thoughts, you are usually less productive.⁴⁰ Some psychologists refer to these negative thoughts as your **inner critic**. The critic keeps a record of your failures but never reminds you of your strengths and accomplishments. A major step toward improving your self-esteem is to understand how to respond to the negative influence of your inner critic.⁴¹

When your inner critic talks to you, ask yourself, "Who is this voice that is reminding me of my past failures?" (see Figure 6.1). The chances are it is not your current boss or spouse, but someone in your past such as a teacher, coach, harsh parent, or sibling. Recognize that this critical voice is probably no longer relevant, and take the necessary steps to replace those negative messages with positive ones.⁴² You can create effective, positive self-talk statements for each of your goals by using the following guidelines:

FIGURE 6.1

Self-Esteem Cycles

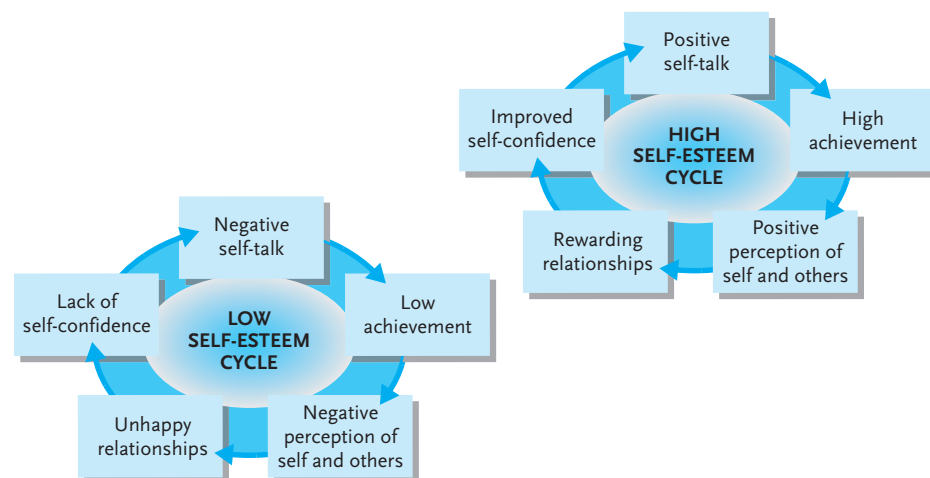


TABLE 6.2

Creating Semantically Correct Self-Talk

Wrong	Right
I can quit smoking.	I am in control of my habits.
I will lose twenty pounds.	I weigh a trim _____ pounds.
I won't worry anymore.	I am confident and optimistic.
Next time I won't be late.	I am prompt and efficient.
I will avoid negative self-talk.	I talk to myself, with all due respect.
I will not procrastinate.	I do it now.
I'm not going to let people walk all over me anymore.	I care enough to assert myself when necessary.

1. Be *specific* about the behavior you want to change. What do you want to do to increase your effectiveness? You should firmly believe that what you want is truly possible.
2. Begin each self-talk statement with a first-person pronoun, such as *I* or *my*. Use a present-tense verb, such as *am*, *have*, *feel*, *create*, *approve*, *do*, or *choose*. Don't say, "My ability to remember the names of other people will improve." Instead, focus on the present: "I *have* an excellent memory for the names of other people."
3. Describe the results you want to achieve. Be sure to phrase the statement as though you have already achieved what you want. Table 6.2 offers several general self-talk statements that might help you improve your self-esteem.⁴³

This last step is critical. Because your brain is merely a computer filled with various data from all your past experiences, you need to use, literally, the correct words. When you think of the words *spider*, *tornado*, or *blue*, your brain develops an automatic understanding of each word and a response or image based on years of conditioning and training. If you are attempting to quit smoking, don't mention the word *smoke* in your self-talk because your brain will react to the word. "I will not smoke after dinner" conjures up an image in your subconscious mind, and your behavior follows accordingly. If your self-talk statements use the word *not*, you are probably sending the wrong message to your brain. Say instead, "I am in control of my habits" or "My lungs are clean."

Consider the following statement: "I will not eat chocolate for dessert." Now remove the word *not* from the statement, and the remaining words represent the message being sent to your brain. Does the remaining statement represent your goal? Be careful to semantically design your self-talk statements so that they take you in the direction you want to go; otherwise, they will take you straight toward what you don't want.

Keep in mind that positive self-talk that is truly effective consists of thoughts and messages that are realistic and truthful. It is rationally optimistic self-talk, not unfounded rah-rah hype. Positive internal dialogue should not be a litany of "feel good" mantras; it should be wholly consistent with your authentic self.⁴⁴

TEST PREPPER 6.4

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Acknowledging what you cannot do is a part of building self-esteem.

Multiple Choice

- _____ 2. The first step toward building healthy self-esteem as an adult is to:
- validate the inner critic.
 - accept one's limitations.
 - discover the source of one's low self-esteem.
 - take responsibility for one's actions.
- _____ 3. Which of the following statements would be considered semantically correct self-talk?
- "I'm not going to let people walk all over me anymore."
 - "I am confident and optimistic."
 - "Next time I won't be late."
 - "I will not smoke after dinner."

- _____ 4. Kenny's department supervisor, Darrell, has helped Kenny "learn the ropes" at his new job. Darrell's behavior exemplifies a(n):
- busybody.
 - leader in control.
 - mentor.
 - active listener.
- _____ 5. Before her win in 2000 as the number-one kayaker in the United States, Kathy Ann Colin mentally rehearsed her performance. Colin successfully practiced:
- visualization.
 - orientation.
 - meditation.
 - medication.



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ORGANIZATIONS CAN HELP

- 5** *Understand the conditions organizations can create that will help workers raise their self-esteem.*

Even though each of us ultimately is responsible for raising or lowering our own self-esteem, we can make that task easier or more difficult for others. We can either support or damage the self-efficacy and self-respect of the people we work with, just as they have that option in their interactions with us. Organizations are beginning to include self-esteem modules in their employee- and management-training programs.

When employees do not feel good about themselves, the result will often be poor job performance. This view is shared by many human resource professionals. Many organizations realize that low self-esteem affects their workers' ability to learn new skills, to be effective team members, and to be productive. Research has identified five factors that can enhance the self-esteem of employees in any organization⁴⁵ (see Figure 6.2).

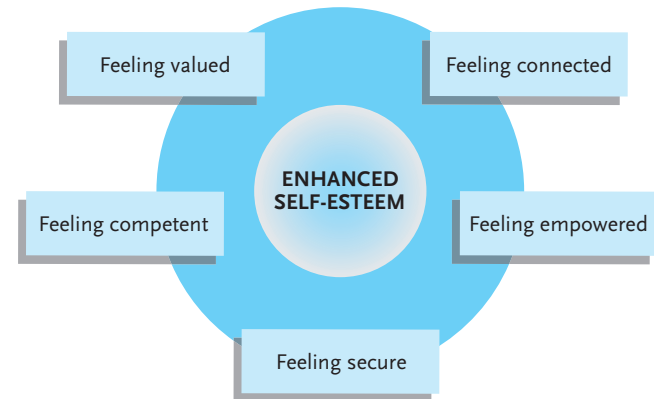
- *Workers need to feel valuable.* A major source of worker satisfaction is the feeling that one is valued as a unique person. Self-esteem grows when an organization makes an effort to accommodate individual differences, to recognize individual accomplishments, and to help employees build their strengths.
- *Workers need to feel competent.* Earlier in this chapter we noted that self-efficacy grows when people feel confident in their ability to perform job-related

tasks. One of the best ways organizations can build employee confidence is to involve employees in well-designed training programs.

- *Workers need to feel secure.* Employees are more likely to feel secure when they are well informed and know what is expected of them. Managers need to clarify their expectations and provide employees with frequent feedback regarding their performance.
- *Workers need to feel empowered.* Progressive organizations recognize that every employee has something to contribute to the organization and that limiting employees' contributions limits the organization's progress. When all employees are treated with respect and given the latitude for individual action within the defined limits of the organization, they are free to use their creativity and ingenuity to solve problems and make customers happy. This enables workers to develop a sense of personal responsibility and self-respect. To inhibit this freedom could induce resentful and eventually rebellious attitudes. Restrictions that suppress individuality can make people feel stunted and handicapped in the use of their personal skills, abilities, and resources.⁴⁶
- *Workers need to feel connected.* People are likely to achieve high self-esteem when they feel their coworkers accept, appreciate, and respect them. Many companies are fostering these feelings by placing greater emphasis on mentoring and teamwork. Team-building efforts help promote acceptance and cooperation.

FIGURE 6.2

Factors That Enhance the Self-Esteem of Employees



TEST PREPPER 6.5

ANSWERS CAN BE FOUND ON P. 317


True or False?

- ___ 1. When employees have poor self-esteem, the result will often be poor performance.
- ___ 2. Workers are more likely to achieve high self-esteem when they are prevented from comparing themselves with peers.
- ___ 3. Employers are ultimately responsible for raising the self-esteem of their employees.

Multiple Choice

- ___ 4. Will sends a handwritten note of thanks to new workers in his organization when they successfully complete their job training programs. Will is enhancing his workers' self-esteem by helping them to:
 - a. take ownership of their attitudes.
 - b. feel competent and valuable.
 - c. nurture their inner critics.
 - d. practice positive self-talk.

- ___ 5. Which of the following organizational activities can help improve employees' feelings of competence?
 - a. Well-designed training programs
 - b. Accommodation of negative and positive attitudes
 - c. Restriction of employees' individual actions
 - d. Opposition to team-building efforts

 **ACE the Test**
ACE and ACE+ Practice Tests



LEARNING OBJECTIVES REVIEW

1 *Define self-esteem and discuss its impact on your life.*

- Self-esteem is a combination of self-respect and self-efficacy.
- If you have high self-esteem, you are more likely to feel competent and worthy. If you have low self-esteem, you are more likely to feel incompetent, unworthy, and insecure.
- Self-esteem reflects your feelings of adequacy about the roles you play, your personality traits, your physical appearance, your skills, and your abilities.
- High self-esteem is the powerful foundation for a successful personal and professional life.

2 *Understand how self-esteem is developed.*

- A person starts acquiring and building self-esteem from birth. Developmental experiences in the first few years of life can significantly impact self-esteem. Siblings, teachers, and various authority figures can all have a lasting impact on a person's self concept.
- Adolescents often depend on social relationships to define their value and may compare themselves to media personalities.
- Adults often define themselves in terms of their possessions, jobs, or internal values.

3 *Identify the characteristics of people with low and high self-esteem.*

- People with high self-esteem tend to maintain an internal locus of control, manage their emotions, rarely take

things personally, accept other people as unique and talented, and have productive personalities.

- People with low self-esteem tend to maintain an external locus of control, are likely to participate in self-destructive behaviors, and exhibit poor human relations skills. They often rely on the opinions of others to establish their inner self-worth.

4 *Identify ways to raise your self-esteem.*

- Search for the source of low self-esteem, accept your limitations, take responsibility for your decisions, engage in strength building and work with a mentor.
- Taking responsibility for your decisions and living with the consequences, positive or negative, can also help build self-esteem.
- Goal setting is an integral part of raising one's self-esteem.
- Guided imagery and positive self-talk can help overcome the inner critic that often interferes with personal and professional success.

5 *Understand the conditions organizations can create that will help workers raise their self-esteem.*

- Many organizations now realize that they need to help build employees' self-esteem and are doing so by making workers feel valuable, competent, and secure.
- Employers are empowering their employees to use their creativity and ingenuity to solve problems and make customers happy, which allows workers to develop a sense of personal responsibility.

CAREER CORNER

Q: The company I worked for recently merged with a giant corporation and I lost my job. Even though my previous employer has guaranteed that they will pay the expense of retraining me for a new career, I just can't seem to get motivated. I signed up for one class, but soon dropped it. I should have known I couldn't handle it. My former colleagues who are in the same situation are all much smarter than I am. I know that I'll never be as good as they are, so why should I even try? I'm not sure what there is in me that makes me avoid going back to school, but it is powerful. What can I do to gain more confidence?

A: It sounds like you are feeling down right now, and that is perfectly normal. Your world, as you knew it, has changed. Many people are going through the same thing in today's ever changing world of mergers, acquisitions, and company closings, so don't feel alone.

Nevertheless, your self-esteem has been damaged and you need to take the necessary steps to repair and improve it. You need to stop comparing yourself to others, take a good look at your strengths, and build on them. Determine your skills, your values, and all those facets that make you unique. Though it may not be easy, it is not impossible to feel better about yourself. Trust your thoughts and intuitions. Do what makes you feel happy and fulfilled. Set realistic goals for yourself and take pride in your achievements, big and small. Replace negative self-talk with positive affirmations about your future. Exercise, eat right, and get plenty of sleep. Being exhausted and out of shape can leave you feeling more vulnerable, insecure, and anxious. Don't wait for someone else to take charge of your life and determine how you feel about yourself. Get acquainted with your potential and go for it!

APPLYING WHAT YOU HAVE LEARNED



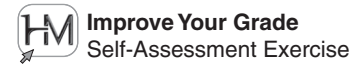
1. Review Table 6.1, Goal-Setting Principles. Work through each of the four principles in light of something you would like to change in your world. It could be a physical characteristic such as weight control or beginning an exercise regimen. It might be a component of your personality such as becoming more confident or assertive. Perhaps you would like to reexamine your career goals. Whatever your choice, write out your plan for change; then follow it through.
2. This chapter identified five characteristics of people with high self-esteem. Read each of the statements in

the box below and rate yourself with this scale: **U** = Usually; **S** = Sometimes; **I** = Infrequently.

3. Draw a line down the center of a piece of paper and write **HIGH Self-Esteem** on top of the left column and **LOW Self-Esteem** on the top of the right column. In each column, record how your personal and professional interpersonal relationships might change if you maintained that level of self-esteem. Share your insights with your classmates.
4. To increase self-awareness in the area of self-esteem complete the self-assessment form found on the website college.hmco.com/pic/receSAS.

	U	S	I
I maintain an internal locus of control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to feel all dimensions of emotions without letting these emotions affect my behavior in a negative way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not take things personally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to accept other people as unique, talented individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I have a productive personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

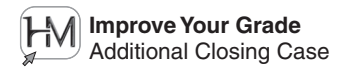
ROLE-PLAY EXERCISE



You have accepted a summer job with Bank of America. Throughout the summer you will replace tellers who are on vacation. In addition to earning money to pay next fall's college tuition, you anticipate that this job will help you develop your customer service skills. To maximize the learning opportunities, and explore another area within the bank, you want to develop a mentor relationship with a senior vice president in the loan department. You have an appointment with Erin Brown, an experi-

enced loan officer, tomorrow. In this role-play situation, you will meet with a class member who will assume the role of the loan officer, who is very busy and has scheduled the meeting to last no more than 15 minutes. During this short period of time you will need to explain why you need a mentor and market yourself to this prospective mentor. Prior to the role-play activity, review the information on mentoring in this chapter.

CASE 6.1



The Power of Mentoring

At the beginning of this chapter, you were introduced to Shoshana Zuboff and her husband, who served as mentors to Edward, the troubled youth who became a successful businessman with their support and guidance. Where would Edward be today if he had not met the Zuboffs? Tim Murphy, head football coach at Harvard University, explains the impact a mentor can have on young people. He sees his mentor role as that of a parent: You are not your mentees' buddy, so don't try to please them. Treat them with respect and expect the same in return. He found that some 18-, 19-, and 20-year-olds think they have all the answers, and it is not until they go through the bumps in life that they realize

what their mentors told them was good advice after all.⁴⁷ Ronna Lichtenberg, author of *It's Not Business, It's Personal*, remembers when her mentor took her aside and said, "No, Ronna, you may not do that. . . . This is how we get things done."⁴⁸

Betsy Bernard, president of AT&T, enjoys her role as a mentor to others within her organization. She listens to her mentees and determines the next opportunity for their development. She describes to them what she is dealing with on a daily basis to give mentees the opportunity to see things in a holistic way. Paul Muldoon, professor of creative writing at Princeton University and Pulitzer Prize winner for poetry, describes the

responsibility of a mentor as extraordinary. He believes that mentors have to be enthusiastic and nurturing and states, “I want them to find a place where they can flourish.” Dee Hock, founder and CEO emeritus of Visa International, compares the mentor/mentee relationship to “hitching a boat to an elegant cabin cruiser and being towed along in its wake.”⁴⁹

Many organizations today realize the value of developing formal and informal mentoring relationships among their employees. They know these relationships are critically important when it is time to pass knowledge along to the next generation of workers. Larry Alos, author of *Effective Teaching and Mentoring*, declares, “I think what people are finding is that in times of change and turmoil, we reach out for stability and guidance. Mentors give us a sense of continuity. They have been there before. They have advice for us. They have experience to pass on.”⁵⁰ Mack Tilling, CEO of Instill Corporation, says, “Being able to talk about your work with an experienced executive can help anyone—

even a CEO—make better decisions. Mentors help you see things in a way that you might not have thought about.”⁵¹

Questions

1. Mentoring programs help bring new employees up to speed with what is going on in the organization and often help employees advance in the organization. What elements of a mentoring program contribute to building an employee’s self-esteem?
2. A well-developed mentoring program can make a major contribution to the success of an organization, yet many companies do not have such programs. What are some reasons why some organizations do not support mentoring programs?
3. Would you prefer the formal approach to mentoring programs within organizations, or would you prefer the informal approach? Explain your reasoning.

RESOURCES ON THE WEB

Prepare for Class, Improve Your Grade, and ACE the Test. Student Achievement Series resources include:

ACE and ACE+ Practice Tests
Audio Chapter Quizzes
Audio Chapter Reviews
Learning Objective Reviews
Career Snapshots

Chapter Glossaries
Chapter Outlines
Crossword Puzzles
Hangman Games
Flashcards

Audio Glossaries
Internet Insights
Self-Assessment Exercises
Additional Closing Cases

To access these learning and study tools, go to college.hmco.com/pic/receSAS.

HM Management  SPACE

7 Personal Values Influence Ethical Choices



Top executives at WorldCom helped engineer the largest accounting fraud in corporate history. The victims of corporate crime include both investors and the employees who lose their jobs. As this protester notes, the outcome is often “Jobs lost, hopes crushed.”

1 Explain the personal benefits of developing a strong sense of character.

2 Understand how personal values are formed.

3 Understand values conflicts and how to resolve them.

4 Learn how to make the right ethical decisions based on your personal value system.

“Your behavior is a reflection of what you truly believe. Values are personal beliefs and preferences that influence your behavior.”

—Hyrum Smith

Chapter Outline


● CHARACTER, INTEGRITY, AND MORAL DEVELOPMENT

◆ HOW PERSONAL VALUES ARE FORMED
Identifying Your Core Values
Focus on Your Life’s Purpose
Influences That Shape Your Values
Avoiding Values Drift

▼ VALUES CONFLICTS
Internal Values Conflicts
Values Conflicts with Others

■ PERSONAL VALUES AND ETHICAL CHOICES
How to Make the Right Ethical Choices

★ CORPORATE VALUES AND ETHICAL CHOICES
Corporate Crime
How to Prevent Corporate Crime
Values and Ethics in International Business

 **Prepare for Class**
Chapter Outline

5 *Understand the danger of corporate crime and the steps being taken to eliminate it.*

Valuing Your Decisions

Scott Sullivan, former chief financial officer at WorldCom, was looking forward to living in his new 30,000-square-foot estate located in Boca Raton, Florida. The house has ten bedrooms, twelve bathrooms, and seven hand-carved stone fireplaces. It features an eighteen-seat movie theater and a two-bedroom boat-house overlooking a private lake. Instead of moving into this luxury house, Mr. Sullivan will be spending the next five years in a federal prison. He was found guilty of participating in the \$11 billion accounting fraud at WorldCom (since renamed MCI). Sullivan and his boss, former CEO Bernie Ebbers, were at the center of the largest accounting fraud in corporate history.¹

During the past few years we have seen a large number of corporate scandals involving publicly traded companies. Managers employed by Enron, Adelphia Communications, Tyco International, Rite Aid, ImClone, and other well-known companies have been found guilty of various white-collar crimes. Later in this

KEY TERMS

character p. 152
 codes of ethics p. 164
 core values p. 154
 ethics p. 160
 integrity p. 152
 internal values conflict p. 158
 modeling p. 157
 values p. 153
 values conflict p. 158
 values drift p. 157
 whistleblower p. 165



Prepare for Class
 Chapter Glossary

Improve Your Grade
 Flashcards
 Hangman
 Crossword Puzzle

character Personal standards of behavior, including honesty, integrity, and moral strength; the main ingredient that is sought in leaders.

integrity The basic ingredient of character that is exhibited when congruence is achieved between what one knows, what one says, and what one does.

chapter, we will examine some of the factors that motivate corporate leaders to engage in fraud and other crimes.²

Of course, it would not be fair to focus our attention on unethical behavior at the top of the organization and ignore the misdeeds of employees in the lower ranks. One third of all employees steal from their employers, and employee theft is the fastest-growing crime in the United States.³

The new generation of workers are occupationally and educationally ambitious. They are coming of age at a time when our culture is placing a great deal of emphasis on self-gratification, the crossing of many moral boundaries, and the breaking of many social taboos. This chapter will help you understand how to make the right ethical decisions based on a values system that embraces honor and integrity. It will help you understand how your values are formed, how to clarify which values are important to you, and how to resolve human relations problems that result when your personal values conflict with others' values. ■

CHARACTER, INTEGRITY, AND MORAL DEVELOPMENT

1 Explain the personal benefits of developing a strong sense of character.

Former U.S. senator Al Simpson said, “If you have character, that’s all that matters; and if you don’t have character, that’s all that matters, too.”⁴ **Character** is composed of personal standards of behavior, including honesty, integrity, and moral strength. It is the main ingredient we seek in our leaders and the quality that earns us respect in the workplace. In *The Corrosion of Character*, author Richard Sennett says that we have seen a decline of character that can be traced to conditions that have grown out of our fast-paced, high-stress, information-driven economy.⁵ He notes that many people are no longer connected to their past, to their neighbors, and to themselves.

Integrity is the basic ingredient of character that is exhibited when you achieve congruence between what you know, what you say, and what you do.⁶ When your behavior is in tune with your professed standards and values—when you practice what you believe in—you have integrity. When you say one thing but do something else, you *lack* integrity.

How important is it to be viewed as a person with integrity and a strong sense of character in the eyes of your friends, family members, fellow workers, and leaders? When you look closely at the factors that contribute to warm friendships,



TOTAL PERSON INSIGHT

Roy Chitwood President, **Max Sacks International**

“A person’s true character can be judged by how he treats those who can do nothing for him.”

strong marriages, successful careers, and successful organizations, you quickly come to the conclusion that character and integrity are critical.

You are not born with these qualities, so what can a person do to build his or her character? One approach, recommended by author Stephen Covey, is to keep your commitments. “As we make and keep commitments, even small commitments, we begin to establish an inner integrity that gives us the awareness of self-control and courage and strength to accept more of the responsibility for our own lives.”⁷ Covey says that when we make and keep promises to ourselves and others, we are developing an important habit. We cannot expect to maintain our integrity if we consistently fail to keep our commitments.

HOW PERSONAL VALUES ARE FORMED

2 Understand how personal values are formed.

Hyrum Smith, author of *The 10 Natural Laws of Successful Time and Life Management*, says that certain natural laws govern personal productivity and fulfillment. One of these laws focuses on personal beliefs: Your behavior is a reflection of what you truly believe.⁸ **Values** are the personal beliefs and preferences that influence your behavior. They are deep-seated in your personality. To discover what really motivates you, carefully examine what it is you value.

Table 7.1 details the values clarification process. These five steps can help you determine whether or not you truly value something. Many times you are not consciously aware of what is really driving your behavior because values exist at

values The personal beliefs and preferences that influence one’s behavior.



Improve Your Grade
Audio Glossary

TABLE 7.1

A Five-Part Valuing Process to Clarify and Develop Values

- **Thinking:** We live in a confusing world where making choices about how to live our lives can be difficult. Of major importance is developing critical thinking skills that help distinguish fact from opinion and supported from unsupported arguments. Learn to think for yourself. Question what you are told. Engage in higher-level thinking that involves analysis, synthesis, and evaluation.
- **Feeling:** This dimension of the valuing process involves being open to your “gut level” feelings. If it doesn’t “feel right,” it probably isn’t. Examine your distressful feelings such as anger, fear, or emotional hurt. Discover what you prize and cherish in life.
- **Communicating:** Values are clarified through an ongoing process of interaction with others. Be an active listener and hear what others are really saying. Be constantly alert to communication filters such as emotions, body language, and positive and negative attitudes. Learn to send clear messages regarding your own beliefs.
- **Choosing:** Your values must be freely selected with no outside pressure. In some situations, telling right from wrong is difficult. Therefore, you need to be well informed about alternatives and the consequences of various courses of action. Each choice you make reflects some aspect of your values system.
- **Acting:** Act repeatedly and consistently on your beliefs. One way to test whether something is of value to you is to ask yourself, “Do I find that this value is persistent throughout all aspects of my life?”

Source: Howard Kirschenbaum, *Advanced Values Clarification* (La Jolla, Calif.: University Associates, 1977).

core values Values that a person consistently ranks higher than other values and that give a definite picture of the kind of person he or she would want to be.

different levels of awareness.⁹ Unless you clarify your values, life events are likely to unfold in a haphazard manner. Once you are aware of your value priorities, you are in a better position to plan and initiate life-changing activities.

Identifying Your Core Values

Hyrum Smith says that everything starts with your **core values**, those values that you consistently rank higher than others. When you are able to identify your core values, you have a definite picture of the kind of person you want to be and the kind of life you want to have. Anne Mulcahy, an executive at Xerox Corporation and a mother of two sons, says she and her husband make decisions at home and work based on their core values: “Our kids are absolutely the center of our lives—and we never mess with that.”¹⁰ Maura FitzGerald, CFO of FitzGerald Communications, Inc., a public relations firm, asks all her employees to adhere to the “FitzGerald Family Values” before accepting a job with her company. All her workers carry with them a wallet-size card listing the organization’s basic operating principles, one of which is “Never compromise our integrity—this is our hallmark.”¹¹

We often need to reexamine our core values when searching for a job. Joanne Ciulla, author of *The Working Life*, says taking a job today is a matter of choosing among four core values: high salary, security, meaningful work, and lots of time off.¹² Needless to say, most jobs would require putting at least one of these values on the back burner.

Focus on Your Life’s Purpose

Jack Canfield, Brian Tracy, and other authorities on the development of human potential emphasize how important it is to define your purpose in life. Canfield says, “Without purpose as the compass to guide you, your goals and action plans may not ultimately fulfill you.” To get from where you are today to where you want to be, you have to know two things: where are you today and where you want to get to.¹³ Once you have identified your core values, defining your purpose in life will be much easier.

Influences That Shape Your Values

As you engage in the values clarification process, it helps to reflect on those things that have influenced your values, such as people and events of your generation, your family, religious groups, your education, the media, and people you admire.

People and Events

Table 7.2 provides a summary of some of the key events and people that have shaped the values of four generations: the Matures, the Baby Boomers, Generation X, and Generation Y, sometimes called Millennials. Although workers of different ages want basically the same things—the opportunity for personal growth, respect, and a fair reward for work done well—they can have very different ideas about what these mean.

- An older baby boomer might believe that respect is due when someone spends many years on the job.
- To a Generation Xer, respect is expected when someone displays competence.

TABLE 7.2

People and Events Have Influenced the Formation of Values for Four Groups of Americans: Matures, Baby Boomers, Generation X, and Generation Y (sometimes called Millennials)

This means that today's work force represents the broadest range of ages and values in American history.

Matures (born 1928–1945)	Baby Boomers (born 1946–1964)	Generation X (born 1965–1976)	Generation Y (born 1977–1994)
Eisenhower	Television	AIDS	Corporate downsizing
MacArthur	The Cold War	The Wellness movement	Ethics scandals
The A-bomb	The space race	Watergate	Digital technology
Dr. Spock	The Civil Rights Act	Glasnost	24/7 economy
John Wayne	The pill	The Oklahoma City bombing	Jeff Bezos
The Great Depression	The drug culture	MTV	9/11 terrorist attacks
World War II	Gloria Steinem	The World Wide Web	Iraq War
The New Deal	The Vietnam War	Information economy	Income gap
	JFK and MLK assassinations	Work/Life balance concerns	Globalization

- Someone born during the early years of the baby-boom generation might be satisfied with feedback during annual or semiannual performance reviews.
- Generation Xers, as a group, have a need to see results almost daily and receive frequent feedback on their performance.

Analyzing the traits of any large population can lead to unfair and unrealistic stereotyping. But generational differences shaped by sociological, political, and economic conditions can be traced to differences in values.¹⁴

Your Family

Katherine Paterson, author of books for children, says being a parent these days is like riding a bicycle on a bumpy road—learning to keep your balance while zooming full speed ahead, veering around as many potholes as possible.¹⁵ Parents must assume many roles, none more important than moral teacher. In many families in contemporary society, one parent must assume full responsibility for shaping children's values. Some single parents—those overwhelmed with responsibility for career, family, and rebuilding their own personal lives—may lack the stability necessary for the formation of the six pillars of character. And in two-parent families, both parents may work outside the home and at the end of the day may lack the time or energy to intentionally direct the development of their children's values. The same may be true for families experiencing financial pressures or the strains associated with caring for elderly parents.

Religious Groups

Many people learn their value priorities through religious training. This may be achieved through the accepted teachings of a church, through religious literature such as the Koran and the Bible, or through individuals in churches or synagogues who are positive role models. Some of the most powerful spiritual leaders do not

have formal ties to a particular religion. John Templeton is one example. He is a successful investor and one of the greatest philanthropists of the modern age. Templeton says the only real wealth in our lives is spiritual wealth. Over the years, he has given over \$800 million to fund forgiveness, conflict-resolution, and character-building projects.¹⁶

Religious groups that want to define, instill, and perpetuate values may find an eager audience. Stephen Covey and other social observers say that many people are determinedly seeking spiritual and moral anchors in their lives and in their work. People who live in uncertain times seem to attach more importance to spirituality.¹⁷ Healthy spirituality is discussed in Chapter 12.

Education

Many parents, concerned that their children are not learning enough about moral values and ethical behavior, want character education added to the curriculum. In support of these views, Thomas Lickona, professor of education at the State University of New York, says children have very little sense of right and wrong, so schools must help out. Educators are concerned about the constant barrage of messages children are getting about behavior in corporate America. Twenty grade schools, middle schools, and high schools in New York and Chicago are currently testing an ethics curriculum created by Junior Achievement, whose mission is to teach youngsters about the free-enterprise system.¹⁸

Several nonprofit organizations have responded to the call for more character education in our public schools, colleges, and universities.

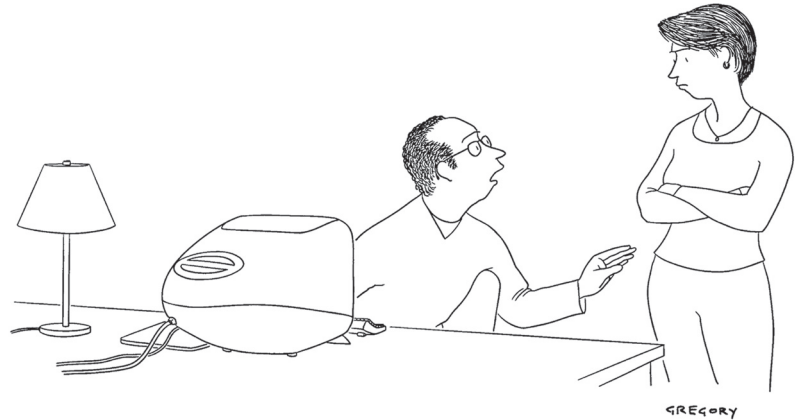
- The Josephson Institute of Ethics (www.josephsoninstitute.org) has formed the Character Counts Coalition, an alliance of organizations that addresses the issue of character development in educational institutions and organizations throughout the country. This coalition has developed a variety of grassroots training activities involving what it refers to as the “six pillars of character”: trustworthiness, respect, responsibility, fairness, caring, and citizenship.¹⁹
- The Character Education Partnership (www.character.org) is attempting to rally business leaders to champion character education within their companies and encourage character training within the schools located in their communities.
- The Institute for Global Ethics, or IGE (www.globalethics.org), is dedicated to promoting ethical action in a global context.
- The Center for Corporate Ethics, or CCE (www.ethics-center.com), is a division of the IGE. The CCE has developed tools, techniques, and training programs aimed at reducing the likelihood and risks of ethical lapses.

The Media

Some social critics say that if you are searching for signs of civilization gone rotten, you can simply tune in to the loud and often amoral voices of mass entertainment on television, radio, and the Internet. They point out that viewers too often see people abusing and degrading other people without any significant consequences.

Mainstream television, seen by a large number of young viewers, continues to feature a great deal of violence and antisocial behavior.

Is there a connection between violence in the media and violence in real life? The American Academy of Pediatrics and the American Psychiatric Association report that repeated exposure to violent imagery desensitizes children and increases the risk of violent behavior.²⁰ Research has also found a connection between heavy television viewing and depressed children. More research is needed to help us fully understand the extent of the influence of the media on our culture's values.



"I swear I wasn't looking at smut—I was just stealing music."

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People You Admire

In addition to being influenced by the media, you have probably also done some **modeling**—you have shaped your behavior to resemble that of people you admire and embraced the qualities those people demonstrate. The heroes and heroines you discover in childhood and adolescence help you form a “dominant value direction.”²¹ The influence of modeling is no less important in our adult life. Most employees look to their leaders for moral guidance. Unfortunately, there is a shortage of leaders who have a positive impact on ethical decision making. A recent survey found that less than half of employees in large organizations think their senior leadership is highly ethical.²² In addition to role models at work, you may be influenced by religious leaders, sports figures, educators, and others whom you admire.

modeling Shaping behavior to resemble that of people one admires and embracing the qualities those people demonstrate.

Avoiding Values Drift

Once you have examined the various influences on your values and have clarified what is important to you now that you are an adult (see Table 7.1), you also need to be aware of **values drift**, the slow erosion of your core values over time—those tiny changes that can steer you off course. When you observe lying, abuse, theft, or other forms of misconduct at work or feel pressure to make ethical compromises, carefully and intentionally reflect on the values you hold dear and choose the appropriate ethical behavior that maintains your character and integrity. Monitor your commitment to your values and make adjustments when necessary to get your life back on track. In his book *Conversations with God*, Neal Donald Walsch discusses the process of building a strong foundation for your daily decisions as they lead you toward your life's goals. He suggests: “Do not dismantle the house, but look at each brick, and replace those which appear broken, which no longer support the structure.”²³ This careful examination of each of your values in light of each day's decisions will help keep you on track throughout your life.

values drift The slow erosion of core values over time.

TEST PREPPER 7.1, 7.2

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Making and keeping promises to ourselves and to others is an important step in developing and maintaining character and integrity.
- _____ 2. Major events, such as the Cold War for the baby boomers, can influence people's values.

Multiple Choice

- _____ 3. John and Gail teach their children to behave according to a strict moral code, yet they lie about their ages and underreport their income to the IRS. John and Gail's behavior can best be described as lacking in:
- character.
 - integrity.
 - religious convictions.
 - self-worth.
- _____ 4. The popular WWJD (What Would Jesus Do?) wristbands demonstrate that for many of today's youth, Jesus Christ is a relevant:
- role model.
 - object of scorn.
 - butt of a joke.
 - father figure.
- _____ 5. When you experience misconduct or feel pressure to make ethical compromises at work, you need to be vigilant to prevent:
- modeling.
 - values drift.
 - peer favoritism.
 - religious pressure.



ACE the Test
ACE and ACE+ Practice Tests

VALUES CONFLICTS

3 Understand values conflicts and how to resolve them.

One of the major causes of conflict within an organization is the clash between the personal values of different people. There is no doubt about it; people are different. They have different family backgrounds, religious experiences, educations, role models, and media exposure. These differences can pop out anywhere and anytime people get together. Many observers suggest that organizations look for **values conflicts** when addressing such problems as declining quality, absenteeism, and poor customer service. The trouble may lie not so much in work schedules or production routines as in the mutual distrust and misunderstanding brought about by clashes in workers' and managers' value preferences. The late Peter Drucker, author of *The Practice of Management*, said: "Organizations are no longer built on force but on trust. The existence of trust between people does not mean that they like one another. It means that they understand one another. Taking responsibility for relationships is therefore an absolute necessity. It is a duty."²⁴

values conflict The clash between the personal values of different people.

Internal Values Conflicts

A person who is forced to choose between two or more strongly held values is experiencing an **internal values conflict**. Soon after the World Trade Center was attacked by terrorists, many people began to reexamine their values. Some decided to spend more time with family and friends, thinking that although overtime might be an opportunity to make more income, it was also an obstacle to maintaining a commitment to their family. Some workers also decided that their "work and

internal values conflict A conflict in which a person is forced to choose between two or more strongly held values.

spend” lifestyle no longer made sense. Before the terrorist attacks, a 28-year-old market research manager described herself as “very driven” and motivated to acquire things. Following September 11, she said, “Maybe I don’t need all this stuff.”²⁵

A recent study of Generation Xers by Catalyst, a group that seeks to advance women in business, found that members of this group are seeking a well-rounded life. They are not frenetic job hoppers as some social commentators maintain, but traditionalists at heart. They value company loyalty and are inclined to stay with their current company. Earning a great deal of money is not nearly as important to these Xers as having the opportunity to share companionship with family and friends. They are able to prioritize their values and make their decisions accordingly.²⁶

How you resolve internal values conflicts depends on your willingness to rank your core values in the order of their importance to you. Prioritizing your values will help you make decisions when life gets complicated and you have to make difficult choices. If one of your values is to be an outstanding parent and another is to maintain a healthy body, you should anticipate an internal values conflict when a busy schedule requires a choice between attending your daughter’s soccer game and your weekly workout at the fitness center. However, when you rank which value is most important, the decision will be much easier.

Values Conflicts with Others

As we have noted, four distinct generations have come together in the workplace. Employees from each generation bring with them different experiences and expectations. Values conflicts are more likely in this environment. These conflicts require effective human relations skills.

How will you handle a tense situation where it is obvious your values conflict with those of a colleague? You may discover your supervisor is a racist and you strongly support the civil rights of all people. One option is to become indignant and take steps to reduce contact with your supervisor. The problem with being indignant is that it burns your bridges with someone who can influence your growth and development within the organization. The opposite extreme would be



HUMAN RELATIONS IN ACTION

The Fall of Arthur Andersen

When Barbara Toffler was a consultant for Arthur Andersen, she and some of her colleagues were under considerable pressure to sell their consulting services at inflated prices. Ironically, Toffler was at the time head of the Ethics and Responsible Business Practices Group at Arthur Andersen. In her book *Final Accounting—Ambition, Greed, and the Fall of Arthur Andersen*, she recalls a difficult luncheon meeting with a former client. At one point he said, “You were selling us stuff you didn’t think we needed.” Then he spoke the words that were most painful: “Barbara, this is not the you I used to know.” The company that once stood for trust and accountability ended ninety years of service under a cloud of scandal and shame.

to do nothing. But when we ignore unethical or immoral behavior, we compromise our integrity, and the problem is likely to continue and grow.²⁷ With a little reflection, you may be able to find a response somewhere between these two extremes. If your supervisor tells a joke that is demeaning to members of a minority group, consider meeting with her and explaining how uncomfortable these comments make you feel. When we confront others' lapses in character, we are strengthening our own integrity.

PERSONAL VALUES AND ETHICAL CHOICES

4 Learn how to make the right ethical decisions based on your personal value system.

ethics Principles that define behavior that is right, good, and proper and that draw the line between right and wrong.



Ethics refers to principles that define behavior as right, good, and proper. Your ethics, or the code of ethics of your organization, does not always dictate a single moral course of action, but it does provide a means of evaluating and deciding among several options.²⁸ Ethics determines where you draw the line between right and wrong.

As competition in the global marketplace increases, moral and ethical issues can become cloudy. Although most organizations have adopted the point of view that “good ethics is good business,” exceptions do exist. Some organizations encourage, or at least condone, unethical behaviors. Surveys show that many workers feel pressure to violate their ethical standards in order to meet business objectives.²⁹ Thus, you must develop your own personal code of ethics.

Every job you hold will present you with new ethical and moral dilemmas. And many of the ethical issues you encounter will be very difficult. Instead of selecting from two clear-cut options—one right, one wrong—you often face multiple options.³⁰

How to Make the Right Ethical Choices

According to the Association of Certified Fraud Examiners, unethical acts by workers cost U.S. businesses more than \$600 billion a year.³¹ The following guidelines may help you avoid being part of this growing statistic.

Learn to Distinguish Between Right and Wrong

Although selecting the right path can be difficult, a great deal of help is available through books, magazine articles, and a multitude of on-line resources. Support may be as close as your employer's code of ethics, guidelines published by your professional organization, or advice provided by an experienced and trusted colleague at work. In some cases, you can determine the right path by *restraining* yourself from choosing the *wrong* path. For example:

- Just because you have the power to do something does not mean it is the proper thing to do.
- Just because you have the right to do something does not mean it is right to do.
- Just because you want to do something does not mean you should do it.
- Choose to do more than the law requires and less than the law allows.³²



Companies that focus on their employees' values, like allowing dogs in the workplace, is an example of the idea that if employees feel valued they will be more committed to the organization.

Don't Let Your Life Be Driven by the Desire for Immediate Gratification

Progress and prosperity have almost identical meanings to many people. They equate progress with the acquisition of material things. One explanation is that young business leaders entering the corporate world are under a great deal of pressure to show the trappings of success—a large house or an expensive car, for example.

Some people get trapped in a vicious cycle: They work more so that they can buy more consumer goods; then, as they buy more, they must work more. They fail to realize that the road to happiness is not paved with Rolex watches, Brooks Brothers suits, and a Lexus. Chapter 8 offers support for finding satisfaction through nonfinancial resources that make the biggest contribution to a fulfilling life.

Make Certain Your Values Are in Harmony with Those of Your Employer

You may find it easier to make the right ethical choices if your values are compatible with those of your employer. Many organizations have adopted a set of beliefs, customs, values, and practices that attract a certain type of employee (see Figure 7.1). Harmony between personal and organizational values usually leads to success



TOTAL PERSON INSIGHT

Dan Rice and Craig Dreilinger

Management Consultants;

Authors, *Rights and Wrongs of Ethics Training*

“Nothing is more powerful for employees than seeing their managers behave according to their expressed values and standards; nothing is more devastating to the development of an ethical environment than a manager who violates the organization’s ethical standards.”

FIGURE 7.1

Biogen's Values

Source: Watson Wyatt Data Services, "Watson Wyatt's Human Capital Index," *Workforce*, August 2002 [cited 17 November 2005]. Available from www.workforce.com/archive/article/23/27/06; INTERNET.

Biogen's Values

Biogen's success is based on its people. Everyone is considered a leader. The core of leadership is integrity and courage—characteristics they seek in every Biogen employee. The shared values listed below represent how they aspire to lead and work together. Part of the biotech company's performance-appraisal process includes evaluating whether employees lived up to these company values.

- Hire only the highest quality talent.
- Communicate and then obtain alignment to our strategy and goals.
- Tell the truth.
- Face the facts, admit mistakes, accept criticism, learn from it, and improve.
- Build teams.
- Forcefully resist adding layers, procedures, and bureaucracy.
- Assume your position responsibilities are a starting point, not a limitation.
- Weigh the risks carefully but do not hesitate to innovate or to encourage and reward innovation and initiative.
- See change as an opportunity, not a threat.
- Serve and defend with equal energy our customers', our employees', and our shareholders' interests.

for the individual as well as the organization. Enlightened companies realize that committed employees give them their competitive edge and are taking values seriously. They realize that reconciling corporate and employee values helps to cement the ethical environment within the organization. Before you select an organization in which to build your career, determine what the organization stands for and then compare those values to your own priorities.³³

BMS Software in Houston, Texas, provides a work environment where you can find sustenance for the whole self—mind, body, and spirit. Employees can pump iron in the gym, enjoy a gourmet meal, or participate in massage therapy. The self-contained community offers an array of services (banking, dry cleaning, hair salon, etc.), and there is a large kitchen with free fruit, popcorn, soda, and coffee on each floor of the company's two glass towers. You live comfortably at BMS, but you also work long hours. Many employees work 10- to 12-hour days.³⁴ Some people would feel comfortable working for this company, but others would be unhappy about the long hours.

TEST PREPPER 7.3, 7.4

ANSWERS CAN BE FOUND ON P. 317

True or False?

- ___ 1. According to Peter Drucker, the existence of trust between individuals means that the individuals like one another.
- ___ 2. Values conflicts with others are more likely to occur in work environments that include members of different generations.
- ___ 3. It is typically easier to make the correct ethical choices in the workplace if your personal values are in line with the values of your employer.



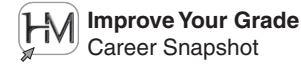
ACE the Test
ACE and ACE+ Practice Tests

Multiple Choice

- ___ 4. Recent job seekers are more likely to ask an employer:
- a. about salary and benefits.
 - b. if they have an organizational SWAT team.
 - c. about the company's formal code of ethics.
 - d. if they will have to be drug tested.
- ___ 5. Which of the following statements correctly describes the stance of many successful organizations regarding ethics?
- a. Good ethics stifles profits.
 - b. Good ethics is good business.
 - c. Bad ethics is good business.
 - d. Good ethics constitutes staying just within the law.

CORPORATE VALUES AND ETHICAL CHOICES

- 5 Understand the danger of corporate crime and the steps being taken to eliminate it.



When organizations consistently make ethical decisions that are in the best interest of their stakeholders—employees, customers, stockholders, and the community—they are considered good corporate citizens because they are socially responsible.

- The list “The 100 Best Corporate Citizens” published by *Business Ethics* magazine reminds us that a company can be socially responsible and still achieve excellent earnings.
- In her *BusinessWeek* article “A Conscience Doesn’t Have to Make You Poor,” Susan Scherreik interviewed stockholders who invest only in companies that are good corporate citizens. One stated, “I see the damage that many companies do to people’s health and the environment by polluting or creating dangerous products. Investing in them makes no sense because these companies won’t flourish in the long run.”³⁵

Corporate Crime

Many organizations have gotten into serious trouble by ignoring ethical principles. In recent years, the media have carried headlines concerning organizations involved in corporate crime.

- A top Air Force acquisition official admitted that she steered billions of dollars’ worth of contracts to Boeing Company out of gratitude for Boeing’s hiring of her daughter. The procurement scandal cost Boeing billions in lost defense contracts.³⁶
- Bernard Ebbers was found guilty of masterminding a record \$11 billion accounting fraud that toppled WorldCom. Investors, former employees, and others experienced large financial losses.³⁷
- A unit of Exide Technologies, the maker of automotive batteries, agreed to plead guilty to fraud and pay criminal fines of \$27.5 million. Exide admitted to supplying inferior batteries to Sears, Roebuck & Company, trying to cover up the defects, and spending \$80,000 to bribe a Sears battery buyer.³⁸

Those items represent only a small fraction of the corporate crime that took place in recent years. Many offenders are not caught or brought to trial. But, on the positive side, recent surveys indicate that a large majority of America’s major corporations are actively trying to build ethics into their organizations.

- At Simmons Bedding Company, the commitment to conducting business with integrity can be traced to 1870, the year the company was founded. Every Simmons employee is guided by a four-part code of ethics: be fair, respect the individual, act from integrity, and foster growth and development.³⁹
- At Harley-Davidson the soul of the “Hog” can be traced to values that emphasize strong working relationships. The company’s idea of a healthy working relationship is embedded in five formal values that constitute a code of

behavior for everyone:⁴⁰ tell the truth; be fair; keep your promises; respect the individual; and encourage intellectual curiosity.

- Honesty tops the list of employee expectations at Swanson Russell Associates, a marketing communications firm in Lincoln, Nebraska. The mandate is carefully reviewed during new-employee orientation and it's posted in every employee's work area.⁴¹

Many say they have difficulty determining the right course of action in difficult “gray-area” situations. And even when the right ethical course of action is clear, competitive pressures sometimes lead well-intentioned managers astray.⁴² Tom Chappell, author of *The Soul of a Business*, explains why organizations often have difficulty doing what is morally right and socially responsible: “It's harder to manage for ethical pursuits than it is to simply manage for profits.”⁴³

How to Prevent Corporate Crime

Establish and Support a Strong Code of Ethics

We have recently seen an increase in ethical initiatives that make ethics a part of core organizational values. **Codes of ethics**, written statements of what an organization expects in the way of ethical behavior, can give employees a clear indication of what behaviors are acceptable or improper.⁴⁴ An ethics code can be a powerful force in building a culture of honesty, but only if it is enforced without exception. The list of corporate values at Enron Corporation included respect, integrity, communication, and excellence. As events have shown, these values did not prevent unethical conduct at the highest levels of the company. Empty values statements create cynical and dispirited employees and undermine managerial credibility.⁴⁵

Hire with Care

Thomas Melohn, president of North American Tool & Die, Inc., located in San Leandro, California, says the key to operating a successful company is to first identify a guiding set of values and then “make sure you find people who have those values and can work together.”⁴⁶ He says the hiring process should be given a very high priority. Melohn never hires any employee without checking references and conducting a lengthy job interview.

Some companies use integrity tests (also called honesty or character tests) to screen out dishonest people. Two standardized tests designed to measure honesty are the Reid Report (www.reidlondonhouse.com) and the newer Career Ethic Inventory (www.careerethic.com). These tests are helpful, but they are not a substitute for rigorous interviewing and reference checks. Resumés that include exaggerations or outright fabrications tell you a lot about the integrity of the applicants.⁴⁷

Provide Ethics Training

Many ethical issues are complex and cannot be considered in black-and-white moral terms. It is for this and other reasons that ethics training has become quite common. In some cases, the training involves little more than a careful study of the company ethics code and its implications for day-to-day decision making. In other cases, employees participate in in-depth discussions of ethical decisions.

Can colleges and universities teach ethics? In the wake of numerous corporate scandals, business schools have been criticized for producing graduates who are

codes of ethics Written statements of what an organization expects in the way of ethical behavior and of what behaviors are acceptable or improper in the workplace. The focus is on core organization values.



Improve Your Grade
Career Snapshot



Business schools are trying a host of new methods to teach MBAs lasting lessons in ethical behavior. Duke University is encouraging students to think about the importance of ethical decision making by requiring them to sign an ethics pledge.

obsessed with making money regardless of the ethical consequences. In response to this criticism, business schools are trying a host of new methods, including required ethics courses and honor codes. At Ohio University, the Fisher College of Business created a new honor code that students are required to sign. The code states: “Honesty and integrity are the foundation from which I will measure my actions.”⁴⁸

Develop Support for Whistleblowing

When you discover that your employer or a colleague is behaving illegally or unethically, you have three choices. You can keep quiet and keep working. You can decide you can't be party to the situation and leave. Or you can report the situation in the hope of putting a stop to it. When you reveal wrongdoing within an organization to the public or to those in positions of authority, you are a **whistleblower**.

- FBI attorney Coleen Rowley wrote a memo to FBI director Robert Mueller claiming that the department ignored the pleas of the Minneapolis field office to investigate Zacarias Moussaoui, who was subsequently indicted as a September 11 coconspirator.
- Cynthia Cooper informed WorldCom's board of directors that illegal accounting procedures covered up \$3.8 billion in corporate losses.
- Enron vice president Sherron Watkins wrote a letter to Enron chairman Kenneth Lay alerting him to the illegal accounting procedures that misled stockholders about Enron's financial picture.

All three of these women tried to keep their concerns “in-house” by speaking the truth to executives in a position of power, not to the public. As details exploded in the media, these women were plunged into the public eye. *Time* magazine

whistleblower A person who reveals wrongdoing within an organization to the public or to those in positions of authority.



Improve Your Grade
Audio Glossary



Cynthia Cooper, Coleen Rowley, and Sherron Watkins, whistleblowers at three prominent organizations, were selected as Time magazine's "Persons of the Year." They helped give corporate and government misconduct national attention.

proclaimed them "Persons of the Year for 2002" and made them national celebrities, but their personal and professional lives were permanently altered, as their jobs, their health, and their privacy were threatened.⁴⁹

Because of these women—and a multitude of other whistleblowers—organizations now have a legal responsibility to support whistleblowing. Executives who attempt to retaliate can be held criminally liable. The Occupational Safety and Health Administration (OSHA) fields the complaints of individuals who make a disclosure—to a supervisor, law enforcement agency, or congressional investigator—that could have a "material impact" on the value of the company's shares. If the company attempts to retaliate, the whistleblower has ninety days to report the incident to the Department of Labor, which can order the organization to rehire the whistleblower without going to court.⁵⁰

Your fellow colleagues may resent the disruption your revelations cause in their lives. They may be impressed with your integrity, but not everyone will be on your side in your struggle to do what is right and ethical. Your efforts may result in months or even years of emotional and financial turmoil. A survey conducted by the National Whistleblower Center in Washington, D.C., showed that half of the whistleblowers were fired because of their actions. Most reported being unable to acquire new jobs because prospective employers perceived them as troublemakers. Others faced demotions or were placed in jobs with little impact or importance.⁵¹

Each individual must make his or her own decision as to whether the disturbing unethical offense is worth the personal cost. Table 7.3 lists four questions potential whistleblowers should ask themselves before taking action.

Values and Ethics in International Business

If the situation is complex on the domestic scene, values and ethical issues become even more complicated at the international level. American business firms are under great pressure to avoid doing business with overseas contractors that permit human rights violations such as child labor, low wages, and long hours in their factories. The 1977 Foreign Corrupt Practices Act prohibits U.S. companies from using bribes or kickbacks to influence foreign officials, and many industrial nations have signed a multinational treaty outlawing corporate bribery. But monitoring illegal activities throughout the world is a difficult task. Doing business in the global marketplace continues to be an ethical minefield with illegal demands for bribes, kickbacks, or special fees standing in the way of successful transactions. American businesses acknowledge that it is difficult to compete with organizations from other countries that are not bound by U.S. laws. However, according to the International Business Ethics Institute (www.business-ethics.org), there has been significant progress in the last few years, thanks to both national imperatives and polite but firm pressure from the American business community.

TABLE 7.3

Whistleblower Checklist

Experts say that people who are thinking about blowing the whistle on their company should ask themselves four important questions before doing so.

1. Is this the only way?

Do not blow the whistle unless you have tried to correct the problem by reporting up the normal chain of command and gotten no results. Make sure your allegations are not minor complaints.

2. Do I have the goods?

Gather documentary evidence that proves your case, and keep it in a safe place. Keep good notes, perhaps even a daily diary. Make sure you are seeing fraud, not merely incompetence or sloppiness.

3. Why am I doing this?

Examine your motives. Do not act out of frustration or because you feel underappreciated or mistreated. Do not embellish your case, and do not violate any confidentiality agreements you may have.

4. Am I ready?

Think through the impact on your family. Be prepared for unemployment and the possibility of being blacklisted in your profession. Last but not least, consult a lawyer.

Source: Paula Dwyer and Dan Carney, with Amy Borrus and Lorraine Woellert in Washington and Christopher Palmeri in Los Angeles, "Year of the Whistleblower," *BusinessWeek*, December 16, 2002, pp. 107–108.

- Kevin Tan, the Shanghai director of the marketing research firm Frank, Small & Associates, believes U.S. companies have been a very positive role model for the rest of the business world. Even though it is understood by many in the global business community that violations do occur, the question is often one of degree.
- Paul Jensen, a consultant working for U.S., European, and Japanese interests in China, suggests: "What every internal manager has to do is find what he's personally comfortable with. That's a combination of the company's standards and his personal standards."⁵²

TEST PREPPER 7.5

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. In order to effectively compete with companies from other nations, U.S. companies are allowed under the Foreign Corrupt Practices Act to use bribes or kickbacks to influence foreign officials.
- _____ 2. When Sherron Watkins of Enron wrote a letter to chairman Kenneth Lay alerting him to illegal accounting procedures, she was acting as a whistleblower.
- _____ 3. Organizations may have difficulty doing what is morally correct because it is easier to manage for profits than to manage for ethical pursuits.
- _____ 4. A code of ethics is a strong force for building an ethical workplace, even if the code is enforced only sporadically.



ACE the Test
ACE and ACE+ Practice Tests



LEARNING OBJECTIVES REVIEW

1 *Explain the personal benefits of developing a strong sense of character.*

- A strong sense of character grows out of your personal standards of behavior.
- When you consistently behave in accordance with your values, you maintain your integrity.

2 *Understand how personal values are formed.*

- Your values are the personal importance you give to an object or idea.
- People's values serve as the foundation for their attitudes, preferences, opinions, and behaviors.
- Your core values are largely formed early in life and are influenced by people and events in your life, your family, religious groups, your education, the media, and people you admire.

3 *Understand values conflicts and how to resolve them.*

- Internal values conflicts arise when you must choose between strongly held personal values.
- Values conflicts with others, often based on age, racial, religious, gender, or ethnic differences, require skilled intervention before they can be resolved.

4 *Learn how to make the right ethical decisions based on your personal value system.*

- Once you have clarified your personal values, your ethical decisions will be easier.
- You must learn to distinguish right from wrong, avoid the pursuit of immediate gratification, and choose an employer whose values you share.
- Shared values unify employees in an organization by providing guidelines for behavior and decisions.

5 *Understand the danger of corporate crime and the steps being taken to eliminate it.*

- Corporate values and ethics on both the domestic and the international levels are receiving increasing attention because of the devastating effect and expense of corporate crime.
- Many organizations are developing ethics codes to help guide employees' behavior, hiring only those individuals who share their corporate values, offering ethics training opportunities to all employees, and supporting whistleblowing.
- Values and ethics become even more complex at the international level. As a result, the individuals involved will need to consciously examine their values and ethical standards to deal effectively with differing values structures around the world.

CAREER CORNER

Q: I will soon graduate from college and would like to begin my career with an organization that shares my values. I have carefully examined what is most important to me and believe I know the type of organizational culture in which I can thrive. But how do I discover the “real” values of an organization when my interviews are permeated with buzzwords such as *family-friendly* and *teamwork-oriented*? How can I determine whether they truly mean what they seem to say?

A: Getting beyond the standard questions about your hours, pay, and job title is important if you want to build a satisfying and successful career within an organization. But direct questions about an organization’s values often result in well-rehearsed answers from the interviewer. Try using *critical incident* questions such as “How did your organization handle the September 11

crisis?” or “Tell me about the heroes in your organization.” Ask whether they have a formal code of ethics and how ethical misconduct is disciplined. And don’t depend solely on the interviewer’s answers. Seek out an honest current or former employee who will tell you the unvarnished truth about the organization. Listen carefully to the language used during your interviews. Do you hear a lot of talk about “love,” “caring,” and “intuition,” or do you hear statements like “We had to send in the SWAT team,” “They beat their brains out,” and “We really nailed them!” If possible, sit in on a team meeting with your potential coworkers. Be forthright about work/life values, and make them a standard part of your interview process. A perfect match between your values and your potential employer’s values is hard to find, so be patient. You may need to compromise.

APPLYING WHAT YOU HAVE LEARNED



Improve Your Grade
Internet Insights

1. Guilt and loss of self-respect can result when you say or do things that conflict with what you believe. One way to feel better about yourself is to “clean up” your integrity. Make a list of what you are doing that you think is wrong. Once the list is complete, look it over and determine if you can stop these behaviors. Consider making amends for things you have done in the past that you feel guilty about.⁵³
2. In groups of four, discuss how you would react if your manager asked you to participate in some sort of corporate crime. For example, the manager could ask you to help launder money from the company, give a customer misleading information, or cover up a budget inaccuracy and keep this information from reaching upper management. You might want to role-play the situation with your group. Follow up with class discussion.
3. One of the great challenges in life is the clarification of our values. The five-part valuing process described in

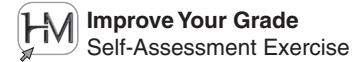
Table 7.1 can be very helpful as you attempt to identify your core values. Select one personal or professional value from the following list, and clarify this value by applying the five-step process.

- a. Respect the rights and privileges of people who may be in the minority because of race, gender, ethnicity, age, physical or mental abilities, or sexual orientation.
 - b. Conserve the assets of my employer.
 - c. Utilize leisure time to add balance to my life.
 - d. Maintain a healthy lifestyle.
 - e. Balance the demands of my work and personal life.
4. To increase self-awareness in the area of personal values complete the self-assessment form found on the website college.hmco.com/pic/receSAS.

ROLE-PLAY EXERCISE

You are currently employed by a pharmaceutical wholesaler that sells prescription drugs to hospitals in a three-county area. Each morning you help other employees fill orders that arrive via computer or the telephone. Once the orders are completed and loaded into delivery vans, you spend the rest of the day delivering products to hospitals. Although others help fill the orders, you are responsible for the accuracy of each order and for timely delivery. Corey Houston, a fellow employee, performs the same duties, but delivers items to hospitals in a different territory. Over the past two months you have noticed that Corey sometimes makes poor ethical choices. For example, the company's reimbursement for lunch is a maximum of \$8. Corey packs each day's lunch and never eats

at a restaurant. At the end of each week, however, Corey's reimbursement form claims the maximum amount for each meal. Once Corey bragged about earning an extra \$40 each week for meals that were not purchased. Corey owns a small landscaping business on the side and sometimes uses the company van to transport items to customers. Recently you drove by a Home Depot store and noticed Corey loading bags of mulch into the company van. At one point you thought about talking with the supervisor about these ethical lapses, but decided to talk with Corey first. Another class member will assume the role of Corey Houston. Try to convince Corey that some of these on-the-job activities are unethical.



Improve Your Grade
Self-Assessment Exercise

CASE 7.1

Employee Theft

The media often focus on corporate crime and the executives involved. However, as we mentioned in the opening vignette of this chapter, the fastest-growing crime in the United States is employee theft. Recent surveys indicate that companies lose over \$50 billion annually as employees steal time, money, and supplies from their employers. Employee theft comes in a variety of forms.

- Employees who pilfer pens, scissors, tape, and other office supplies may begin to refer jokingly to the supply room as the “gift shop.”
- Padding an expense account with an extra meal or exaggerated tips to servers and baggage handlers

may provide enough extra income to pay for the extended child care necessary while an employee is on a business trip.

- A salesperson who is a single parent may tell the boss that a customer needs additional time so returning to the office will be delayed, when in reality the employee's child has a dental appointment.
- An employee's aging father “dies” each time the employee changes employers, thus gaining the employee the paid time off for bereavement leave.
- The person in charge of arrangements for various luncheons within an organization routinely over-orders and takes the “extra” food home.



Improve Your Grade
Additional Closing Case

Theft of this nature is often rationalized as a perk of the job. Some employees may feel that they are underpaid and that they are entitled to these little extras. This larcenous sense of entitlement may come from disgruntled employees who feel they are not appreciated, so they take matters into their own hands. It is true that there are a lot of bad examples at the top of many organizations, and it may be easy to blame top executives for fostering a culture of dishonesty, but does that justify the lack of character and integrity of lower-level employees?⁵⁴

Questions

1. Research indicates that employee misconduct tends to increase in companies where mergers, acquisitions, and restructurings are under way. Why do you think this happens?
2. If your boss is so demanding that you have to lie to protect family time, will you do it? For example, if you have to miss a staff meeting or refuse a business trip to fulfill the needs of your family, will you fabricate work-related or health reasons? Are there any alternatives to lying? Explain.
3. If you were the employer, how would you handle each of the instances above?

RESOURCES ON THE WEB

Prepare for Class, Improve Your Grade, and ACE the Test. Student Achievement Series resources include:

ACE and ACE+ Practice Tests
 Audio Chapter Quizzes
 Audio Chapter Reviews
 Learning Objective Reviews
 Career Snapshots

Chapter Glossaries
 Chapter Outlines
 Crossword Puzzles
 Hangman Games
 Flashcards

Audio Glossaries
 Internet Insights
 Self-Assessment Exercises
 Additional Closing Cases

To access these learning and study tools, go to college.hmco.com/pic/receSAS.

HM Management  SPACE

8

Attitudes Can Shape Your Life



Fish tossing demonstrations at Seattle's famous Pike Place Fish Market attract a large audience every day. This business is known for its playful company culture that creates a high energy, fun atmosphere.

1 Understand the impact of employee attitudes on the success of individuals as well as organizations.

2 List and explain the ways people acquire attitudes.

3 Describe attitudes that employers value.

4 Learn how to change your attitudes and the attitudes held by others.

“The last of the human freedoms is to choose one’s attitude in any given set of circumstances.”

—Viktor Frankl, Auschwitz survivor and author

Chapter Outline

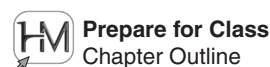
- **ATTITUDES ARE LEARNED**
 - Root Causes of Negative Attitudes
 - The Powerful Influence of Attitudes
 - The Age of Information Mandates Attitude Changes

- ◆ **HOW ATTITUDES ARE FORMED**
 - Socialization
 - Peer and Reference Groups
 - Rewards and Punishment
 - Role Model Identification
 - Cultural Influences

- ▼ **ATTITUDES VALUED BY EMPLOYERS**
 - Basic Interpersonal Skills
 - Self-Motivation
 - Openness to Change
 - Team Spirit
 - Health Consciousness
 - Appreciation of Coworker Diversity
 - Honesty

- **HOW TO CHANGE ATTITUDES**
 - Changing Your Own Attitude
 - Helping Others Change Their Attitudes

- ★ **ORGANIZATIONS’ EFFORTS TOWARD IMPROVING EMPLOYEES’ ATTITUDES**



- ★ **5** *Understand what adjustments organizations are making to develop positive employee attitudes.*

The Fish Movement

Workers at Seattle’s famous Pike Place Fish Market have a cold, wet job. Fish guts, blood, and scales produce a strong stench during their 12-hour shifts. However, when you visit the fish market, you will find that the workers are not downtrodden about their environment.¹ They laugh and joke as they toss fish to each other and over the heads of those who are standing at the counter waiting to pay for their purchases. Some customers even participate in the fish-tossing antics and make spectacular “catches” themselves. Pike Place employees’ attitudes, expressed through their energetic clowning, seem contagious.

Not all organizations encourage this type of atmosphere at work. In companies where managers are very controlling, *play* is a four-letter word that means activities that disrupt efforts to be efficient. That’s one of the reasons John Christensen, CEO of ChartHouse Learning, coauthored the training books *Fish!*, *Fish! Tales*, and *Fish! Sticks* and created video and management

KEY TERMS

attitudes p. 174
 culture p. 179
 cynicism p. 184
 empathizer p. 176
 peer group p. 178
 reference group p. 178
 role model p. 178
 socialization p. 177



Prepare for Class
 Chapter Glossary

Improve Your Grade
 Flashcards
 Hangman
 Crossword Puzzle

attitudes Thoughts that are accepted as true and that lead one to think, feel, or act positively or negatively toward a person, idea, or event.

training programs based on the workplace atmosphere at Pike Place. He wanted to provide an opportunity for managers to learn how to instill a positive, productive atmosphere at work. He knew that a playful corporate culture can be created but cannot be mandated. Customers can tell the difference between employees who truly enjoy their jobs and those who are following a company mandate to have a positive attitude. Even Pike Place's owner, John Yokoyama, admits that he was once a grouchy and difficult boss. Then he "got some training" and realized that change was possible.² Yokoyama and millions of others have discovered that joyful, lighthearted attitudes occur naturally when people enjoy what they are doing.

Those who embrace what has become known as the "Fish Movement" believe in two basic ideas. First, they believe that a positive attitude is a good thing. Second, they believe that in most situations one can learn to adapt and accept one's current circumstances even if at first they seem undesirable.³ It's all a matter of attitude. ■

ATTITUDES ARE LEARNED

- 1 *Understand the impact of employee attitudes on the success of individuals as well as organizations.*

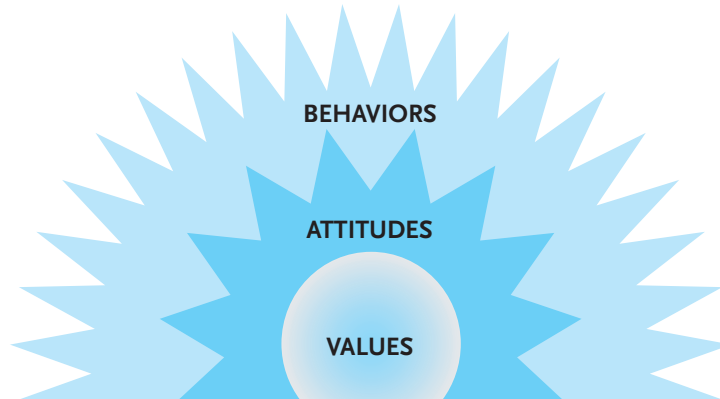
Attitudes are merely thoughts that you have accepted as true and that lead you to think, feel, or act positively or negatively toward a person, idea, or event. They represent an *emotional readiness* to behave in a particular manner.⁴ You are not born with these thoughts; you learn them. Therefore, it is reasonable to conclude that you can learn new attitudes and/or change old ones.

Your values, those beliefs and preferences you feel are important, serve as a foundation for your attitudes. For example, if you believe your religion is important, you may form negative attitudes toward those people and activities that restrict your religious privileges and positive attitudes toward those who support your convictions. Your attitudes, in turn, serve as a motivation for your behavior (see Figure 8.1). So, when someone attempts to interfere with your right to practice your religion, you might become angry and retaliate. But you also have the freedom to choose another response. Perhaps another value comes into play—peace—and it seems more important than "defending" yourself. So, instead of retaliating, you decide to just ignore the interference. The most amazing things can happen once you realize that you can choose which attitude you will act upon.

Root Causes of Negative Attitudes

Some people are positive thinkers and see daily obstacles as opportunities rather than roadblocks. Others tend to dwell on things that can go wrong. Generally speaking, positive attitudes generate positive results and negative attitudes generate negative results. If attitudes are a choice (we can choose our thoughts), why would anyone *choose* to think negatively? There are several factors that exist individually or blend together to produce negative attitudes. We will briefly describe some common root causes of negative attitudes.⁵

FIGURE 8.1

The Relationship Among Values, Attitudes, and Behaviors**Low Self-Esteem**

In Chapter 6 we describe people with low self-esteem as those who lack a sense of personal worth and tend to embrace negative thoughts about the future. This negative outlook influences their ability to get along with others.

Unresolved Conflict

Unresolved conflict can be very costly in terms of lost productivity at work, broken marriages, and lost friendships. Chapter 10 is devoted to conflict resolution strategies.

Work That Is Not Satisfying

Many workers rebel against the monotony of repetitious job functions or working for a boss who fails to recognize work well done. Employers need to develop job designs that provide a sense of achievement, challenge, variety, and personal growth.

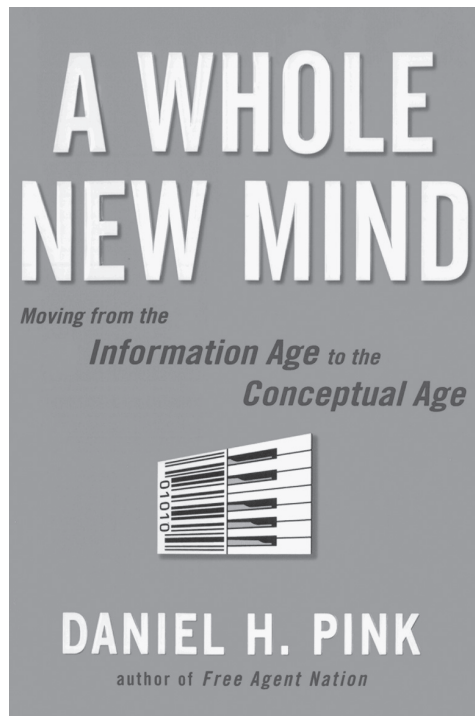
Fear or Uncertainty

Negative attitudes can sometimes be traced to feelings of fear or uncertainty. This can happen when someone takes a sliver of fact, rumor, or observation and expands it into something dramatically negative.

**TOTAL PERSON INSIGHT**

Price Pritchett Chairman, EPS Solutions

"The biggest career challenges these days are *perceptual . . . psychological*. Not technical. Not even skills-based. The major adjustments we need to make are mental. For example, how we frame things at work. The way we process events in our head. Our attitudes and outlook about how our jobs and organizations now have to operate."



Daniel H. Pink, author of A Whole New Mind, predicts that one of the major players in the new conceptual age will be the empathizer. These workers have the ability to imagine themselves in someone else's position and understand what that person is feeling.

empathizer A person who can imagine himself or herself in someone else's position and understand what that person is feeling.

The Powerful Influence of Attitudes

One of the most significant differences between high and low achievers is choice of attitude. People who go through life with a positive attitude are more likely to achieve their personal and professional goals. People who filter their daily experiences through a negative attitude find it difficult to achieve contentment or satisfaction in any aspect of their lives. Jack Welch, the former chairman and CEO of General Electric, believes that an organization needs people with “positive energy” and needs to get rid of those people who inject the work force with “negative energy”—even if they are high performers.⁶

Attitudes represent a powerful force in any organization. An attitude of trust, for example, can pave the way for improved communication and greater cooperation between an employee and a supervisor. But when trust is absent, a manager's sincere attempts to improve something may be met with resistance. These same actions by management, filtered through attitudes of trust and hope, may result in improved worker morale.

The Age of Information Mandates Attitude Changes

During the early stages of the information age, many of the best jobs were filled by people who were proficient at reasoning, logical thinking, and analysis. But as the information age unfolded and the global economy heated up, organizations discovered that it often takes more than quick and accurate information communicated through advanced technology to retain their clients and customers. In many cases, two competing firms, such as banks, may offer customers the same products at the same prices and use the same information technology. The competitive advantage is achieved through superior customer service provided by well-trained employees with effective interpersonal skills.

Daniel Pink, author of *A Whole New Mind*, says we are moving from the information age to the conceptual age. He predicts that one of the major players in the conceptual age will be the **empathizer**. Empathizers have the ability to imagine themselves in someone else's position and understand what that person is feeling. They are able to understand the subtleties of human interaction.⁷ For example, several medical schools have come to the conclusion that empathy is a key element of compassionate medical care. Medical school students at Harvard, Columbia, and Dartmouth are learning that an important part of health care diagnosis is contained in the patient's story. They are trained how to identify the subtle details of a patient's condition through caring, compassionate attitudes.⁸

Technology, in its many forms, will continue to make a major contribution to the workplace. However, we must seek a better balance between “high tech” and “high touch.” Leadership, for example, is about empathy. It is about having the ability to relate to and to connect with people. Pink states: “Empathy builds self-awareness, bonds parent to child, allows us to work together, and provides the scaffolding for our morality.”⁹

TEST PREPPER 8.1

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. In the age of information, an organization's competitive advantage is often gained through superior advanced technology, diminishing the need for customer service.

Multiple Choice

- _____ 2. An attitude is a(n):
- foundation for a person's values.
 - relatively simple, one-dimensional emotion about a person or object.
 - unchangeable way of thinking and behaving.
 - collection of thoughts accepted as true, leading one to think, feel, and behave either positively or negatively.
- _____ 3. Employers are usually concerned about employees' job satisfaction because:
- the more they know about job satisfaction, the more they can manipulate workers into better performance.
 - current laws governing human resource policies require that managers implement a plan to link behavior with attitude for each employee.
- _____ 4. Leslie and Taylor are equally intelligent, skilled, and attractive. Leslie views ordinary problems as opportunities to learn instead of insurmountable roadblocks to success. Taylor is easily discouraged by routine obstacles. The main difference between Leslie and Taylor is that:
- concerning everyday difficulties, Taylor is more realistic than Leslie is.
 - Leslie has more friends among coworkers than Taylor has.
 - Taylor's self-esteem is higher than Leslie's is.
 - Leslie has a positive attitude toward problem solving and Taylor does not.
- _____ 5. Which one of the following is not likely to cause a negative attitude?
- High self-esteem
 - Fear of uncertainty
 - Unsatisfying work
 - Unresolved conflicts

**ACE the Test**

ACE and ACE+ Practice Tests

HOW ATTITUDES ARE FORMED

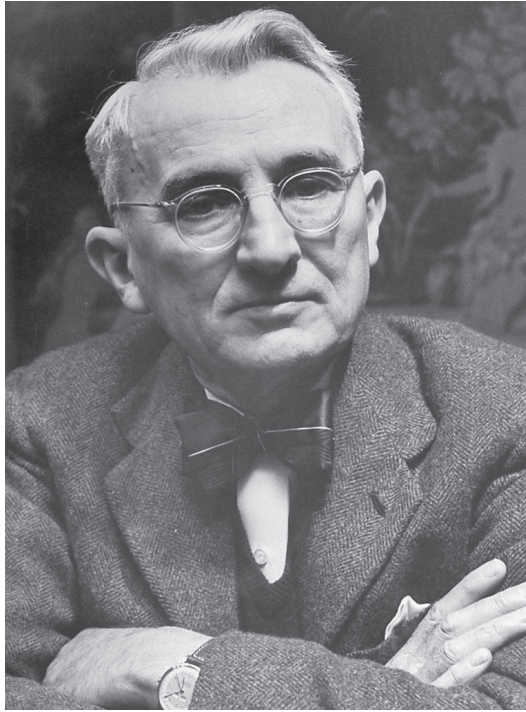
- 2 List and explain the ways people acquire attitudes.

Throughout life you are constantly making decisions and judgments that help form your attitudes. These attitude-shaping decisions are often based on behaviors your childhood authority figures told you were right or wrong, behaviors for which you were rewarded or punished. The role models you select and the various environmental and organizational cultures you embrace also shape your attitudes.

Socialization

The process through which people are integrated into a society by exposure to the actions and opinions of others is called **socialization**.¹⁰ As a child, you interacted with your parents, family, teachers, and friends. Children often feel that statements

socialization The process through which people are integrated into a society by exposure to the actions and opinions of others.



Dale Carnegie, an innovator in self-responsibility and self-improvement, believed that one's attitude could be shaped simply by the way they look at a situation.

peer group A group of people of similar age that can have a powerful influence on attitude formation.

reference group Several people who share a common interest and tend to influence one another's attitudes and behaviors.



role model A person who is admired and likely to be emulated.

made by these authority figures are the “proper” things to believe. For example, if a parent declares, “People who live in big, expensive houses either are born rich or are crooked,” the child may hold this attitude for many years. In some cases, the influence is quite subtle. Children who observe their parents recycling, using public transportation instead of a car to get to work, and turning off the lights to save electricity may develop a strong concern for protection of the environment.

Peer and Reference Groups

As children reach adolescence and begin to break away psychologically from their parents, the **peer group** (people their own age) can have a powerful influence on attitude formation. In fact, peer-group influence can sometimes be stronger than the influence of parents, teachers, and other adult figures. With the passing of years, reference groups replace peer groups as sources of attitude formation in young adults. A **reference group** consists of several people who share a common interest and tend to influence one another's attitudes and behaviors. The reference group may act as a point of comparison and a source of information for the individual member. In the business community, a chapter of the American Society for Training and Development or of Sales & Marketing Executives International may provide a reference group for its members.

Rewards and Punishment

Attitude formation is often related to rewards and punishment. People in authority generally encourage certain attitudes and discourage others. Naturally, individuals tend to develop attitudes that minimize punishments and maximize rewards. A child who is praised for sharing toys with playmates is more likely to develop positive attitudes toward caring about other people's needs. Likewise, a child who receives a weekly allowance in exchange for performing basic house-keeping tasks learns an attitude of responsibility.

As an adult, you will discover that your employers will continue to attempt to shape your attitudes through rewards and punishment at work. Many organizations are rewarding employees who take steps to stay healthy, avoid accidents, increase sales, or reduce expenses.

Role Model Identification

Most young people would like to have more influence, status, and popularity. These goals are often achieved through identification with an authority figure or a role model. A **role model** is that person you most admire or are likely to emulate. As you might expect, role models can exert considerable influence—for better or for worse—on developing attitudes.

In most organizations, supervisory and management personnel have the greatest impact on employee attitudes. The new dental hygienist and the recently hired auto mechanic want help adjusting to their jobs. They watch their supervisors' attitudes toward safety, cost control, accuracy, grooming, and customer relations and tend to emulate the behavior of these role models. Employees pay more attention to what their supervisors *do* than to what they *say*.

Cultural Influences

Our attitudes are influenced by the culture that surrounds us. **Culture** is the sum total of knowledge, beliefs, values, objects, and ethnic customs that we use to adapt to our environment. It includes tangible items, such as food, clothing, and furniture, as well as intangible concepts, such as education and laws.¹¹

Today's organizations are striving to create corporate cultures that attract and keep productive workers in these volatile times. When employees feel comfortable in their work environment, they tend to stay.

- When it comes to providing a strong, “fun,” corporate culture, Icarian Inc., a provider of on-line software that helps companies hire and manage their work forces, is a prime example of going the extra mile. Balloons and roller-hockey gear are everywhere, and pet dogs frolic in the hallways. Employees work hard, and at break time they play hard with chess, Ping-Pong, and other games in the lunchroom. Employees are encouraged to work at home, and community volunteerism is rewarded with time off to participate. After-hours events include wine tasting and barbecues. Happy workers, CEO Doug Merritt believes, are bound to be productive.¹²
- Executives at MBNA, the highly successful credit card company, understand that satisfied employees are more likely to provide excellent customer service. Every day the 23,000 MBNA employees are given a gentle reminder that the customer comes first. The words THINK OF YOURSELF AS A CUSTOMER are printed over every doorway of every office. Each year this Delaware-based company makes *Fortune* magazine's list of the 100 best companies to work for.¹³
- The U.S. Marines have developed an eleven-week basic training program that has a dramatic impact on those who complete it. Recruits emerge as self-disciplined Marines who are physically fit, courteous to their elders, and drug free. Many have had to overcome deep differences of class and race and have learned to live and work as a team. They live in an organizational culture where a hint of racism can end a career and the use of illegal drugs is minimized by a zero-tolerance policy.¹⁴

culture The sum total of knowledge, beliefs, values, objects, and ethnic customs that people use to adapt to their environment.



Improve Your Grade
Audio Glossary



HUMAN RELATIONS IN ACTION

Attitudes Shape Starbucks Policies

The person who created an American institution—Starbucks—is a modern-day Horatio Alger. Howard Schultz grew up on some of Brooklyn's meaner streets and lived in a cramped apartment in a public housing project. Throughout his youth, he experienced things that shaped the attitudes he would later bring to Starbucks. He recalls coming home one day to find his father lying on the couch with a broken ankle. His father couldn't work, so he lost his job. Because the family had no medical benefits, its tight finances became even tighter. Recalling that early life experience, Schultz said, “I will never forget that episode; I never want that to happen to our employees.” That is why thousands of part-time Starbucks workers have full medical benefits.

TEST PREPPER 8.2

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. When children learn to value a quality family life over material possessions through observing the actions of their parents, they are experiencing the process of socialization.
- _____ 2. As adolescents pass into adulthood, peer groups tend to replace reference groups as a primary source of attitude influence.
- _____ 3. Punishments and rewards ultimately have little influence on the formation of attitudes.

Multiple Choice

- _____ 4. During adolescence, which source of influence on attitude formation is often the strongest?
- Parents
 - Peer group
 - Teachers
 - Celebrities
- _____ 5. An important point that employers should remember concerning role models in the workplace is that:
- workers' role models are more likely to be coworkers at their level, not supervisors or upper management personnel.
 - their influence on new workers is negligible.
 - their influence may be either positive or negative.
 - employees pay more attention to what their supervisors say than to what they do.



ACE the Test
ACE and ACE+ Practice Tests

ATTITUDES VALUED BY EMPLOYERS

3 Describe attitudes that employers value.

Many organizations have discovered the link between workers' attitudes and profitability. This discovery has led to major changes in the hiring process. Employers today are less likely to assume that applicants' technical abilities are the best indicators of their future performance. They have discovered that the lack of technical skills is not the primary reason why most new hires fail to meet expectations. It is their lack of interpersonal skills that counts.¹⁵

Whether you are looking for your first career position, anticipating a career change, or being retrained for new opportunities, you may find the following discussion helpful concerning what attitudes employers want in their employees.

Basic Interpersonal Skills

In this information-based, high-tech, speeded-up economy, we are witnessing an increase in workplace incivility. Rude behavior in the form of high-decibel cell-phone conversations, use of profanity, or failure to display simple courtesies such as saying "thank you" can damage workplace relationships. As we note in Chapter 3, incivility is the ultimate career killer.

Self-Motivation

People who are self-motivated are inclined to set their own goals and monitor their own progress toward those goals. Their attitude is "I am responsible for this job."

They do not need a supervisor hovering around them making sure they are on task and accomplishing what they are supposed to be doing. Many find ways to administer their own rewards after they achieve their goals. Employers often retain and promote those employees who take the initiative to make their own decisions, find better ways of doing their jobs, read professional publications to learn new things, and monitor the media for advances in technology.

Openness to Change

In the age of information, the biggest challenge for many workers is adjusting to the rapidly accelerating rate of change. Some resistance to change is normal merely because it may alter your daily routine. However, you will get into trouble if you choose the following three attitudes:¹⁶

1. *Stubbornness.* Some workers refuse to be influenced by someone else's point of view. They also find fault with every new change.
2. *Arrogance.* Employees who reject advice or who give the impression that they do not want retraining or other forms of assistance send the wrong message to their employer.
3. *Inflexibility.* Displaying a closed mind to new ideas and practices can only undermine your career advancement opportunities.

Team Spirit

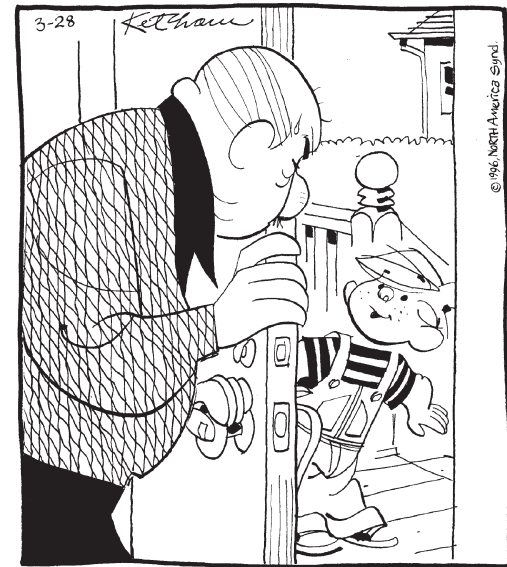
In sports, the person who is a “team player” receives a great deal of praise and recognition. A team player is someone who is willing to step out of the spotlight, give up a little personal glory, and help the team achieve a victory. Team players are no less important in organizations. Employers are increasingly organizing employees into teams (health teams, sales teams, product development teams) that build products, solve problems, and make decisions.

Health Consciousness

The ever growing cost of health care is one of the most serious problems facing companies today. Many organizations are promoting wellness programs for all employees as a way to keep costs in line. These programs include tips on healthy eating, physical-fitness exercises, and stress management practices, as well as other forms of assistance that contribute to a healthy lifestyle. Employees who actively participate in these programs frequently take fewer sick days, file fewer medical claims, and bring a higher level of energy to work. Some companies even give cash awards to employees who lose weight, quit smoking, or lower their cholesterol levels.

Appreciation of Coworker Diversity

To value diversity in the work setting means to make full use of the ideas, talents, experiences, and perspectives of all employees at all levels within the organization. People who differ from each other often add richness to the organization. An old adage states: If we both think alike, one of us is not necessary.



"I'M BACK, MR. WILSON. I THOUGHT I'D GIVE YOU ANOTHER CHANCE TO BE NICE."

Dennis the Menace

© NAS, NORTH AMERICA SYNDICATE.



Improve Your Grade
Career Snapshot

Development and utilization of a talented, diverse work force can be a key to success in a period of fierce global competition. Women and people of color make up a large majority of the new multicultural, global work force. Many people, however, carry prejudiced attitudes against those who differ from them. They tend to “prejudge” others’ value based on the color of their skin, gender, age, religious preference, lifestyle, political affiliation, or economic status. Although deeply held prejudices that often result in inappropriate workplace behaviors are difficult to change, employers are demanding these changes. Chapter 4 contains specific guidance on how to develop positive attitudes toward joining a diverse work force.

Honesty

Honesty and truthfulness are qualities all employers are searching for in their employees. This is because relationships depend on trust. An honest employee’s attitude is “I owe my coworkers the truth.” If you cannot be honest with your employer, customers, fellow workers, and friends, they cannot trust you, and strong relationships will be impossible.

TEST PREPPER 8.3

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Lack of technical skills is the primary reason most new hires fail to meet employer expectations.

Multiple Choice

- _____ 2. Tamika works with Sue, Hakeem, and John to produce quality control software. She shares credit and blame with her team in their successes and failures. In the age of information, Tamika’s attitude reflects the importance of:
- loyalty to one’s company.
 - privacy in the workplace.
 - being a team player.
 - workplace diversity.
- _____ 3. Cary’s supervisor says, “I never need to check on Cary to make sure he’s on task. He sets his own goals and monitors his progress toward them.” Cary’s supervisor believes that Cary is:
- self-conscious.
 - self-motivated.
 - self-aware.
 - self-actualized.
- _____ 4. Employees who are concerned about their own wellness:
- are a drain on profitability because of their constant use of health-related assistance programs.
 - reduce their employers’ costs in the long run.
 - abuse sick leave more often than others do because they usually are hypochondriacs.
 - exhibit less energy at work because they wear themselves out pursuing physical fitness on their own time.
- _____ 5. Avon, a leader in the cosmetics industry, has a very diverse work force. Which of the following is most likely to be true of Avon?
- Its benefits costs are higher than average.
 - Its talent level is lower than average.
 - It cannot demand that employees overcome prejudices that they may harbor against their coworkers.
 - It has an advantage in global competition over companies with less diverse work forces.



ACE the Test
ACE and ACE+ Practice Tests

HOW TO CHANGE ATTITUDES

4 Learn how to change your attitudes and the attitudes held by others.

If you are having difficulty working with other team members, if you feel you were overlooked for a promotion you should have had, or if you go home from work depressed and a little angry at the world, you can almost always be sure you need an attitude adjustment. Unfortunately, people do not easily adopt new attitudes or discard old ones. It is difficult to break the attachment to emotionally laden beliefs. Yet attitudes *can* be changed. There may be times when you absolutely hate a job, but you can still develop a positive attitude toward it as a steppingstone to another job you actually do want. There will be times as well when you will need to help colleagues change their attitudes so that you can work with them more effectively. And, of course, when events, such as a layoff, are beyond your control, you can accept this fact and move on. It is often said that life is 10 percent what happens to you and 90 percent how you react to it. Knowing how to change attitudes in yourself and others can be essential to effective interpersonal relations—and your success—in life.

Changing Your Own Attitude

You are constantly placed in new situations with people from different backgrounds and cultures. Each time you go to a new school, take a new job, get a promotion, or move to a different neighborhood, you may need to alter your attitudes to cope effectively with the change. The following attitudes will help you achieve positive results in today's world.

Choose Happiness

In his best-selling book *The Art of Happiness*, the Dalai Lama presents happiness as the foundation of all other attitudes. He suggests that the pursuit of happiness is the purpose of our existence. Survey after survey has shown that unhappy people tend to be self-focused, socially withdrawn, and even antagonistic. Happy people, in contrast, are generally found to be more sociable, flexible, and creative and are able to tolerate life's daily frustrations more easily than unhappy people.¹⁷

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HUMAN RELATIONS IN ACTION

Who Moved My Cheese?

Several years ago, Spencer Johnson wrote *Who Moved My Cheese?* In this small book, which has been on the bestseller list for more than seven years, Johnson introduces the reader to a fable on how to cope positively with change. He recognizes that change is a basic fact of life, so learning to cope with it is an important life strategy. Johnson's most important message is that instead of seeing change as the end of something, you need to learn to see it as a beginning. Breaking through your fear of change is a very important attitude shift in our fluid, ever changing working world.



TOTAL PERSON INSIGHT

His Holiness the Dalai Lama and Howard C. Cutler

Coauthors, *The Art of Happiness*

“We don’t need more money, we don’t need greater success or fame, we don’t need the perfect body or even the perfect mate—right now, at this very moment, we have a mind, which is all the basic equipment we need to achieve complete happiness.”

Michael Crom, executive vice president of Dale Carnegie Training, believes that happiness is the state of mind that permits us to live life enthusiastically. He views enthusiasm as an energy builder and as the key to overcoming adversity and achieving goals.¹⁸ But how can you become happy and enthusiastic when the world around you is filled with family, career, and financial crises on a daily basis? Most psychologists, in general, agree that happiness or unhappiness at any given moment has very little to do with the conditions around us, but rather with how we perceive our situation, how satisfied we are with what we have.¹⁹ For example, if you are constantly comparing yourself to people who seem smarter, more attractive, or wealthier, you are likely to develop feelings of envy and frustration. By the same token, you can achieve a higher level of happiness by reflecting on the good things you have received in life.²⁰

Embrace Optimism

Optimistic thoughts give rise to positive attitudes and effective interpersonal relationships. When you are an optimist, your coworkers, managers, and—perhaps most important—your customers feel your energy and vitality and tend to mirror your behavior.

It does not take long to identify people with an optimistic outlook. Optimists are more likely to bounce back after a demotion, layoff, or some other disappointment. According to Martin Seligman, professor of psychology at the University of Pennsylvania and author of *Learned Optimism*, optimists are more likely to view problems as merely temporary setbacks on their road to achieving their goals. They focus on their potential success rather than on their failures.²¹

Pessimists, in contrast, tend to believe bad events will last a long time, will undermine everything they do, and are their own fault. A pessimistic pattern of thinking can have unfortunate consequences. Pessimists give up more easily when faced with a challenge, are less likely to take personal control of their life, and are more likely to take personal blame for their misfortune.²² Often pessimism leads to **cynicism**, which is a mistrusting attitude regarding the motives of people. When you are cynical, you are constantly on guard against the “misbehavior” of others.²³ If you begin to think that everyone is screwing up, acting inconsiderately, or otherwise behaving inappropriately, cynicism has taken control of your thought process, and it is time to change.

If you feel the need to become a more optimistic person, you can spend more time visualizing yourself succeeding, a process that is discussed in Chapter 6. Monitor your self-talk, and discover whether or not you are focusing on the negative aspects of the problems and disappointments in your life or are looking at them as learning experiences that will eventually lead you toward your personal

cynicism A mistrusting attitude regarding the motives of people.

and professional goals. Try to avoid having too much contact with pessimists, and refuse to be drawn into a group of negative thinkers who see only problems, not solutions. Attitudes can be contagious.

Think for Yourself

One of the major deterrents to controlling your own attitude is the power of “group think,” which surfaces when everyone shares the same opinion. Individuals can lose their desire and ability to think for themselves as they strive to be accepted by team members, committee members, or coworkers in the same department. You are less likely to be drawn into group think if you understand that there are two overlapping relationships among coworkers. *Personal relationships* develop as you bond with your coworkers. When you share common interests and feel comfortable talking with someone, the bonds of friendship may grow very strong. You form small, intense groups. But there still exists the larger group—the organization. Within this setting, *professional relationships* exist for just one purpose: to get the job done.²⁴ Having two kinds of relationships with the same people can be confusing.

Let’s assume you are a member of a project team working on a software application. The deadline for completion is rapidly approaching, yet the team still needs to conduct one more reliability test. At a team meeting, one person suggests that the final test is not needed because the new product has passed all previous tests, and it’s time to turn the product over to marketing. Another member of the team, a close friend of yours, enthusiastically supports this recommendation. You have serious concerns about taking this shortcut but hesitate to take a position that conflicts with that of your friend. What should you do? In a professional relationship, your commitment to the organization takes precedence—unless, of course, it is asking you to do something morally wrong.²⁵

Keep an Open Mind

We often make decisions and then refuse to consider any other point of view that might lead us to question our beliefs. Many times our attitudes persist even in the presence of overwhelming evidence to the contrary. If you have been raised in a family or community that supports racist views, it may seem foreign to you when your colleagues at work openly accept and enjoy healthy relationships with people whose ethnicity is different from your own. Exposing yourself to new information and experiences beyond what you have been socialized to believe can be a valuable growth experience.

In his book *The 100 Absolutely Unbreakable Laws of Business Success*, Brian Tracy suggests reflecting on the “Law of Flexibility.” He said, “You are only as free in life as the number of well-developed options you have available to you.” The more thoroughly you open your mind to the options available to you, the more freedom you have.²⁶ This flexibility to see beyond what you thought was true and examine others’ perspectives could be one of the most powerful tools you have to inspire the rest of your life.

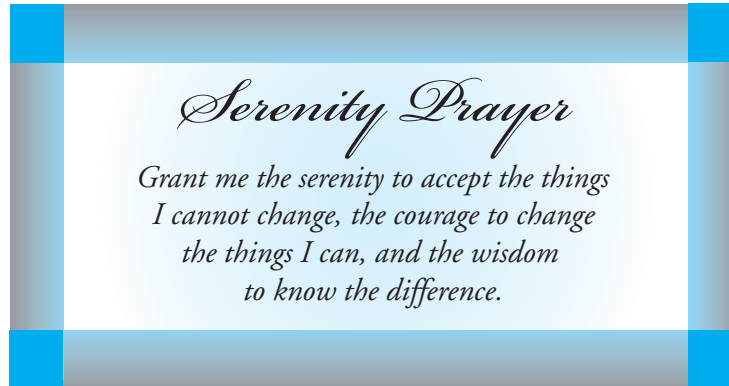
Helping Others Change Their Attitudes

As the Serenity Prayer (Figure 8.2) expresses, you have a choice whether to accept circumstances or try to change them. Sometimes we *can* do more than just change our attitude—perhaps we can change a condition over which we have no absolute

FIGURE 8.2

Serenity Prayer

Source: "Serenity Prayer" by Dr. Reinhold Niebuhr.



control but which we might be able to influence. For example, at some point you may want to help another person change his or her attitude about something. If you try to beg, plead, intimidate, or even threaten him or her into thinking differently, you probably will get nowhere. This process is similar to attempting to push a piece of yarn across the top of a table. When you *push* the yarn in the direction you want it to go, it gets all bent out of shape. However, when you gently *pull* the yarn with your fingertips, it follows you wherever you want it to go. Two powerful techniques can help you pull people in the direction you want them to go:

1. Change the *conditions* that precede the behavior.
2. Change the *consequences* that follow the behavior.

Change the Conditions

If you want people to change their attitudes, identify the behaviors that represent the poor attitudes and alter the conditions that *precede* the behavior. Consider the following situation.

A new employee in a retail store is having a problem adjusting to her job. The manager needed her on the sales floor as soon as possible, so he rushed through her job training procedures without taking time to answer her questions. Now she finds there are many customers' questions she cannot answer, and she has trouble operating the computerized cash register. She wants to quit, and her negative attitudes are affecting her job performance and the way she handles her customers.

The manager could easily have prevented this employee's negative attitudes by answering all her questions *before* she was placed on the sales floor. Perhaps he could have asked an experienced salesperson to stay with her as she helped her first few customers. Above all, he could have displayed a caring, supportive attitude toward her.

Change the Consequences

Another way to help other people change their attitudes is to alter what happens *after* they exhibit the behavior you are attempting to change. A simple rule applies:

When an experience is followed by positive consequences, the person is likely to repeat the behavior. When an experience is followed by negative consequences, the person will likely stop the behavior. For example, if you are a supervisor, and several of your employees are consistently late for work, you might provide some form of negative consequence each time they are tardy, such as a verbal reprimand or reduced pay. Keep in mind, however, that we tend to focus attention on the people who exhibit disruptive attitudes and to ignore the employees exhibiting the attitudes we want to encourage. Saying “Thank you for being here on time. I really appreciate your commitment” can be an extremely effective reward for those who arrive at work on time. Behaviors rewarded will be repeated.

An attitude is nothing more than a personal thought process. We cannot control the thinking that takes place in someone else’s mind, but we can sometimes influence it. And sometimes we can’t do that either, so we have to set certain rules of behavior. Some organizations have come to the conclusion that behavior that offends or threatens others must stop. It may be impossible to stop someone from thinking prejudicial thoughts, but you can establish a zero-tolerance policy regarding acts that demean or threaten others.²⁷

TEST PREPPER 8.4

ANSWERS CAN BE FOUND ON P. 317

Multiple Choice

- _____ 1. “Develop an attitude of gratitude,” writes Sarah Ban Breathnach, best-selling author of self-improvement books. This statement shows that one can choose happiness by:
- reflecting on the good things one has received in life.
 - being more sociable.
 - becoming more self-focused to understand better what one needs to be happy.
 - comparing oneself to others who seem smarter and more attractive.
- _____ 2. Martin mistrusts his coworkers, always assuming that they are out to get him personally. Martin has an attitude of:
- pessimism.
 - learned optimism.
 - cynicism.
 - temperamental optimism.
- _____ 3. Georgia strongly desires to fit in among her department peers and therefore tends to support the perceptions of her department members. Georgia is exhibiting signs of:
- cynicism.
 - group think.
 - optimism.
 - independent thought.
- _____ 4. François observes his employees’ behavior on the job and thanks them personally when they show evidence of their commitment to the company’s goals. François is trying to influence his employees’ attitudes by:
- changing the conditions that precede their behavior.
 - maintaining an authoritarian leadership style.
 - focusing on the consequences of their behavior.
 - providing negative reinforcement.
- _____ 5. Changing a negative attitude is:
- impossible because attitudes are enduring.
 - easy but not significant.
 - challenging but critical to continued growth and success.
 - difficult, and rarely results in long-lasting benefits.



ACE the Test
ACE and ACE+ Practice Tests

ORGANIZATIONS' EFFORTS TOWARD IMPROVING EMPLOYEES' ATTITUDES

5 *Understand what adjustments organizations are making to develop positive employee attitudes.*

Most companies realize that an employee's attitude and performance cannot be separated. When employees have negative attitudes about their work, their job performance and productivity suffer. When Thomas Kuwatsch, vice president of the German information technology company Nutzwert, discovered that employees' whining was cutting into productivity and costing the company an average of \$17,600 a year, he formed the "two moans and you're out" policy. A clause in employees' contracts requires them to be in a good mood to keep their jobs. Everyone can complain, but employees must present a solution or better idea to overcome the problem they are complaining about.²⁸

When employees have positive attitudes, job performance and productivity are likely to improve. One CEO of a software company has stated, "The way you get superior performance is to get people's passionate loyalty and belief. That means being flexible and giving your people what they need to do a great job."²⁹

People who are asked what they most want from their job typically cite mutual respect among coworkers, interesting work, recognition for work well done, the chance to develop skills, and so forth. Of course, workers expect the pay to be competitive, but they want so much more. As author and management consultant Peter Drucker says, "To make a living is not enough. Work also has to make a life."³⁰ Organizations are finding creative ways to influence worker attitudes. The following companies made *Fortune* magazine's list of the 100 best companies to work for.³¹

At Mango's Tropical Café in Miami, Florida, dance classes help employees embrace the look and feel of the company's culture, which emphasizes fun and multicultural celebration. These classes also build friendships, trust, and teamwork.



- Plante & Moran is an accounting firm with a human touch and a sense of humor. The company describes itself as “relatively jerk-free.” Full-time employees get at least four weeks of paid vacation.
- Baptist Health Care is a hospital that the competition tries to imitate. Top management maintains close contact with all employees, and employee-led initiatives have resulted in low turnover among registered nurses. Periodic open-forum meetings give employees a chance to voice concerns or make suggestions.
- Adobe Systems, a successful Silicon Valley firm, strives to generate camaraderie among its employees. It schedules frequent all-hands meetings, job rotations, and Friday night parties. Perks include a fitness center with trainer, seasonal farmers’ market, and basketball court.

What do these organizations have in common? Each has given thought to the attitudes that are important for a healthy work environment and has taken steps to shape these attitudes. Many organizations are attempting to improve employee attitudes and productivity by enhancing the quality of their employees’ work life.

TEST PREPPER 8.5

ANSWERS CAN BE FOUND ON P. 317

True or False?

- _____ 1. Although employees with positive attitudes are more pleasant to work with, they rarely perform better than those with negative attitudes.



ACE the Test

ACE and ACE+ Practice Tests

Multiple Choice

- _____ 2. Many contemporary workplaces are attempting to improve their employees’ attitudes by:
- a. terminating employees who criticize the company.
 - b. reducing the pay of employees with negative attitudes.
 - c. enhancing the quality of employees’ work lives.
 - d. sending employees to psychotherapy.

LEARNING OBJECTIVES REVIEW



Improve Your Grade
Learning Objectives Review
Audio Chapter Review
Audio Chapter Quiz

1 *Understand the impact of employee attitudes on the success of individuals as well as organizations.*

- Attitudes are merely thoughts that you have accepted as true and that lead you to think, feel, or act positively or negatively toward a person, idea, or event.
- Negative attitudes are caused by low self-esteem, unresolved conflicts, work that is not satisfying, and fear of uncertainty.
- Employees' attitudes and performance cannot be separated. When employees display a positive attitude toward their work and coworkers, teamwork and productivity improve. When employees display a caring attitude toward their customers, the business is likely to enjoy a high degree of customer loyalty and repeat business.
- Because of the ready availability of advanced technology, competitive advantage is now frequently gained through superior customer service skills and employees with strong interpersonal abilities.

2 *List and explain the ways people acquire attitudes.*

- Children acquire attitudes through socialization.
- Adolescents rely heavily on their peer groups (people of their own age) in the development of attitudes.
- For adults, the primary influence of peer groups is reference groups (several people who share a common interest).
- Role models (people you most admire or are likely to emulate) can exert considerable influence—for better or for worse—on developing attitudes.
- Our attitudes are influenced by the culture (the knowledge, beliefs, values, objects, and ethnic customs) that surrounds us.

- However, attitudes are not set in stone. You always have the power to choose your attitude toward any situation.

3 *Describe attitudes that employers value.*

- Employers hire and attempt to retain employees who have basic interpersonal skills, are self-motivated, accept change, are team players, are concerned about their health, value coworker diversity, and are honest.

4 *Learn how to change your attitudes and the attitudes held by others.*

- You can decide to change your attitudes by choosing to be happy, becoming an optimist, thinking for yourself without undue pressure from others, and keeping an open mind.
- You can help others change their attitudes by altering the conditions that lead to negative behaviors, such as by providing effective training so that the employee's job performance and personal satisfaction improve.
- You can also alter the consequences following people's behavior by providing positive consequences if you want them to have a positive attitude toward their behavior and repeat it, and negative consequences to deter them from participating in that behavior again.

5 *Understand what adjustments organizations are making to develop positive employee attitudes.*

- Employers realize that money alone will not make employees happy.
- Organizations are taking steps to improve employee attitudes by enhancing the quality of their work life.

CAREER CORNER

Q: Two years ago I left a job I loved when the executives of an exciting new company offered me a position that seemed to have tremendous potential. I gave my two weeks' notice and jumped to the new employer. I worked day and night to help the new company be successful and enhance my climb to the top of it. Last week I was informed that it is declaring bankruptcy next month. I am choosing how I react to this devastating news and am trying not to panic, but I need advice on how to approach my former employer about returning to my old position. I still see some of my former colleagues socially, and they believe that there might be an opportunity to return to my old job. What can I do to enhance my chances at reentry?

A: You are not alone! Many workers grab new job opportunities when they believe the grass might be greener on the other side, only to discover they were better off in the first location. You were smart when you

offered two weeks' notice before leaving your position. This considerate attitude toward your colleagues and customers will speak well for you during your reentry attempt. Determine what new skills you learned with the new organization and how those skills might be transferred to your former employer. Did you learn to effectively handle multiple priorities simultaneously, work faster, or take more risks? Point out why this new knowledge makes you even more valuable to your former employer. Who knows, they may reinstate you in a higher position than before!

Keep in mind that returning to your previous employer may not be your only choice. You could choose to look at this forced change as an opportunity to explore options you never considered before. Are there other employers in your field that might consider your experience an asset? Are your skills transferable to another career path? Keep an open mind as you examine your future.

APPLYING WHAT YOU HAVE LEARNED



Improve Your Grade
Internet Insights

1. Describe your attitudes concerning
 - a. a teamwork environment
 - b. health and wellness
 - c. life and work
 - d. learning new skills

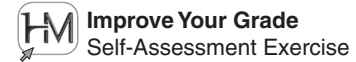
How do these attitudes affect you on a daily basis? Do you feel you have a positive attitude in most situations? Can you think of someone you have frequent contact with who displays negative attitudes toward these items? Do you find ways to avoid spending time with this person?

2. Identify an attitude held by a friend, coworker, or spouse that you would like to see changed. Do any conditions that precede this person's behavior fall under your control? If so, how could you change those conditions so the person might change his or her attitude? What positive consequences might you offer when the person behaves the way you want? What negative consequences might you impose when the

person participates in the behavior you are attempting to stop?

3. For a period of one week, keep a diary or log of positive and negative events. Positive events might include the successful completion of a project, a compliment from a coworker, or just finding time for some leisure activities. Negative events might include forgetting an appointment, criticism from your boss, or simply looking in the mirror and seeing something you don't like. An unpleasant news story might also qualify as a negative event. At the end of one week, review your entries and determine what type of pattern exists. Also, reflect on the impact of these events. Did you quickly bounce back from the negative events, or did you dwell on them all week? Did the positive events enhance your optimism? Review the root causes of negative attitudes, and try to determine if any of these factors influence your reaction to negative or positive events.
4. To increase self-awareness in the area of attitudes complete the self-assessment form found on the website college.hmco.com/pic/reecesAShumrel.

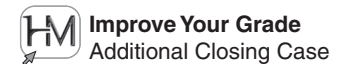
ROLE-PLAY EXERCISE



In this role-play exercise you will be attempting to change the attitudes of a friend who is a chronic under-achiever. He has a great deal of potential, but he does things at work that result in self-sabotage. For example, he tends to procrastinate and often misses deadlines. When he does complete a project, his approach is to get

by with the least amount of effort. When things don't go well at work, he tends to blame others. You will meet with another member of your class who will assume the role of your friend. Prior to the meeting, think about things you might say or do that would help your friend develop the attitudes that employers value today.

CASE 8.1



Life Is Good at the Pike Place Fish Market

The popular books *Fish!*, *Fish! Tales*, and *Fish! Sticks*, mentioned at the beginning of this chapter, present a business philosophy that focuses on building employees' commitment to their employers and organizations. This philosophy is applicable to almost every organization because it is based on the idea that most people like working in happy places, so they are more likely to stay on the job and do a better job. While some people might argue that these "feel-good" attitudes are "soft skills" and do not affect the bottom line, a spokesperson for a very large organization said that the savings they experienced as a result of implementing the *Fish!* philosophy was in the millions of dollars because of employee retention.

The philosophy emphasizes four ways that companies can help employees and workers can help themselves.

- *Play.* A sense of playfulness makes a huge difference between those who perceive their jobs as no fun and those who have fun doing their jobs. When employees are having as much fun as they can at whatever they are doing, they generate a spirit of innovation and creativity.
- *Be there.* Don't daydream about what you could be doing and things you do not have. Make the most of where you are. Listen in depth to customers' and colleagues' concerns or ideas. When you really focus

on a conversation and postpone other activities such as answering phone calls or processing paperwork, you avoid communicating indifference to the other person.

- *Make someone's day.* Delight customers instead of grudgingly doing the bare minimum. Do favors for others, even those who make you uncomfortable, and your job will become much more rewarding.
- *Choose your attitude.* People often add unnecessary stress to their lives because they stay upset with certain aspects of their job that they cannot control, rather than focusing on how they can make things better.

First Essex Bank chairman and CEO Leonard Wilson admits that “*Fish!* isn’t going to make horrible, inexperienced employees into good employees. . . . But

most workers can give an extra 10 to 40 percent. . . . *Fish!* is a way to get at an employee’s ‘pool of discretionary effort.’”³²

Questions

1. Which of the four *Fish!* principles do you believe can have the most dramatic effect on employees’ productivity? Explain your answer.
2. What would you say to someone who sincerely believed that the *Fish!* principles were ridiculous and frivolous?
3. Would you like to work for a *Fish!* organization? Why or why not?
4. Identify workers and/or organizations that you believe have caught on to the powerful impact of this “attitude adjustment” program. How can you tell? What effect has it had on the individuals’ and/or the organizations’ success?

RESOURCES ON THE WEB

Prepare for Class, Improve Your Grade, and ACE the Test. Student Achievement Series resources include:

ACE and ACE+ Practice Tests
Audio Chapter Quizzes
Audio Chapter Reviews
Learning Objective Reviews
Career Snapshots

Chapter Glossaries
Chapter Outlines
Crossword Puzzles
Hangman Games
Flashcards

Audio Glossaries
Internet Insights
Self-Assessment Exercises
Additional Closing Cases

To access these learning and study tools, go to college.hmco.com/pic/receSAS.

HM Management  SPACE