

FUNDAMENTAL
PRINCIPLES OF
HUMAN RELATIONS
FOR STUDENTS IN
TERTIARY
INSTITUTIONS

THIS IS A PLACEHOLDER. IF YOU WANT TO HAVE AN ACTUAL STATEMENT HERE, YOU HAVE
TO MAKE SOME CHOICES USING BOOK'S METADATA MODAL.

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CHAPTER ONE

INTRODUCTION

History of Human Relations

A British man known as Robert Owen in the early 19th century, introduced a remarkable awareness that improved treatment of staff would raise their efficiency and, thus, raise profits. Owen led several transformations in manufacturing during this period. For instance, he stopped engaging young children in his factory. He encouraged his workforce to stay clean and sober. Although v, Owen was quite progressive for his time.

Like Robert Owen, another British Andrew Ure who in 1835 published a book called *The Philosophy of Manufacturers* was interested in human relations in manufacturing firms. The book suggested that staff should be given medical help, hot tea regularly, decent ventilation, and even sick leave—again, all ideas that were advanced for their time.

Owen and Ure were certainly not typical. Both in Europe and in the United States, the first decades of the Industrial Revolution were full of exploitations by bosses against staff, principally staff with few talents. Many of the immigrants to America during that time were forced to face inhumane working conditions.

During those periods, some of the decent employers built “company settlements.” These were townships, maintained by the company, where staff were settled in company housing, buy provisions at the company-owned stores, and even train their children in institutes owned by the firm. Nevertheless, not popular today, this set-up typically produced happier and more loyal staff, chiefly when the value of the company settlement was considered high.

Concepts of Human Relations

The foremost thing that emanates to our thoughts is “**interaction between people**” and yes that is just what it brings about. A succinct description of human relations according to “**this article library**” is that “Human relations is study of the ways in which individuals relate to each other in group situations e.g. family settings, workplace, market place, schools, hospitals, organizations, etc. for the purpose of improving interpersonal relationship”. Upon affirming the meaning of ethics and human relations, the subsequent thing to see to is to present the relevance of ethics/relationship between ethic and human relations, and that will bring us to our topic.

Human relations is the skillfulness or capability to work efficiently through and with other people. A human relations includes a desire to comprehend others, and their needs, strengths, weaknesses, talents and abilities. For anyone in a workplace setting, human relations also involve comprehending of how people work together in groups,

satisfying both individual needs and group objectives. If an organization is to succeed, the relationships among the people in that organization must be monitored and maintained. Human relations is a discipline within resource management which addresses inter-personal behaviour. Factors that are considered include leadership, communication, team building and negotiation, facilitation and mediation abilities. It is a course of study or program designed to develop better interpersonal and inter group adjustment.

It is a skill ability to work effectively through or with people. Your relationship with others by respecting people is like the key to your success or failure. Owners and managers of profit or non-profit organization define human relations as fitting people in the work situation so as to motivate them to work together harmoniously. The process of putting together should achieve a high level of efficiency for the organization while bringing employee economy, psychological and social inflections to zero.

It covers all types of interaction among people like conflict, co-operative effort and group relationship. It is the study of why people believe, attitudes and behaviour sometimes cause interpersonal conflict in their personal lives and in related situation feelings that has to do with caring, eye contact, empathy, sympathy etc. According to Cambridge Dictionaries Online, it is the relationships between groups of people, especially between different staff in an institution, organization, or even business.

According to Merriam Webster Dictionary, it simply means the study of human problems arising from organizational and interpersonal relations (as in industry, company, institution and society at large). Human relations can also be defined as the ability to work or relate effectively with other people for high efficiency and huge success.

Why do We Study Human relations?

1. To enable us handle problems when they arise in relationships.
2. To have self-control and to motivate ourselves positively.
3. To enable us to build a relationship and maintain it.
4. To be emotionally intelligent.
5. To enable us recognize the sources or background of people in people.
6. To develop personal responsibility and leadership skills.
7. To treat others better and to promote cordial relationship.
8. To invest in social support.

Types of Human relations

1. **Physical Relationship:** This is put together by those who are physically strong and those who are physically weak. The strong help the weak and vice versa to do some physical jobs.

2. **Academic Relationship:** This type of relationship is for academic excellence or success, tutorial classes and extra moral classes. They help those that are weak academically to get along. E.g. classmates, course mate, religion groups etc.

3. **Platonic Relationship:** This means superficial relationship, not deep, it is on the surface level e.g. relationship on campus. etc.

4. **Social Relationship:** Any relationship that is organized to solve social problems e.g. wedding, naming ceremony, burial, birthday, matriculation, graduation etc. In this relationship, people give each other social support in times of money, time, etc.

5. **Empty Relationship:** This is the type of relationship that year in year out nothing is achieved apart from telling stories of war and assassinating people character. It is all about gossip.

6. **Artificial Relationship:** Any relationship that everything they are doing is not natural. Nobody is telling the truth.

7. **Spiritual Relationship:** This is put together by people of the same religion to have a decent relationship with God and their fellow men. It is also put together to teach decent moral values and virtues; it is also for psychological healings for those who are troubled spiritually

Importance of Human relations in Education

Human relations enables us to know and identify the individual differences in a teaching and learning environment (classrooms). It brings about success in teachers' daily activities with students. Human relations enables the teachers and students to have a decent rapport during classroom instruction in order to achieve their aims and objectives). It provides a means of peaceful coexistence and tranquility among teachers and students.

Importance of Human relations in Business Organizations.

A happy worker, according to Serrato (2013) is a productive worker. According to him a business relies on the efficiency of its staff hence human relations comes in. Workplace relations direct bearing on work performance. Staff must regularly and cooperatively work together to get things done. An unstable workplace culture will give rise to challenges in managing staff and the company's end product. Also, problems will arise from miscommunication or bad interaction between co-staff. A staff who does not get along with his co-staff is more likely to avoid going to work, produce less, and work quality. Businesses with appealing workplaces will acquire qualified staff, and encourage customer loyalty.

So, what is the importance of human relations in business? Establishing a decent working environment is decent for business since it will produce Motivated and Productive staff money isn't everything. The quality and character of human relations at

a workplace affects how a staff views his job and interacts with his co-staff. Staff motivation is important in maintaining and increasing efficiency. A staff, who is interested in his work and is concerned about the well-being of his co-staff tends to be more productive. This efficiency is decent for business since more work is done in less time. Giving recognition to a staff's hard work and showing concern for his needs goes a long way to motivating him more.

Improved Staff Retention

High staff retention is financially decent for businesses. Turnover is costly. New staff require a considerable investment of time and effort in their recruitment and training. Terminating staff can be difficult especially if the conditions are not amicable. Keeping staff involved and interested in the business requires compassion, patience, and flexibility but note, that all of it is for the decent of the business. Staff are more likely to stay in a company that offers opportunities to learn and advance, and bond with their co-staff. If they feel the management comprehends them, staff will stay and feel comfortable addressing future problems.

Healthy Relationships

Managements' attitudes, the general feel at a company, and social groups formed – all of them directly affect staff performance. When co-staffs can't relate with one another, friction and uneasiness are formed which are not decent for business since these affects how they communicate with one another. Creating a decent environment between co-staff solves these problems; communication flows more freely, and everyone feels united and connected.

Mutual Support

Being able to connect with one another will build mutual support among co-staff. When they feel as though they are working together, they would be more likely to fix problems on their own. Rather than making mistakes, they would ask for help or advice from one another, promoting positive attitudes. Without decent workplace relationships, staff would remain stagnant and business would not flourish. If you are business owners who engage people to work with you, keep these things in mind. Invest on your staff and never take them for granted.

“When a business grows, there comes a time when there are more tasks than there are hours in the day. That is where the experts' skills come in; they can help you grow your business with outsourced staff who are e-commerce experts. Not only can they undertake some of the more time-intensive tasks, they also make a valuable contribution

with suggestions drawn from their wealth of experience which can add to your bottom line.” Source (Serrato, 2013).

Importance of Human relations in other Organizations

Owners and managers of profit and nonprofit organizations define human relations as fitting people into work situations to motivate them to work together harmoniously. The process of fitting people together should achieve higher levels of efficiency for the organization, and will also bring staff economic, psychological, and social satisfaction. Human relations cover all types of interactions among people—these are conflicts, cooperative efforts, and group relationships. It is the study of why our beliefs, attitudes, and behaviours sometimes cause interpersonal conflict in our personal lives and in work-related situations.

One of the most significant developments in recent years has been the rise importance of interpersonal skills which is in almost every type of work setting. For many employers, interpersonal skills represent an important category of transferable skills a worker is expected to bring to the job. Technical ability only is usually not enough to achieve career success. Many people who have difficulty in obtaining or holding a job possess the needed technical competence but lack interpersonal competence. Finally, a Human relations in organizations is the study of how people can work effectively in groups in order to satisfy both organizational goals and personal needs.

Importance of human relations in the society

It allows us to grow and be expressed as a people. We could never hope to learn and change as better individuals without others, whom we care deeply for and they for us, in order to inspire us and point out apparent flaws. Yes, reflecting does and can help greatly, but what can you reflect on without the experience?

Conversely, relations with each other help to bonds us, keep us close and help us survive and thrive, that of which evolution loves. We need to do so to get better as a society at large, the fact that you are alive right now working on a PC created by human beings working together, invented by human beings working together, shows that. If we didn't have that need, nothing would ever be accomplished.

Importance of human relations in the school system or Organizations

A human relations here is a discipline within resource management which addresses interpersonal behaviours. Factors that are considered here are leadership; communication; team building; and negotiation, facilitation and mediation abilities. The

concept of Human relations here is generally defined as the capacity to interact and work well with other people or individuals. It looks at social dynamics at both the individual and group levels and tackles how they can complement each other to work effectively. There are numerous problems and challenges when it comes to conflicts within human relations, which factor in a range of dynamics and individual criteria. However, some major issues which are common to most situations are:

1. Self esteem
2. Mutual respect
3. Group Dynamics
4. Communication skills
5. Motivation

Most problems that may occur can be traced back to the lack of any one or a combination of the above skills or positive situation. Human relationship is an interpersonal relationship and association between two or more people that may range from fleeting to enduring. Human relationships are formed on different circumstances; it could be cultural, social, family, friendship, work and social groups. Leadership and human relations go side by side, you cannot choose between them, and you have to choose them altogether.

Relationships involve some level of interdependence between two parties and people in a relationship tend to influence each other by different means; share their thoughts and feelings, and engage in activities together with trust. Educational leadership depends on human relations, it all about relationship at every level, Relationship with teaching staff, administrative staff and students. Without decent relation with teacher, it is impossible for a leader to achieve decent academic result. Without the help of administrative staff and teachers it is almost impossible to run a school in proper order, teachers are the soul of a school and without the help of them the school would be a chaos. Thus, decent relations between leader and his school teachers are very important for the improvement of school and the over-all performance of teachers.

Relation between Headmaster-teacher: Leadership is all about relationship, there is a decent leader behind every successful task, and tool of every successful leader is decent human relationship. A leader inspires others with his character and earns the trust with whom he interacts. He gives respect to his staff members and treats them like a family. He knows the problems of staff members and helps them at the time of crisis.

Teacher-student Relation: Teacher student relationship is also very important. A decent relation between them will lead the school to better performance and academic achievements, which will be success on the part of leader, thus it is the responsibility of a leader to provide them better environment where teacher and students could develop better relationship. Get together from time to time and tour of teachers and students outside the school. Arrange co-curricular activities in the school where teacher and student both participate, for better academic performance.

Teacher-Parent Relationship: Teacher parent relationship is vital to achieve better academic results and enhance the performance of students. Because the students spend more time at home than at school, so it is important for a teacher to guide the parents about the strengths and weaknesses of their child. So it is the responsibility of a leader to organize teacher-parent meetings on regular basis to develop better relationship between them, the home and the school.

Human relations Approach to Management

The classical school management did not give importance to the human aspect of the staff. Thus, they did not achieve a high level of production, efficiency and co-operation between the management and staff. The failure of the classical approach led to the human relations movement. The human relations experts tend to integrate or combine psychology and sociology with management. According to them, organization is a social system of interpersonal and inter group relationships. They gave importance to the management of people. They felt that management can get the work done from the staff by satisfying their social and psychological needs.

Human relations Skills in Business

Human rights: Today, managers and staff have a greater awareness of the rights of staff. This awareness calls for more skillful relations among staff, using tact, trust, and diplomacy with greater skill.

The global market place: The United States seems to have fallen into disfavor in many countries and even countries they have long considered to be the friends. Often, when anti-American stories are told, they involve Americans using poor human relations skills when doing business with other cultures.

Emphasis on people as human resources: Two decades ago, many forecasters predicted that by this time in history, having strong computer skills would be the number one factor of consideration in the workplace.

Renewed emphasis on working groups: Today's staff tend to like working as teams and being involved in making decisions as a group.

Increasing diversity in the workplace: A deep comprehending of the use of the differences that are in diversity brings one of the most important skills in human relations.

Principles of Human relations

The basic principles of human relations are:

1. Human beings are not interested only in financial gains. They also need recognition and appreciation.

2. Staff are human beings, so they must be treated like human beings and not like machines. Management should try to comprehend the feelings and emotions of the staff.
3. An organization works not only through formal relations but also through informal relations. Thus, managers should encourage informal relations in the organization along with formal relations.
4. Staff need a high degree of job security and job satisfaction. Thus, management should give job security and job satisfaction to the staff.
5. Staff want decent communication from the managers. Thus, managers should communicate effectively without any feeling of ego and superiority complex.
6. In any organization, members do not like conflicts and miscomprehending. Thus, managers should try to stop conflict and miscomprehending among the members of the organization.
7. Staff want freedom. They do not want strict supervision. Thus, managers should avoid strict supervision and control over the worker
8. Staff would like to participate in decision making, especially in those matters affecting their interest. Thus, management must encourage staff' participation in management. Allowing them rises efficiency and job satisfaction.

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CHAPTER TWO

HUMAN RELATIONS DEVELOPMENT THEORIES

Elton mayors Hawthorne Experimental Theory (1924)

The human relations development theory of management began in the early 1920's during the industrial revolution. At that time, efficiency was the focus of business. Professor Elton Mayo began his experiments (the Hawthorne Studies), to prove the importance of people development for efficiency – not to be used as machines. The human relations management theory is a researched belief that people desire to be part of a supportive team that facilitates development and growth. Thus, if staff receive special attention and are encouraged to participate, they perceive their work has significance, and they are motivated to be more productive, resulting in high quality work. The following human relations management theories are the basic became evident during any human relations studies:

1. Individual attention and recognition aligns with the human relations theory.
2. Many theorists supported the motivational theory.
3. Studies supported the importance of human relations in business.

The results of Professor Elton Mayo's Hawthorne studies proved that the factor most influencing efficiency is decent relationships. The Researchers realized that efficiency rise due to relationships. Also, that being part of a supportive group where each staff's work had a significant effect on the team output. As a side result, the researchers noticed that the rise attention the staff received by the researchers rise motivation and efficiency, which resulted in what is called the Hawthorne Effect.

Elton Mayo is considered the founder of the Human relations Theory. Prior to this trend, Elton Mayo already started an experiment in the Hawthorne plans in 1924. The Hawthorne experiment Story states that there was a great deal of discontent among the 30,000 staff in the Hawthorne plants in Chicago in the early twenties of the last century. This was somewhat peculiar, because this phone parts plant already acted extremely progressively towards its staff (through pensions and sickness benefits), something which was almost unthinkable in the period. They experimented with light, duration of breaks and working hours. A group of women were exposed to either more or less light. It turned out that, regardless of the amount and duration of lighting, this had a positive effect on their performances. The same was true for rest periods; shorter or longer breaks both led to a rise in labour efficiency.

The conclusion drawn from the Hawthorne research was that giving attention to staff resulted in improved performances. The group of staff who were involved in the search felt their voices heard and experienced a feeling of greater personal freedom. The staff were pleased that their assistance was requested, which they believed led to their

higher job performances. During the study, senior officials regularly visited the workplace, making the staff feel like they belonged to a certain elite group. This personal attention stimulated the group to work even harder together and give their all for the organization. Collaboration in an informal group is also one of the main aspects of this Human relations Theory. Elton Mayo (1924) concluded that the needs of staff were often based on sentiment (belonging to a group and thus having a sense of value) and that this could lead to conflicts with managers, who mainly focused on cost reduction and efficiency. And thus, he came to the following final conclusions: Individual staff must be seen as members of a group, Salary and decent working conditions are less important for staff and a sense of belonging to a group.

Douglas MacGregor's X and Y Theories

The human relations school of management has been used for quite some time, enjoying fairly worldwide acceptance, till, even today not every company or manager embraces this management theory's, there's little doubt that it has changed the overall management practice for the better. The theory is referred to as the motivational theory. Human relations management theory views the staff differently than the more autocratic management theories of the past. Douglas McGregor's X and Y Theories, is another human relations management theory. Theory (Y), assumes that people want to work, that they are responsible and self-motivated, that they want to succeed and that they comprehend their own position in the company hierarchy. This is the exact opposite of Theory (X), which presumes that staff are lazy and if unmotivated, that they seek nothing more from their jobs than security and that they require discipline from without. Human relations theory, rather than viewing the worker as merely one more cog in the company's wheel, asserts that the organization will prosper as it helps the staff prosper. According to human relations management theory X and Y, some positive management actions that lead to staff motivation and improved performance are these:

1. Treating staff as if work is as natural as play or rest, just as motivational theory states
2. Sharing the big-picture objectives towards which their work is aimed
3. Empowering them to innovate and make as many independent decisions as they can handle
4. Training and developing them, increasing freedom and responsibility as their capabilities grow
5. Providing appropriate recognition and rewards when they achieve company goals
6. Using any other helpful theories of human relations that will keep them motivated toward excellence in their work.

Scientific Management Theory (1950)

The immediate period after World War Two saw a different approach in organizational human relations studies. Until that time, there was only talk of scientific management, which mainly focused on efficiency, efficient division of labour and staff as an extension of machinery. 1950 saw a change to this discourse with the introduction of the Human relations Theory. This movement saw staff in a different light; they were now seen as thinking beings with needs, who liked to receive attention. Firms realized that attention motivated staff and even allowed them to get more out of themselves for the benefit of the organization.

In the era of the Human relations Theory, the concept of labour motivation' is given a new meaning compared to the **scientific management** theory era. The fact that personal attention led to improved performances was a completely new perspective. The term staff was gradually replaced with staff, which more explicitly implies that these people are thinking people who can positively contribute to the organizational goals.

Behavioural Management Theory

Starting in the 1950s, a definitive different approach to management emerges. Staff behaviour is placed centrally and the Human relations theory placed strong emphasis on the fact that organizations consist of groups of people. Human relations theory supporters thus replaced the mechanistic perspective on management with a people-oriented perspective. Every person is unique and thus unpredictable. Their behaviour is complex and to fully comprehend them, it is important to recognize their personal motivations. The way staff think and act at work is not only influenced by rules, procedures and requirements imposed by management. Attention, respect, interest shown and social/ interpersonal relationships are just as important. These kinds of human interactions trigger an emotional sense in staff, which is often referred to as a person's soft side. This soft side consists of emotional or irrational logic and can strengthen rational logic, but at the same time can weaken or eliminate it. Rational logic focuses on each other, which in turn leads to internal conflicts and dilemmas.

Complex Humanity Theory

The complexity of human behaviour rises even more if a staff indicates his desires and knows when he will make certain decisions. From a behavioural perspective, staff can also decide what behaviour they prefer and how this behaviour manifests itself. As a result, there is no single pattern that can automatically be associated with a specific situation. Every person is very much different in terms of character and behaviour. Everyone has different values, standards and desires, which results in demonstrably

different behaviour. This complex humanity is an important factor in guiding staff. It is thus the task of managers to identify the individual needs of staff and act accordingly.

Human relations sounds decent but, Grey points out that Mayo also thought that “worker resistance is a psychological maladjustment rather than a rational response to conditions of engagement” this can be used to dehumanize people. Mayo was also supposed to have “proposed that membership of a Trade Union was a sign of mental illness”. Action that follows from such prejudice has often been abusive. We need to be vigilant when it comes to Psychological Manipulation and Negative Impression of Management regardless of intentions. Agreed definitions of terms become the standard to measure relations. e.g. “Transparency”.

This human relations theory emphasized the need for a clear comprehending of the importance of human attitudes, capacity and abilities in terms of organizational effectiveness. The human relations theory or approach sought to respond to emerging social pressures with a more enlightened treatment of staff. This body of work focused on the idea that people need companionship and to have a sense of belonging and seek satisfaction in the social relationships they form at work. The best-known social studies of industry were the Hawthorne studies conducted by Elton Mayo. The conclusions from this study were that groups of staff quickly become self-governing team sand, when fully involved in effective two-way consultation in decisions which affect them, will be highly committed to management and organizational goals. They belief that human relations are the best approach for improving efficiency, this idea still persists in many organizations today and the works of motivational theorists such as McGregor and Hertzberg support this view.

Effective of Management Strategy and Necessary Actions

- § More conscious of worker's feelings
 - § More emphasis on meaningful work
 - § Job enrichment
 - § Job rotation
 - § Job design.
 - § Greater delegation of responsibility
 - § Less management controls
 - § Decent induction techniques
 - § Encouragement of the formation of
 - § Cohesive groups
 - § Group incentives
 - § Respect for individual personalities and
 - § Personal circumstances
 - § Expectation of greater moral

Henry Fayol Classical Management Theory

Henry Fayol's management theory of human relations is a simple model of how management interacts with personnel. Fayol's management theory covers concepts in a broad way. Almost any business can apply his theory of management. Today the business community considers Fayol's classical management theory as a relevant guide to productively managing state. The management theory of Henry Fayol includes 14 principles of management. From these principles, Fayol concluded that management should interact with personnel in five basic ways in order to control and plan production well.

1. **Planning:** According to Fayol's theory, management must plan and schedule every part of the industrial processes.

2. **Organizing:** Henry Fayol argued that in addition to planning a manufacturing process, management must also make certain all the necessary resources (raw materials, personnel, etc.) came together at the appropriate time of production.

3. **Commanding:** Henry Fayol's management theory states that management must encourage and direct personnel activity.

4. **Coordinating:** According to the management theory of Henry Fayol, management must make certain that personnel work together in a cooperative manner.

5. **Controlling:** The final management activity, according to Henry Fayol, is for the manager to evaluate and ensure that personnel follow management's commands and directives.

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CHAPTER THREE

ETHICS IN HUMAN RELATIONS

What is Ethics?

Ethics are basic concepts, fundamental principles of right conduct and code of morals of decent human conduct. Ethics is concerned with distinguishing between decent and evil, right and wrong actions and between virtuous and non-virtuous characteristics of people.

Ethics in Human relations

Ethics in human relationship can be defined as the fundamental principle of right conduct and code of morals of decent human conduct outlining the do's and don'ts, right and wrong, virtuous and non-virtuous characteristics in the ways in which people relate to each other in different phases of life so as to have a peaceful and worthy co-existence. Ethics in human relationship in the society as it keeps in one's mind the norms and values of the society, makes comprehending of why people behave the way they do possible and eradicate unacceptable acts.

Below are some of the accepted ethics/morals of the society necessary for maintaining a decent and peaceful relationship with people. They are: Humility, Dignity, Generosity, Justice, Respect, Faithfulness, Patience, Loyalty, Accountability, Responsibility, Self-esteem, Pride, Courage, Trust, Integrity, Self-control

Humility

It is the quality of being humble. It came from a Latin word "*humilis*" which means or literally means "*low*". It signifies **lowliness** or **submissiveness**. It is the quality or condition of being humble, modest, opinion of estimate of one's own worth.

It can also be seen as the quality of not seeing or thinking you are better than other people. It is also the attribute of having a modest or low view of one's importance. It is a quality by which a person considering his own defects has a humble opinion of himself and willingly submits himself to God and to others for God's sake.

Dignity

It can be defined as a state of being honourable, a quality of a person being elevated. Respect is a view point of dignity. It is the quality of state of being worth of esteem or respect to inherit nobility and worth.

Dignity is a calm serious and controlled behaviour. It is the state of being worth of honour or respect. Dignity is a composed and serious manner or style.

Generosity

This is the virtue of not being tied down by concerns about one's possessions. It leads to charity and forgiveness. It is a quality that is a lot like unselfishness. Someone showing generosity is happy to give to or share time. It could be sometimes used in the meaning of charity, the virtue of giving without expecting anything in return. It can involve offering time, assets or talents to aid someone in need. In terms of natural disaster, relief efforts are frequently provided, voluntarily by individuals or groups acting unilaterally in making gifts of time, resources, decent, money etc.

It can also be spending time money or labour for other without being rewarded in return. Although the term generosity often goes hand-in-hand with charity, many people in the public's eye want recognition for their decent deeds. Donations are needed to support organizations and committees; however, generosity should not be limited to times of great need such as natural distress and extreme situations.

It is not solely based on one's economic states, but instead includes the individuals' pure intentions of looking out for society's common decent and giving from the heart generosity should reflect the individual's passion to help others.

Justice

Justice is a concept whose content several times has been subject to a philosophical as well as legal treatment. There is no universal definition of the term. In its most basic form, justice is the systematized administration of punishment and reward. Further to this, one can say that justice excludes randomness. The concept of justice is based on numerous fields and many differing viewpoints and perspectives including the concepts of moral correctness based on law, equity, ethics, rationality, religion and fairness. Often the general discussion of justice is divided into the **societal justice** as found in philosophy, theology and religion and **procedural justice** as found in the study and application of the law.

Respect

Respect is a way of treating or thinking about some thing or someone. It is esteem for or a sense of the worth or excellence of a person, a personal quality or ability or something. Respect is also known as a positive feeling of admiration or defense for a person or other entity (such as a nation or religion) and also specific actions and conduct representative of that esteem.

Faithfulness

It is the concept of unfailingly remaining loyal (in terms of words, actions in relation to human or things and putting that loyalty into consistent practice regardless of any unforeseen circumstances).

Faithfulness is also known as steadfastness, constancy or allegiance. It is carefulness in keeping what we are entrusted with.

Faithfulness also mean being faithful, loyal, constant, staunch, steadfast, being firm in adherence to whatever one owes allegiance. Faithfulness implies unswerving adherence to a person or thing or to the oath or promise by which a tie was contracted. Faithfulness is commitment to someone or something.

Patience

This is the state of endurance under difficult circumstances, which can mean persevering in the face of delay or provocation without acting on negative annoyance/anger.

In human relations, there is need to exhibit forbearance when under strain, especially when faced with long-term difficulties. An adage says "The patient dog eats the fattest bone."

As an individual you should be patient enough to accept and adapt with any form of human personality that comes your way. Patience is moral rule that should guide you at associating or interacting with people in the society. Patience rises the prestige of an individual.

Loyalty

Loyalty is regarded as faithfulness and a devotion to a person, country, group or cause. It is a vital ethical rule of relationship with people in the society.

Loyalty gives rise to reliance from both internal and external body. When an individual is loyal, an organization or body can entrust anything to him/her it thus activates the integrity of that individual. For instance: loyalty in business can form a chain of success in which the clients will be referred to the loyal man for business transaction. It is a decent thing to be loyal.

Responsibility

Responsibility as an ethic in human relations, we first look at the meaning of ethical responsibility. Ethical responsibility is the duty to follow a moral correct path. In your life, you might feel the greatest sense of ethical responsibility is to your family and close friends.

Accountability

Accountability is the cornerstone of the human rights framework. The latter is essentially a system of norms and practices that govern the relationship between individual and the state or those in authority. Human right standards set out the rights and freedoms to which all are entitled by virtue of being human and are the corresponding duties of those who exercise authority or forms of power.

Accountability from a human rights perspective refers to the relationship of government policymakers and other duty bearers to the rights holders affected by their decisions and actions. Accountability has a corrective function, making it possible to address individual or collective grievances and sanction wrongdoing by the individuals and institutions responsibility.

Pride

Pride is an inwardly directed emotion that carries two meaning. Firstly, it's with a connotation that's negative. It refers to an inflated sense of one's personal status or accomplishment (Hubris). Positively it's satisfied sense of attachment toward one's own or another choice and action or towards a group of people. It's a product of praise, independent self-reflection and a fulfilling feeling of belonging.

It's a complex secondary emotion which requires the development of a sense of self and the mastery of relevant conceptual distinction (e.g. it's distinct from happiness and joy) through language-based interaction with others.

Pride is also seen as love of one's own excellence it's a specific feeling through which egoism manifest, its disagreement with the truth. Its opposite is humility/quilt. Pride is either a virtue, but religiously it's a sin, because it leads to vanity and causes vain glory.

Self-Esteem

This is a reflection of a person's overall subjective emotional evaluation of his or her own worth. It's a judgment of oneself as well as an attitude towards self. It encompasses belief (e.g. I am worth, I am competent) and emotions such as triumph, pride, shame, despair.

It's what we think about the self, it's a positive or negative evaluation of self as in how we feel about it. It's attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcome such as academic achievement, happiness, satisfaction in marriage and relationships and communal behaviour.

It can apply specifically to a particular dimension e.g. "I believe I am a decent writer and feel happy about that" or a global extent I believe am a bad person and feel bad about myself.

Psychologist see self-esteem as an enduring personally characteristics (traits). Its synonyms include self-worth, self-regard, self-respect and self-integrity.

Courage

Courage can be said to be the choice and willingness to confront agony, pain, danger, uncertainty or intimidation. It is also called bravery and bravado. Courage can be classified into 2: Physical and moral.

Physical courage is the courage or bravery in the face of physical pain, hardship, death or threat of death. Moral courage is the ability to act rightly in the face of popular opposition, shame, scandal, discouragement or personal loss.

There are six (6) major attribute of courage which are:

1. Feeling fear yet choosing to act

A proverb says “fear and courage are brothers”.

“I learn that courage was not the absence of fear but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear - Nelson Mandela.

2. Following your heart

“Passion is what drives us crazy, what makes us do extraordinary things, to discover, to challenge ourselves. Passion is and should be the heart of courage.

3. Preserving in the face of adversity

“Most of our obstacles would melt away if instead of cowering before them, we should make up our minds to walk boldly through them. - Orison Swett Marden

4. Standing up for your right

“Speak your mind even if your voice shake: - Maggie Kuhn

“Sometimes standing against evil is more important than defeating it. The greatest heroes stand because it is right to do so, not because they believe they will walk away with their lives. Such selfless courage is a victory in itself - N.D, et.al.

5. Expanding your horizons; letting go of the familiar

Man cannot discover oceans unless he has the courage to lose sight of the shore - Lord Chesterfield.

Life shrinks or expands in proportion to one's courage. - Anais Nin

6. Facing suffering with dignity or faith

A man of courage is also full of faith

“Until the day of his death no man can be sure of his courage”. - Jean Anouilh.

Trust

Trust is the reliance on the integrity, strength, ability, surely of a person or thing.

According to Merriam Webster, “a hope is more than resolve, and it is based on trust in a divine faithfulness that operates not only within history but also beyond history. -John Polking Home.

Integrity

The word integrity evolved from the Latin adjective meaning *whole or complete*. It is the inner sense of “wholeness” deriving from qualities such as honesty and consistency of “character”. As such, one may judge that other “have integrity” to the extent that the act according to the values, beliefs and principles they claim to hold.

Integrity is the quality of being honest and having strong moral principles; moral uprightness. It is generally a personal choice to uphold oneself to consistent moral and ethical standard. In ethics, integrity is regarded by many people as the honesty and truthfulness or accuracy of one’s actions. It stands in opposition to hypocrisy; in that judging with the standards of integrity involves regarding internal consistency apparently conflicting values should account for the discrepancy or alter their beliefs.

In aspect of human relations ethics, an individual is said to possess the virtue of integrity if the individual’s actions are based upon an internally consistent framework of principles. These principles should uniformly adhere to sound logical axioms or postulates. One can describe a person as having ethical integrity to the extent that the individual’s actions, beliefs, methods, measures and principles all derive from a single core group of values. An individual must thus be flexible and willing to adjust these values in order to maintain consistency when these values are challenged; such as when an expected test result fails to be congruent with all observed outcomes. Because such flexibility is a form of accountability, it is regarded as a moral responsibility as well as a virtue.

Self-Control

Self-control is the ability to control one’s emotions, behaviour and desires in the face of external demands, to function in society. In psychology, it is sometimes called **self-regulation**. Self-control is essential in behaviour to achieve goals and to avoid impulses and/or emotions that could prove to be negative or destructive.

In behavioural analysis, self-control represents the locus of two conflicting contingencies of reinforcement, which then make a controlling response reinforcing when it causes changes in the controlled response.

Self-control is like a muscle. In the short term, over use of self-control will lead to depletion. However, in the long-term, the use of self-control can strengthen and improve over time.

Gossiping

Gossip is an idle talk or rumour especially about the personal or private affairs of others. It has been found to be an important means by which people can monitor cooperative

reputations and so maintain widespread indirect reciprocity) i.e. I help you and somebody else helps me)

According to Robin Dunbar, an evolutionary biologist, gossip is aiding social bonding in large groups. With the advent of internet, gossiping is now been widespread on an instant basis from one place in the world to another.

Gossiping can also be referred to as spreading of dirt and misinformation as (for instance) through excited discussions of scandals.

Disadvantages of Gossiping

- § Reinforce or punish the lack morality and accountability.
 - § Reveal passive aggression, isolating and harming others.
 - § Can serve as a process of social grooming.
- § Tips to Handle it
 - § Rise above the gossip
 - § Comprehend what causes or fuels the gossip.
 - § Do not participate in gossip/Allow the gossip to go array on its own.
 - § If it persists, gather facts and seek help.

Truthfulness

It refers to a facet or aspect of moral character and it connotes or suggests positive and virtuous attribute, habits or characters such as; Integrity, Honesty, Straight forwardness etc.

Along with the absence of lying, cheating, theft etc. furthermore, truthfulness may means being trustworthy, loyal, fair and sincere or fidelity.

Truthfulness can also be likened to “Honesty” and it’s a valued attribute of many ethnic and religious cultures; as cited by Benjamin Franklin “Honesty is the best policy”.

However, it has been noted that too much truthfulness or honesty might be seen as undisciplined openness. For instance, individuals may be perceived as being too truthful or honest if they honestly express negative opinions of others, either without having been asked their opinion, or having been asked in a circumstance where the response would be trivial.

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CHAPTER FOUR

DO'S AND DON'TS OF HUMAN RELATIONS

Do's in Human relations

Human relations can be seen as a *discipline* within *resource management* which addresses interpersonal *behaviours*. *Factors* that are considered include *leadership*; *communication*; *team building*; and *negotiation*, *facilitation* and *mediation abilities*.

The phrase "Human relations" can form a self-acronym HUMANRELATIONS which could be used to state the DO'S and DON'TS of human relations according to *Robert Endurance*. This is shown as follows:

- H - Have self-control
- U - Comprehend other people's point of view
- M - Make others interest your own interest
- A - Admit when you are wrong
- N - Never Criticize publicly
- R - Reason, don't argue and Respect agreement
- E - Explain thoroughly
- L - Lead don't drive people to distraction
- A - Avoid snap judgment
- T - Try to be approachable and sociable
- I - Insist on selfless service to the community
- O - Others first, self-last
- N - Never forget to give compliments for a job well done.
- S - Stress the positive always.

In Similar vein, the following twelve golden principles can form a basis of Do's and Don'ts of Human relations, as posted by *Aamanna* in *Blogspot.com*, They are as follows:

1. Do not criticize, condemn or complain.
2. Control the anger.
3. Avoid using abusive language or expressions.
4. Give honest, sincere appreciation.
5. Arouse in the other person an eager want.
6. Become genuinely interested in other people.
7. Smile!
8. Remember that a person's name is to him/her the sweetest and most important sound in any language.
9. Be a decent listener and Encourage others to talk about themselves.
10. Avoid backbiting during conversation.
11. Talk in terms of the other person's interest.
12. Make the other person feel important and do it sincerely'.

Don'ts in Human relations

The don'ts of an effective human relations is just the opposite of the do's of human relations; for instances

1. **Aggression:** Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual.

2. **Greed:** Greed is an insatiable longing, especially for wealth, status, and power. As a secular psychological concept, greed is, similarly, an inordinate desire to acquire or possess more than one need.

3. **Gossip:** Gossip is idle talk or rumor, especially about the personal or private affairs of others; the act of is also known as dishing or tattling. Gossip has been researched in terms of its evolutionary psychology origins, to be very bad.

4. **Lying:** A lie is a statement that is known or intended by its source to be misleading, inaccurate or false. The practice of communicating lies is called lying, and a person who communicates a lie is termed a liar. Lie is bad, so people should not tell lies.

5. **Envy:** Envy (from Latin Invidia) is an emotion which "occurs when a person lacks another's superior quality, achievement, or possession and either desires it or wishes that the other lacked it".

6. **Jealousy:** It refers to the thoughts and feelings of insecurity, fear, concern, and anxiety over an anticipated loss or status of something of great personal value, particularly in reference to an effective human connection.

7. **Criticism:** Criticism is disapproval: Spoken or written opinions that point out one or more faults of somebody or something or an assessment of creative work: considered judgment of or discussion about the qualities of something, especially a creative work.

8. **Selfishness:** Selfishness is being concerned, sometimes excessively or exclusively, for oneself or one's own advantage, pleasure, or welfare, regardless of others.

9. **Disobedience:** The refusal to obey or comply to an instruction, an order, commands to those in authority. The refusal to be submissive.

10. **Dishonest:** This is the characteristics or condition of being dishonest or inability to tell the truth, it is an act which is fraudulent or otherwise dishonest.

11. **Disrespect:** This is the lack of respect, esteem or courteous behaviour of a person for other people.

12. **Pride:** This is the quality or state of being proud, inordinate self-esteem: an unreasonable conceit of one's own superiority in talents, beauty, wealth, and rank, etc. which manifest itself in lofty behaviour airs, distance, reserve and often contempt of others. It is the opposite of humility.

13. **Impatience:** This is the quality of being impatient, lacking patient, restlessness and intolerance of delays, anxiety and eagerness, especially to begin something. Other things not to do in order to have an effective human relations includes selfishness don't

hate people, don't use confrontation, don't be suspicious of people, don't sport at people etc.

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CHAPTER FIVE

EYE CONTACT

Eye contact is the act of looking directly into another's eye (i.e. it occurs when "two people look at each other's at the same time.") Psychology: a meeting of the eye of two persons regarded as a meaningful nonverbal form of communication.

Eye contact and facial expressions provide important social and emotional information. People, perhaps without consciously doing so, search other's eyes and faces for positive or negative mood signs. In some contexts, the meeting of eyes arouses strong emotions.

Eye contact is also an important element in flirting, where it may serve to establish and gauge the other's interest in some situations.

Mutual eye contacts that signal attraction initially begins as a brief glance and progresses into a repeated volleying of eye contact.

In the process of civil inattention, strangers in close proximity, such as a crowd, avoid eye contact in order to help maintain their privacy.

Why Eye Contact?

1. Our eyes are made to connect.

It's easy to see why the eyes of others capture our gaze: they are free-moving orbs lodged in an otherwise stationary face; eyeballs are really kind of weird when you think about them, aren't they? But they also grab our attention for a reason that is distinctly human.

2. Our eyes reveal our thoughts and feelings:

You have probably heard the old expression: "The eyes are the window to the soul." While that may not be literally true, they do reveal a great deal about what we are really thinking and feeling from moment to moment. Think of all the eye-related expressions we have in our language. We are seduced by "bedroom eyes," wary of "shifty eyes," and afraid of getting the "evil eye." We are attracted to people who have "kind eyes" and eyes that "sparkle," "glow," or "twinkle," while we are repelled by those who are "dead behind the eyes."

3. Eye contact shows attention.

Sociologists tell us that people are starved for attention these days. Despite the fact that we are more "connected" than ever, folks are hungry for face-to-face interactions and someone to really, sincerely listen to them. This hunger for attention can manifest itself in things like "conversational narcissism."

4. Eye contact creates an intimate bond.

When I am performing a task or feeling an emotion, and you are observing me do so, the same neurons that are being lit up in my brain by actually having the experience,

are the ones that light up in your brain just from watching me.

Reasons why it's so Hard to make Eye contact in Human relations

1. Hiding deceit.

If you are purposefully hiding the truth from someone, you may hesitate to look them in the eye because you're worried that your eyes will give away the truth, and because creating the kind of intimate bond described above when you are knowingly duping someone makes you feel especially ashamed.

2. Masking emotions.

There are times when you are not trying to disguise a lie outright, but simply wish to conceal your true feelings from others, such as when you do not think your reaction to something will be received favourably by them.

3. Insecurity. Finally, one of the most common reasons why people avoid eye contact is for simple insecurity reasons. Eye contact invites more interaction, and you might not want people to take a closer look at you because of how you feel about yourself.

Functions of Eye Contact and Eye Avoidance in Human relations

1. Eye contact is to seek feedback. In talking with someone, we look at her or him intently, as if to say, "Well, what do you think?" As you might predict, listeners gaze at speakers more than speakers gaze at listeners

2. Eye contact is to inform the other person that the channel of communication is open and that he or she should now speak. You see this regularly in conversation, when one person asks a question or finishes a thought and then looks to you for a response.

3. Eye movements may also signal the nature of a relationship, whether positive (an attentive glance) or negative (eye avoidance). You can also signal your power through visual dominance behaviour (Exline, Ellyson, & Long, 1975).

Eye Avoidance

Eye avoidance can also serve several different functions. When you avoid eye contact or avert your glance, you may help others maintain their privacy. Eye avoidance can also signal lack of interest—in a person, a conversation, or some visual stimulus. At times, too, you may hide your eyes to block out unpleasant stimuli (a particularly gory or violent scene in a movie, for instance) or close your eyes to block out visual stimuli and thus heighten other senses. For instance, you may listen to music with your eyes closed.

Lovers often close their eyes while kissing, and many prefer to make love in a dark or dimly lit room, so that they see less with their eyes.

Belief Systems

A belief system is a set of mutually supportive beliefs. The beliefs of any such system can be classified as religious, philosophical, political, logical or a combination of these belief systems.

Belief System Definition and Meaning

The belief system of a person or society according to Collins dictionary is a set of beliefs that they have about what is right and wrong and what is true or false. Instance sentences containing "belief system" belief system is one of the 30,000 most commonly used words in the Collins dictionary.

To explain briefly what a belief system is or a religious belief (why is it universal) what it does for or contributes to human culture in general and what needs does it answer for human relations in organization.

Expert answers

There are many ways to define belief systems for instance, we can define them as interconnected sets of beliefs or can define them as "the stories we tell ourselves to define our personal sense of reality" or belief system are set of beliefs that we can have that are related to one another and that, when taken as a group, help us to comprehend our existence and the universe in which we exist. People who adhere to a given belief system will say they do so because the belief system is true. Many people will believe that their belief system is mandated by God.

Why do people hold to their belief system?

Social scientists do believe that they know why belief system is universal. The reason is that people seem to have an innate desire to give meaning to their lives. Life can often be difficult and people do not want to think that they are struggling through life without any purpose. Thus, the theory has it, they devise belief systems that will allow them to make sense of the world and that will give them a purpose of living.

Human culture and human organizations are made up of individuals. If the individuals have serious problems, the cultures and organizations will have problems too. This is why belief systems are important to cultures and organizations. If people do not have any belief system, they are likely to have less hope, trust, aspiration and are likely to feel less decent about themselves and their lives. If this happens, they are likely to engage in behaviours that will weaken the cohesion of their culture or their

organization. For instance, if we are hopeless and unhappy, we are less likely to form stable marriages or friendships. If we do not do these things our cultures and our organizations will be weaker. Thus, we can argue that belief systems are very important both to the individual, people and to the larger groups of which they are a part.

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CHAPTER SIX

HARD AND SOFT SKILLS IN HUMAN RELATIONS

The phrase “soft skills” are often used to describe the skills which characterize relationships with other people or which are about how you approach life and work, actions and interactions.

“Hard skills” by contrast is a phrase usually used to describe job specific skills like bricklaying or teaching accountancy, medical expertise, such as diagnosis and treatment or other skills that can be taught and certificated whose presence is testable through examination and certification

Top Hard Skills

1. Statistical Analysis and Data Mining
2. Middleware and Integration Software
3. Storage Systems and Management
4. Network and information systems
5. SEO/SEM Marketing
6. Medical sciences
7. Engineering
8. Science education and technology
9. Agricultural sciences
10. Environmental sciences etc.

Top Soft Skills

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information
6. Ability to be loyal to your boss
7. Respect for work ethics
8. Ability to be obedient to rules and regulations
9. Ability to trust others
10. Ability to respect time.

Difference between Hard Skills and Soft Skills

1. To be good at hard skills usually takes smarts or IQ (also known as your left brain- the logical center). To be good at soft skills usually takes emotional intelligence or EQ (also known as) confidence, stress management and people skills like communication or networking skills.

2. Hard skills are skills where the rules stay the same regardless of which company, circumstance or people you work with. In contrast, soft skills are skills where the rules changes depending on the company culture and people you work with. for instance, programming is a hard skill. –

3. The rule for how you can be good at creating the best code to do a function is the same regardless of where you work. Communication skills are a set of soft skills. The rules for how to be effective at communications change and depend on your audience or the content you are communicating. You may communicate well to fellow programmers about technical details while struggle significantly to communicate clearly to senior managers about you project progress and the support needed.

4. Hard skills can be learned in school and from books. There are usually designated level of competency and a direct path as to how to excel with each hard skill.

Importance of Hard and Soft Skills

Hard and soft skills both play different and important roles within your career. Hard skills are what will spark an engager's attention and get you an interview; while soft skills will help you advance, maintain the job well, once you are part of the company. One of the biggest mistakes a staff can make is neglecting his soft skills. Soft skills also help management separate potential leaders from other contributors in the company or organization

Hard Skills and Soft Skills – Which Is More Important?

It depends highly on the career you choose. Here is why Careers can be put into 2 kinds of categories. It is up to you to figure out which category your career is in.

1. Careers that need hard skills and little soft skills are for (instance: physicists); this is where you see brilliant people who may not easily work well with others. They can still be very successful in their career – look at Albert Einstein.

2. Careers that need both hard and soft skills are many, these careers are in this category (instance: Accountants, teaching Lawyers- they need to know the rules of accounting and of the careers

Interesting Review of I'm OK-You're OK

You know a book is classic when you see it featured in sitcoms. In an episode of *Seinfeld*, Jerry opens the door of his apartment to find all-time hopeless case George Costanza spread out on the couch reading *I'm OK-You're OK*. For Jerry, reading a self-help book with a silly title is just one more piece of proof of his friend's loser status.

I'm OK – You're OK is indeed an icon of the pop psychology boom of the 1960s and 1970s, written by Thomas Harris. The key concepts here view man as being able to redecide what was earlier on decided. Although the early experiences which lead to the position cannot be erased, the early position or decision can be changed in the transaction by being self-governing, taking responsibility for your own actions and feelings and throwing off patterns that are irrelevant and un appropriate to living in the here and now to have a complimentary transaction for instance: -

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CHAPTER SEVEN

CONFLICT AND CONFLICTS RESOLUTION IN HUMAN RELATIONS

The concept of conflict, because of its ambiguity and pervasive nature, has acquired a multitude of meanings and connotations, presenting us with nothing short of semantic jungle. Like other terms, conflict generates considerable ambivalence and leaves many scholars' and administrators quite uncertain about

1. Its meaning and relevance; and
2. How best to cope with it.

What is Conflict?

Conflict situations are inevitable in one's personal life, in organizations or even between nations. Conflict is a process in which one party suggests that its interests are being opposed by another party. As a rule, people see only the observable aspect of conflict – angry words, actions of opposition, etc. But this is only a small part of the conflict process (Mashanne and Glinow, 2008).

Conflict is an inseparable part of people's life. It is a perpetual gift of life, although varying views of conflicts may be held. Some may view conflict as a negative situation which must be avoided at any cost. Others see it as a phenomenon which necessitates management. Still, others may consider conflict as an exciting opportunity for personal growth and so try to use it to their best advantage. Wherever one may fall on this continuum of viewpoints concerning conflict, seldom would one expect to be in a continual state of conflict as the basis for engagement (Nebgen, 1978).

However, in the last 25 years, many scholars have changed their views concerning conflict. Conflict is now seen as having the potential for positive growth. Deetz and Stevenson (1986), list three assumptions that indicate that conflict can be positive. Their belief is that **management of conflict** serves as a more useful conception of the process of **conflict resolution**. Their assumptions are as follows:

- a. conflict is natural;
- b. conflict is decent and necessary; and
- c. most conflicts are based on real differences.

Historically, the following views on conflict are identified:

Traditional View (1930-1940)

The traditional school of thought says that conflict must be avoided as it reflects malefaction within the group. Conflict is viewed negatively and is associated with violence and destruction. Conflict is a result of poor communication and a lack of trust between people. Conflict can be eliminated or resolved only at high level of management. According to this view, all conflicts should be avoided. Thus, there is need to pay attention to causes of conflict and correct them in order to improve group and organization performance (Robins, 2005). Most conflicts have negative connotations, invoke negative feelings and often lead to destruction. Whether the effect of conflict is decent or bad depends on the strategies used to deal with it (Rahim, 1986).

The Human relations or Contemporary View (1940-1970)

Conflict is a natural occurrence in all groups. The human relations school accepts conflict. It believes that conflict may benefit a group's performance (Robins, 2005). Dispute happens from time to time and it is not wise to put too much effort into avoiding or preventing the conflict. Concentrating only on large or critical conflicts allows people to resolve the conflict in a better and more effective way (Leung, 2010). According to this view, conflict is seen as a natural and inevitable outcome of people working together in groups and teams. Thus, it needs not necessarily be viewed negatively, but rather positively as a potential force in contributing to the performance of individuals (Robins, et al, 2003).

The Interactionist View

According to this view, conflict is not only a positive force, but is also necessary for an individual to perform effectively. Resolving conflicts means challenging normal processes and procedures in an effort to improve individual efficiency or introduce innovative systems (Robins, et al, 2003). Conflict is necessary to perform effectively, but not all conflicts are decent. This school of thought has identified several types of conflict:

- § Task conflict, relates to the content and goals of the work;
- § Relationship conflict, which focuses on interpersonal relationships; and
- § Process conflict, which relates to how the work gets done (Robbins, 2005).

The interactionists interpret conflict in a totally different way from traditionalists and people with a contemporary view. According to interactionists, conflict can be identified as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organizations. A low level of conflict will not be harmful for daily operations but will help to create smooth functioning by better comprehending of existing issues. Conflict at the desired level can inspire creativity when handling issues and resolving conflict. Thus, conflict can be positive in work environments, but

whenever a critical or major conflict occurs, it should be resolved as the undesired level of conflict can be harmful and dysfunctional for the organization (Leung, 2010).

Conflict Resolution

Conflict resolution is conceptualized as the methods and processes involved in facilitating the peaceful ending of *conflict* and *retribution*. Committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective *negotiation*. Dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed. Cognitive resolution is the way disputants comprehend and view the conflict, with beliefs and perspectives and comprehending and attitudes. Emotional resolution is in the way disputants feel about a conflict, the emotional energy. Behavioural resolution is how one thinks the disputants act, their behaviour. Ultimately, a wide range of methods and procedures for addressing conflict exist, including *negotiation*, *mediation*, mediation-arbitration, *diplomacy*, and creative *peace building*.

The term conflict resolution may also be used interchangeably with *dispute resolution*, where arbitration and litigation processes are critically involved. Furthermore, the concept of conflict resolution can be thought to encompass the use of nonviolent resistance measures by conflicted parties in an attempt to promote effective resolution.

Sources of Conflicts in Human relations

Conflict is a normal part of life and there are many issues that could cause conflicts to arise within community organizations. Conflict can occur between staff, committee members, ordinary members, volunteers, clients or the community. If not resolved, conflict can be highly destructive. However, committees can take steps to minimize potential situations of conflict before they arise or to resolve conflict constructively.

Thus, many people try to avoid conflict at all costs. Others tend to blame someone or something else for causing it. These responses do not resolve conflict and may make the situation worse. There are an enormous number of potential sources of conflict. Some of the most common sources include the competition for scarce resources, violation of rule of organizational norms, disagreement over rules or the means to achieve those goals, personal slights and threats to jobs security, long held biases and prejudices and so on. The following sections discussed other common factors that lead to conflict situations within organizations.

Misunderstandings

Conflict can arise from misunderstanding about: The nature, aims and objectives of a job Differing expectations about how things should be done Work conditions and

wages. The different responsibilities of management and staff Differences in values, beliefs, needs, or priorities.

Poor Communication

Communication relies on clear and complete messages being sent as well as being received. Problems can be reduced by paying attention to how well you send messages and how well you receive them. Both managers and staff are responsible for ensuring that these issues are considered. There are many ways to improve information flow and communication. Here are some suggestions: Keep message books/day books, keep policy books which include all policies as decided at meetings. Hold regular staff/management meetings for passing on information. Have frequent staff meetings. Ensure correspondence is available for everyone to see. Distribute minutes of all meetings promptly and widely. Ensure there is clarity about what the objectives are and about what decisions have been made. Ensure decisions are implemented. Give everyone time to talk at meetings. Try to spend twice as much time listening as you spend talking. Unclear communication from staff to clients is another common source of conflict. It is vital that "house rules" are written down for clients, and that there are no variations in the interpretation of those rules. Distressed clients can very quickly become confused and angry if they feel that they are not being listened to - especially by those who say they care.

Lack of Planning

Lack of planning often means an organization moves from one crisis to the next. This sense of disorganization and lack of direction can be stressful and can create many problems including misunderstandings. The time spent in planning will be recouped many times over in the more efficient use of staff' time, and in real and long-term benefits to clients.

Poor Staff Selection

Inappropriate selection of staff can result in ill-feeling and conflict. Feelings of ill-will may be rise by dismissing staff members. While staff conflict problems can never be entirely avoided, they can be minimized with decent staff selection procedures. Considering existing staff views when approaching staff selection will help minimize conflicts in the workplace.

Frustration, Stress and Burnout

When people become frustrated or stressed, they are more irritable and more likely to create conflicts than at other times. It is important to recognize the signs of stress in

people's work situations in order to prevent burnout. Try to help people identify the causes of work-related stress, and take steps to change these factors or, better still, try to anticipate possible causes of stress before they arise. These factors could include: Threats of violence or actual violence. Overcrowding or lack of privacy. Verbal abuse. Dirty or untidy work space. Noise. Harassment Continual Crises Lack of ability to influence the working environment Tension between staff members Lack of direction from management Criticism and lack of support.

Models of Conflicts

Dual concern model

The dual concern model of conflict resolution is a conceptual perspective that assumes individuals' preferred method of dealing with conflict is based on two underlying themes or dimensions: concern for self (*assertiveness*) and concern for others (*empathy*).

According to the model, group members balance their concern for satisfying personal needs and interests with their concern for satisfying the needs and interests of others in different ways. The intersection of these two dimensions ultimately leads individuals towards exhibiting different styles of conflict resolution. The dual model identifies five *conflict* resolution styles/strategies that individuals may use depending on their dispositions towards pro-self or *pro-social* goals.

Avoidance conflict style

This style's Characterized by joking, changing or avoiding the topic, or even denying that a problem exists, the *conflict avoidance* style is used when an individual has withdrawn in dealing with the other party, when one is uncomfortable with conflict, or due to cultural contexts. During conflict, these avoiders adopt a "wait and see" attitude, often allowing conflict to phase out on its own without any personal involvement. By neglecting to address all high-conflict situations, avoiders risk allowing problems to get out of control.

Yielding conflict style

In contrast, yielding, "accommodating", smoothing or *suppression* conflict styles are characterized by a high level of concern for others and a low level of concern for oneself. This passive pro-social approach emerges when individuals derive personal satisfaction from meeting the needs of others and have a general concern for maintaining stable, positive social relationships. When faced with conflict, individuals with a yielding conflict style tend to harmonize into others' demands out of respect for the social relationship.

Competitive conflict style

The *competitive*, “fighting” or forcing conflict style maximizes individual assertiveness (i.e., concern for self) and minimizes empathy (i.e., concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see conflict as a “win or lose” predicament. Fighters tend to force others to accept their personal views by engaging competitive power tactics (arguments, insults, accusations, violence, etc.) that foster feelings of intimidation.

Reconciliation conflict style

The *conciliation*, “compromising”, bargaining or negotiation conflict style is typical of individuals who possess an intermediate level of concern for both personal and others’ outcomes. Compromisers value fairness and, in doing so, anticipate mutual give-and-take interactions. By accepting some demands put forth by others, compromisers believe this agreeableness will encourage others to meet them halfway, thus promoting conflict resolution. This conflict style can be considered an extension of both “yielding” and “cooperative” strategies.

Cooperation conflict style

Characterized by an active concern for both pro-social and pro-self-behaviour, the *cooperation*, integration, confrontation or problem-solving conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. During conflict, cooperators collaborate with others in an effort to find an amicable solution that satisfies all parties involved in the conflict. Individuals using this type of conflict style tend to be both highly assertive and highly empathetic. By seeing conflict as a creative opportunity, collaborators willingly invest time and resources into finding a “win-win” solution. According to the literature on conflict resolution, a cooperative conflict resolution style is recommended above all others. This resolution may be achieved by lowering the aggressors guard whilst raising the ego.

Conflict Management

Conflict management refers to the long-term conflict management of intractable conflicts. It is the label for the variety of ways by which people handle grievances standing up for what they consider to be right and against what they consider to be wrong. Those ways include such diverse phenomena as gossip, ridicule, lynching, terrorism, warfare, feuding, genocide, law, mediation, and avoidance. The forms of conflict management that will be used in any given situation can be always predicted and explained by the social structure or social geometry of the case.

What is Conflict Management?

Conflict management is often considered to be distinct from conflict resolution. In order for actual conflict to occur, there should be an expression of exclusive patterns, and tell why the conflict was expressed the way it was. Conflict is not just about simple inaptness, but is often connected to a previous issue. The latter refers to resolving the dispute to the approval of one or both parties, whereas the former concerns an ongoing process that may never have a resolution. Neither is it considered the same as *conflict transformation*, which seeks to reframe the positions of the conflict parties.

The role of culture is not always fully appreciated and must be taken into account. In a piece on “*the ocean model of civilization*”, Prof Nayef Al-Rodhan argues that greater transcultural comprehending is critical for global security because it diminishes ‘hierarchies’ and alienation, and avoids dehumanization of ‘Others’.

Methods of Conflict Resolution:

Regardless of the level of conflict, there are differing approaches to deal with the incompatibilities that exist. Conflict can result in destructive outcomes or creative ones depending on the approach that is taken. If we can manage conflict creatively, we can often find new solutions that are mutually satisfactory to both parties. Sometimes this will involve a distribution of resources or power that is more equitable than before, or in creating a larger pool of resources or forms of influence than before. Creative outcomes are more probable when the parties are interdependent, i.e., each having some degree of independence and autonomy from which to influence the other, rather than one party being primarily dependent on the other. Given interdependence, three general strategies have been identified that the parties may take toward dealing with their conflict; win-lose, lose-lose, and win-win (Blake, Shepard & Mouton, 1964).

1. **The win-lose approach** is all too common. People learn the behaviours of destructive conflict early in life – competition, dominance, aggression and defense permeate many social relationships from the family to the school playground. The “fixed pie” assumption is made, often incorrectly, that what one party gains, the other loses. The strategy is thus to force the other side to capitulate. Sometimes, this is done through socially acceptable mechanisms such as majority vote, the authority of the leader, or the determination of a judge. Sometimes, it involves secret strategies, threat, innuendo – whatever works is acceptable, i.e., the ends justify the means. There is often a strong we-they distinction accompanied by the classic symptoms of intergroup conflict. The valued outcome is to have a victor who is superior, and a vanquished who withdraws in shame, but who prepares very carefully for the next round. In the long run, everyone loses.

2. **The lose-lose strategy** is exemplified by smoothing over conflict or by reaching the simplest of compromises. In neither case is the creative potential of productive

conflict resolution realized or explored. Disagreement is seen as inevitable, thus why not split the difference or smooth over difficulties in as painless a way as possible? Sometimes, this is indeed the reality of the situation, and the costs are less than in the win-lose approach, at least for the loser. Each party gets some of what she wants, and resigns itself to partial satisfaction. Neither side is aware that by confronting the conflict fully and cooperatively they might have created a more satisfying solution. Or the parties may realistically use this approach to divide limited resources or to forestall a win-lose escalation and outcome.

3. **The win-win approach** is a conscious and systematic attempt to maximize the goals of both parties through collaborative problem solving. The conflict is seen as a problem to be solved rather than a war to be won. The important distinction is we (both parties) versus the problem, rather than we (one party) versus them (the other party). This method focuses on the needs and constraints of both parties rather than emphasizing strategies designed to conquer. Full problem definition and analysis and development of alternatives, taking consensus decisions on mutually agreeable solutions. The parties work toward common and super ordinate goals, i.e., goals that can only be attained by both parties pulling together. There is an emphasis on the quality of the long-term relationships between the parties, rather than short term accommodations. Communication is open and direct rather than secretive and calculating.

Threat and coercion are proscribed. The assumption is made that integrative agreements are possible given the full range of resources existing in the relationship. Attitudes and behaviours are directed toward an rise of trust and acceptance rather than an escalation of suspicion and hostility. The win-win approach requires a very high degree of patience and skill in human relations and problem solving.

Finding the Best Conflict Resolution Approach

Since each conflict situation is unique and dynamic, it is difficult to recommend the best conflict resolution approach for any group

Choice of approach depends on these factors:

- § Type and relative importance of conflict resolution
- § Time pressure for conflict resolution
- § Position of the players involved
- § Relative emphasis on goals versus relationships

Forcing, smoothing, and withdrawing techniques are generally not effective in resolving conflicts because they fail to deal with the real cause of the conflict. They may be appropriate when it is important to create a period of peace and harmony while the parties think about their next move or actions. Conflicts can be resolved appropriately in these three ways (i.e. **the win-lose approach the lose strategy and the win-win approach**) but the necessary skills cannot be over emphasized.

Conflict Issues in Human Divorce

Divorce in Human relations

Divorce is the termination of a marriage or marital union, the cancelling and reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country or state. In most countries monogamy is required by law, so divorce allows each former partner to marry. Divorce allows women to marry a new husband. Divorce should not be confused with annulment, which declares the marriage null or void with legal separation. Reasons for divorce may vary from sexual incompatibility or lack of independence for one or both spouses to a personality clash, disrespect neglect etc.

Effects of Divorce

v Academic, behavioural and psychological problems, studies Suggest that children from divorced homes/families are more likely to exhibit poor behavioural characters than those from non-divorced homes.

v Divorce is associated with demised psychological wellbeing in children and adult offspring of divorced parents, including greater unhappiness, less satisfaction with life, weaker sense of personal control, anxiety, depression and greater use of mental health services. A preponderance of evidence indicates that there is a casual effect between divorce and these outcomes.

Children of divorced homes are more likely to experience conflict in their own marriages and are more likely to experience divorce themselves. They are also more likely to be involved in short-term collability relationship which often dissolves before marriage.

Phases of Divorce

§ *The emotional divorce* centers around the problem of the deteriorating marriage. This phase usually takes place over a period of time, which varies from couple to couple. The positive feelings of love and affection are displaced by increasing feelings of anger, frustration, hurt, resentment, dislike, or hatred, and the perception that the positive feelings are gone forever.

§ *The legal divorce* is based on grounds for the divorce. Even if no “no-fault” divorce laws exist, one or both divorcing spouses usually states reasons why the other is at fault. The law usually recognizes incompatibility as adequate reason for divorce

§ *The economic divorce* deals with money and property. For many divorcing Couples, this is the most volatile phase of divorce. Emotions often run high when it comes to

dividing material assets accumulated during the marriage. If the couple cannot negotiate a fair property and asset settlement the court will mandate what it considers a fair distribution to each of the divorcing persons.

§ *The co-parental divorce* deals with custody, single-parent homes, and visitation. This is also a very emotional part of the divorcing process. Traditionally, mothers were automatically given custody of their children unless they were proven to be unfit. Today most custody decisions are made on a case-by-case basis, and the child or children are placed with the parent deemed capable of providing the overall best environment for them.

§ *The community divorce* involves the changes of friends and community that every divorcing person experiences. Married couples tend to socialize with other married couples. After divorce these two individuals n

§ *The psychic divorce* manifests the problem of regaining individual autonomy. This simply means that each of the two divorcing persons has to adjust to living alone. Each loses the part of his or her identity that was established as being a part of a married couple. Daily decisions and activities are now carried out as an individual rather than as an individual who is part of a couple relationship. Some of these phases may take several years to complete and some people never finish certain phases. The children have to process through each stage right along with their parents.

Children at Risk

A child's perception of divorce will be largely determined by age and gender, as well as the child's history of stress and coping. When stressful events outweigh available protective factors, even the most resilient child can develop problems. A growing body of information suggests that certain factors may make some children more at risk for maladjustment than other children. Some are unalterable and some existed before divorce. Others exert considerable pressure on children at the time of separation or divorce, and still others influence the children following divorce.

Prominent risk factors

Gender— Boys are more at risk than girls, primarily because mothers are awarded custody more often than fathers. It is difficult because the same-gender parent, the father, is no longer living in the home. The absence of the male role-model makes it more difficult for boys to adjust to divorce.

Age—Younger children are at risk short-term due to confusion surrounding the divorce and the loss of the parent no longer living in the home. Younger children are less able to make sense of all the changes that are occurring. Preadolescent and adolescent children are more at risk over the long-term, because in the short-term their close alignment with their peers represses their feelings regarding their parents' divorce.

Socioeconomic status—Standard of living often changes dramatically following divorce. Less money can mean some of the children's needs may not be met.

The degree to which the child was drawn into marital conflict. The more a child is part of the parental conflict, the more confusion, frustration, anger, and loyalty conflicts he or she is likely to experience.

—**Relationship with each parent before the divorce.** If pre-divorce relationships with parents were positive and nurturing, the risk for post-divorce problems is reduced. If problems with parent-child relationships existed before the divorce, those problems will likely become worse following the divorce.

Parents' inability to separate their roles as parent and spouse. Divorcing spouses who cannot peaceably make decisions about their children's welfare and negotiate issues related to the children, put those children at risk for problems.

Continual open conflict between spouses. The greater the conflict between the parents the greater the risk for children to experience emotional turmoil.

The perceived loss of the non-custodial parent. Unless extra care is taken by both parents to nurture the relationship between the non-custodial parent and the child, a child may feel loss and even abandonment.

Short-Term Effect of Divorce on Children

Anger, Sadness, Depression, Opposition, Impulsivity, Aggression, Non-compliance, perceived parental loss, Interpersonal conflict, Economic hardship, Life stress, less parental supervision, Less consistent discipline, More negative sanctions, Lower academic achievement, Acting out, Lower self-concept, Social adjustment difficulty, Rise dependency.

Long Term Effect of Divorce on Children

At a 5-year follow-up, one study of divorced children (Wallerstein, 1995) showed:

1. Persistence of anger at the parent who had initiated the divorce.
2. Intensity of longing for the absent or erratically visiting parent.
3. Persistence of youngster's wish to reconstitute the pre-divorce family.
4. Moderate to severe clinical depression in over one third of the original sample.

At the 10-year follow-up with those same children of divorce (Wallerstein, 1995), the following information was gathered about the participants:

1. A dominant feeling of sorrow about their parents' divorce still existed.
2. Quotes from the young adults themselves:
3. Physically these participants reported poorer physical health than children from intact families.
4. Emotionally, they indicated persistent problems with the following:
 - o Fears of betrayal, abandonment, loss, and rejection.

- o Rising anxiety in late teens and early 20s- feelings and memories about their parents' divorce arise with new intensity as they enter adulthood.

- o Life-long vulnerability to the experience of loss.
- o Anger, resentment and hostility.
- o A reduction in psychological well-being
- o Depression in young adulthood.
- o Low life satisfaction.

Socially, the children's relationships in later life were affected as follows

- i. Divorcing parents apparently set the stage for children's poor relationships.

- ii. Reduction in the ability to develop and maintain supportive friendships and dating relationships.

- iii. Children of divorce are more likely themselves to divorce as adults.

- iv. Earlier sexual intercourse.

- v. Delinquent behaviours.

Divorce Adjustment

- i. Parental ability to resolve post-divorce conflict and anger.

- ii. Ability of the custodial parent to successfully resume the parenting role.

- iii. Ability of the non-custodial parent to maintain a mutually satisfying relationship with the child or children.

- iv. Personality characteristics of the child and the ability to develop coping skills.

- v. Ability of the child to find and use support systems

- vi. Diminished depressive or angry responses by the child.

- vii. The age and sex of the child.

What Can Parents Do?

First of all, parents need to know that not *all* of the negative effects mentioned in the studies will be experienced by all children of divorce. And those that are present can be made less intense with education, nurturing decent communication, and lots of love.

At least two general avenues to helping children process the divorce experience are available: outside help and parental effort. An instance of outside help might be an intervention program for children. An ideal prevention program would accomplish several things including:

- i. Helping children to resolve divorce-related anxieties, confusion, and blame.

- ii. Helping children to express anger in divorce-related situations.

- iii. Helping parents agree on visitation and custody.

- iv. Helping parents to respond appropriately to children's divorce-related concerns.
- v. Helping ex-spouses develop decent post-divorce parental relationships and parent-child relationships.
- vi. Helping parents resolve issues of anger and disappointment.
- vii. Establishing support systems of friends and relatives.

Specific things that parents can do to help themselves and their children include the following:

- i. Let children know that they are loved and that parents as well as children need time to do things they enjoy.
- ii. Include the children once in a while in a social activity that everyone can enjoy.
- iii. Comprehend that children need predictability.
- iv. Be keenly aware that children need relationships with both parents if at all possible
- v. Keep children out of the middle of parental conflicts.
- vi. Provide children with positive adult role models.
- vii. Let some things go or change regular routines to adjust to the demands.
- viii. Divide the chores and let the children be responsible for taking care of their own and rooms.
- ix. Consider using a cleaning service for a half day to handle some of the chores.
- x. Allow the children to contribute to family problem solving.
- xi. Look for free or inexpensive activities and entertainment.
- xii. Make a budget and stick to it.
- xiii. Find out about assistance programs - food stamps, Medicaid.
- xiv. Do not expose children to casual relationships with members of the opposite sex. If a serious relationship develops, introduce the person slowly into the children's lives.
- xv. Before starting a second family, remember obligations to the first family.

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CHAPTER EIGHT

SETTLING QUARRELS IN HUMAN RELATIONS

Settle: according to Merriam Webster dictionary, settle is defined as to end (something such as an argument) by reaching an agreement; to make a final decision about (something). Settling comes from the word settle.

Quarrel: To quarrel is to fight but usually not physically. Quarreling is a fact of life occurring between best of friends, in the happiest of marriages and between parents and their children, communities and peer groups etc. in essence, quarrel entails disagreement in informal human relationship.

What is Settling Quarrels?

Settling Quarrel is an approach aimed at bringing two personal differences to a common ground. It is also to make a disagreement or argument reach an end without any external and internal force driven it.

Why Quarrels Occur

Human behaviour studies indicate that some quarrels are inevitable in human relationships. Often clashes occur more over perceived differences than real ones. People anticipate blocks to achieving their goals that may or may not be there. Quarrel occurs when:

1. **There is A Lack of Communication:** Failure to share ideas and feelings (between wife and husband for instance) allows the other person to "fill in the gap." We "read in" what we think the other person will say or anticipate how the other person will respond. Then, we often suspect negative things which provoke anxiety, leading us to look for the worst. If this continues, trust becomes lower and we may become suspicious and defensive.

2. **There is Difference in Attitudes, Beliefs and Expectations:** These differences may interfere in making decisions if we are inflexible and hold rigid, dogmatic beliefs about the "right way" to do things. Different values and beliefs predispose two people to choose different goals or different methods to achieve the same goals. And, since each goal requires an investment of time, effort and some sacrifice, we cannot pursue one goal without sacrificing the other

3. **There is A Lack of Effective Leadership Or Decision-Making:** Lack of agreement about "who's in charge" or "how we are going to get things done" in any situation can be a source of quarrel. For instance, if one parent in a family expects democratic decision-making (all members have input) and the other wants to be the boss (do it my way), they

may not be able to resolve honest differences of opinion. Then when differences exist, they become sidetracked into a hassle over who will decide or whose opinion is going to be accepted as the "right" one. The resulting quarrel becomes a "win-lose" struggle.

4. There are Discrepancies in Role Performances: Difficulties can arise if two people see their own and each other's roles differently. For instance, if the wife's concept of her role and the husband's concept of her role are very different, quarrel may arise. But, if the man's role as a male and husband meshes well with the woman's role as a female and wife, quarrel will be minimal.

5. There is Low Efficiency: Being able to accomplish tasks and achieve goals is a necessary ingredient in any work or family environment. And, if the task is not done, we may get angry. If the other person responds to our anger by performing the task, a response pattern of anger is established in order to get results. Couples with low efficiency in their marriage may try nagging, making trade-offs (I'll do this if you do that), and criticizing, but these tend to produce only short-term success.

6. Change Causes Disequilibrium: While change is considered to be a "given" for people working and living together, another "given" is that people prefer secure, predictable patterned responses to the unknown. When changes occur abruptly and unpredictably, quarrel may follow (e.g. The wife comes home from her college class one night and says "I want a divorce."). Forces may have been at work for a long time to cause such a change, but it appears suddenly and provokes anger, anxiety and confusion.

7. Unresolved Prior Quarrel: As the number of past unresolved quarrels rises between people, so does the possibility of future ones. Many people shy away from quarrel management because memories of past quarrels still hurt. Probably the most lasting of those "scars" have been caused by quarrels with those we are closest to--family, close friends, trusted colleagues and in work groups.

How to Settle a Quarrel

A quarrel is quickly settled when deserted by one party; there is no battle unless there are two.

At some point in our lives, most of us will have to deal with people we just don't like or can't seem to get along with. A clash of personalities is most likely at the root of this quarrel. Despite our best effort, we sometimes just can't seem to make it work. The unfortunate result is that the quality and enjoyment of our work suffers, and stress levels rise. In most cases when personality quarrels happen in the work place, the entire team is disrupted as well.

Everybody gets into quarrels, may it be with parents, spouses, children etc. Here is a quick overview on how to end a quarrel safely.

Remain Calm: This is the biggest step. You never want a quarrel to turn into something abusive. Remember that raising your voice is different than yelling. If you get

to the point where you are yelling, think to yourself that this could escalate to a dangerous point.

State your Point: Try to get your point across simply. Try not to use any attitude; otherwise, this could anger the other side. A big thing to remember is to try to not use guilt trips to try to "win" a fight. Get your point across in a clear, concise manner and try to explain to the other side how what they are doing makes you feel.

Listen to their Opinion: This step and the previous are interchangeable. A quarrel should be like a conversation, if the other starts first, don't interrupt. If you have questions or anything, don't interject, wait until they are finished. If you find yourself getting angry, remind yourself that you will be able to talk soon and get it all out. If you need to get it out soon, apologize and tell them the main point of what is bothering you.

Apologize: Make up, in other terms. Even if you think you are right no matter what, make sure you tell them you are sorry, because you are most likely to be at fault for something.

Cool off: Separate from the other for some time to reflect on what just happened. Usually during this time, both sides discover that they were fighting for something entirely unrelated to anything, and it was just a stupid fight. Regroup later and try not to dredge up the fight.

Managing Interpersonal Quarrels

Before we try to work through a quarrel with another person to achieve a more constructive outcome, there are five questions we must ask ourselves.

1. Is the quarrel issue really worth the effort to resolve it?
2. Is the other person in the quarrel really important to me?
3. Will talking about the issue really improve our relationship?
4. Am I willing to spend the necessary time and energy talking about the issue and helping the other person by listening?
5. Have I chosen an appropriate time and place for this confrontation?

If the answer to each of these questions is YES, then proceed. If some answers are NO, you may need to choose a different method of expressing your concerns (e.g. sharing feelings only, without problem-solving).

Strategies for Dealing with Quarrels

Disagreement by itself is usually not the cause of antagonism, hostility and quarrel. More often, failure to listen and allow alternative views to be heard causes these feelings. There are five broad strategies people usually use in dealing with disagreement and quarrel. These are; power, compromise, withdraw-avoid, placate-yield, and synergy.

Power ("I Win, You Lose")

This process involves resolution through the use of power and winning by force or coercion. It may take the form of "pulling rank," brow-beating, or simply outmaneuvering the opposition. The distinguishing feature of the power strategy is that resolution of the problem is unrelated to the relative merits of arguments (e.g. "You will do what I say because I'm your father and no questions asked!"). If you prefer this style as your dominant strategy, you typically view quarrel as having two possible outcomes--winning or losing. If you win, your self-esteem or competence is enhanced. If you lose or are "wrong," this is a loss of status—you are incompetent or weak. The result is an aggressive, dogmatic, inflexible and unreasonable approach to quarrel management; one in which the goal is to overcome your adversary. Some families and work places use this style.

Compromise "I win (a little), you win (a little)"

Compromise is a negotiated resolution based on each person making some concessions to the other (e.g. "If you will give..., I will give..."). Within this style, however, the other person may still be seen as an opponent. Compromise is often seen as a means for making the solution more tolerable to each party. It is a persuasive and often manipulative quarrel management style in which both ends are frequently played against the middle in an attempt to serve the "common decent" (e.g. let's all give a little for the "decent of the club"). On what issues are you willing to compromise?

Withdraw-avoid "I lose, you lose"

Hopelessness is the central feature of the withdraw and avoid strategy. It is designed to protect you from being caught up in endless struggles that cannot be won. An expectation of "losing" characterizes this style and, rather than undergo such frustration, you will psychologically, and perhaps physically, leave the quarrel. It is a refuge for persons who have unsuccessfully tried other styles and have decided to "roll with the punches." ("Those who quit and run away will live to fight another day.") But this strategy often results in compliance without commitment and feelings of frustration and resentment.

Placate-yield "I lose (a little), you win (a little)"

This placate-yield style reflects a concern for the effect of quarrel on the well-being and durability of all relationships you enter. The assumption is that human relationships are so fragile they cannot endure the trauma of working through genuine differences. So, the tendency is to avoid quarrel and appease others by ignoring, denying and avoiding

quarrel. Should differences persist, giving in, placating and submitting yourself to another's goals (It's OK, you're right, we'll do it your way...) are seen as effective ways of self-protection and protecting your relationships with others. One-sided domination in the relationship is the likely outcome of this strategy.

Synergy "I win, you win"

As a dominant style for quarrel management, this synergistic approach attaches major importance to both the goals of the parties involved and to the well-being of the relationships. This is a "win-win" outcome and assumes that you and others will enthusiastically cooperate since the positive total effect is greater than what could be achieved by individual efforts. (e.g. If all of our family members will pull together, we can achieve our goals; if not, we may all be dissatisfied.) Tolerance for differences and recognition of the legitimacy of feelings are central to this strategy. Each individual must agree to abide by the rules of negotiation and agree to solve the quarrel constructively. Any "hidden agendas" are brought out in the open so they may be effectively dealt with.

Settling Quarrels among Partners (Couples)

Every couple experience disagreement. When handled with care, respect and comprehending, couples can resolve their differences in a positive way and learn more about each other. When not resolved properly, couples can quickly become isolated and driven apart.

Identifying Your Quarrel Style

Working out how you and your partner respond to quarrels can help you to comprehend how they develop.

Subtle Subversive: tends to avoid confrontation and often hints at problems through silence, nagging or whining. The problem is often the long build-up that develops before a quarrel breaks out.

High-Level Attacker: often vocal and dominating during a quarrel. They may have come from environments where quarrels were loud and frequent, and so see this style as normal.

Pre-Emptive Striker: dislikes blow-ups and try to avoid a full-scale battle by any means can be a sensitive and defensive personality.

Shock Absorber: afraid of quarrels, he/she refuses to engage in a row in any way at all. Beneath the surface can lie unvoiced resentment and bitterness.

Peace-Seeking Missive: dislikes quarrel and seeks to end a row as soon as possible. This can detract from focusing on resolving the cause of the disagreement.

When different styles collide, it can be difficult for a couple to interact effectively during a disagreement. The key thing to focus on is approaching the issue as the enemy,

and seeing yourself as comrades in arms.

Here are some early warning signs that a quarrel is brewing:

1. You avoid eye contact, physical affection and sex.
2. You contract or question your partner on everything.
3. You respond to attempts at conversation with short, curt replies.
4. Your thoughts are focused on your partner's negative qualities.

How to Control Your Anger

If you display some of these signs you should first acknowledge your feelings and pinpoint the emotions you're feeling. Then try to identify the trigger and consider whether external circumstances are making you more sensitive.

Decide whether the issue really matters before raising it with your partner. If it's not important, get back on track by reassuring yourself and using positive self-talk to calm your anger. Aim to reconnect with your partner using either physical touch or words.

Master the Art of Negotiation to Improve Communication

Conflict is often fueled by miscommunication. When couples start to argue, there's often a focus on winning the fight, rather than resolving the issue. You need to listen to each other's opinions and perspective without judgment. When asking questions, keep your tone and language relaxed and open. When you've identified the problem, it becomes easier to agree on a goal. There are a number of ways in which you can resolve your difficulties. Viz;

Compromise: Both parties agree to back down a bit. But this can be a limited way of solving a problem, with both partners making sacrifices but possibly without achieving an ultimate solution.

Collaboration: Couples focus on how to reach their goal by working together to find a new way of attaining a solution which works for both sides.

Exchange Deal: One partner agrees to the other's wishes, but in turn makes a request which he or she feels is of equal value.

It's a decent idea to set a review date when you can sit down and discuss whether the solution is working. This gives you an opportunity for you both to reassess how the changes have affected the problem, and whether further action needs to be taken.

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9

CHAPTER NINE

COMMUNICATION IN HUMAN RELATIONS

What is Communication?

Communication is a critical tool for holding people together in families and in organizations. Most job and family disputes are the result of communication problems. Communication is also defined as the act or process of accessing information, ideas, knowledge, experience by individuals, in organizations. Simply put communication is process of passing a message to a receiver by a sender of the message. Thus, communication can be defined as the mode of expression (which may be verbal or nonverbal) that takes place in a setting. It is intended to convey information, instructions, advice, express feelings or opinion.

Why Do We Communicate/Purpose of Communication?

1. To inform or educate people: To keep one inform of things happening around the environment.
2. To solve problems.
3. To modify behaviours that are bad
4. To make wise decisions
5. Build decent will or better relationship.
6. To request or persuade others.
7. To advice, express feelings or opinions and to issue commands.

Characteristics of A Decent Information

1. There should be clarity in term of information passed from one to another party or persons.
2. Information should be brief.
3. Whether information is going to be verbal or nonverbal should always be in its Natural style or form.
4. There should be relevance in what is seen in the information.
5. It should be simple and straight forward.
6. Check and recheck information before disseminating it, to give accurate information.

Components of Communication

1. Sender
2. Message
3. Medium

4. Receiver

Sender

Translate the message to the receiver through a medium known as *channel*

Message

An idea or information or rather what is communicated.

Medium

This is the channel through which message is sent out, the message could be physical or nonphysical, verbal or nonverbal, use of phone or electronics.

Receiver

He receives and interprets; he decodes and gives a reply to the sender through medium.

Reasons For Communication in Human relationship

- i. For a purpose
- ii. For a season (Time).
- iii. For a permanency

For A Purpose

Once the purpose of the relationship is achieved, automatically the relationship stops.

For A Season

This relationship terminates after a particular season.

For Permanency

These a relationship that will last forever, for instance the marriage relationship is not for intimacy, it is a place where they complement and supplement each other's, there is no hide and seek, no confusion. Make sure that you have little interferences from friends and really take care of your relationship and make sure you make all the sacrifices required to make it work.

Process of Communication

There are three techniques for any communication to occur

1. Encoding (putting ideas into symbols)

The source initiates a message by encoding the idea (or a thought) in words or symbols send to the receiver.

2. Communication Media

The channel in the communication process is the medium that the sender uses to transmit the message to the receiver. Although the message could be in either an oral or written form, the oral medium most likely will be more effective because of the immediacy, if required.

3. Decoding (Comprehending the message)

It is the act of comprehending message (words or symbols) when the sound waves are translated into ideas, we are taking them out of the code they are in, hence decoding. Thus, readers or listeners are often regarded as decoders.

§ If decoding is successful it leads to action

§ Noise or unwanted interference, can occur at any stage in the communication process.

§ Non-verbal communication is used primarily to convey the feeling behind a message.

Factors that affect Communication

A. Environment/Setting

The settings of the message often communicate something about the sender such as seriousness of the purpose.

B. Posture

Receivers generally note the sender's posture even without realizing it e.g. decent posture, send out positive messages.

C. Hand Gestures

Hand gestures are universally recognized as conveying specific information

D. Facial Expression and Eye Contact

The face reveals many messages to the listeners and eye contact improves the communication process.

Improving Communication Skills

A. Appeal to Human Needs and Time your messages; Effective communicators targets their audiences by appealing to their needs. If you deliver a message at the right time, you are taking into account the persons mental conditions at the moment. Wait for the person to be in the right frame of mind to listen.

B. Repeat Your Message, Using More Than One Channel; Repeating the message several times, but not necessarily in the same way, improves the chances of it being received accurately. A generally effective way of repeating a message is to use more than one communication channel.

C. Engage in small Talk and constructive Gossip; The effective use of skills is not to make your message cumbersome for an easy accumulation and comprehension.

Techniques of Communication

There are two basic techniques for communication, these are:

1. Persuasion
2. Motivation

What is Persuasion?

Persuasion is one's ability or power to influence someone's opinions or feelings, carefully to agree.

What is Motivation?

Quote: Maslow (1943) hierarchy of needs theory stated that people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfill the next need, and so on.

What is Motivation?

Motivation is a general term used to describe the drives, desires, needs and forces that move individuals toward the achievement of group of goals. When a subordinate in an organization is motivated, it is evidence that leadership and management provide psycho-social situations which satisfy the needs of the worker and hence the urge and basis for work is ensured. The worker subsequently puts in more efforts to ensure that the objectives of his organization are realized. Berelson and Steiner (1964) define "motive", the root word of motivation as an inner state that energizes and activates individuals towards goal achievement.

One approach to motivation which is relevant to the present discussion is Abraham Maslow's Need Hierarchy "Model", Maslow (1970) suggested five groups of needs among individuals. These are:

- i. Physiological needs
- ii. Safety Needs
- iii. Belongingness Needs
- iv. Self-Esteem Needs
- v. Self-actualization needs.

These needs were perceived by him to be in hierarchical form. Maslow pointed out that when one need is satisfied, a higher need becomes activated and there is further desire for the individual to wish to satisfy this new level of need. The lower order needs would be dormant since a lower and satisfied need is no longer a Source of motivation. However, no need is ever completely satisfied. Both gratification and deprivation are sources of motivation. *Gratification* enables the individual to be satisfied on a lower need

resulting in the desire for higher order needs while *deprivation* is a source of re-emergence of lower order needs.

Models of Communication in Human relations

Baum (1984) defines communication as a process of transmitting or passing information from superior to subordinate. This definition makes communication one way affair because information could be transmitted by subordinates to the superiors.

According to Nwachukwu (1988), communication is the process by which meanings are perceived and comprehending reached among human beings whether in terms of written or spoken words, silence use of eyes, smiling or frowning, head shaking in approval, disapproval, gesture, facial expressions, body posturing etc. all are the process of communication.

What is a Model?

Azuzu, (1983) sees model as a visual presentation that helps to conceptualize the relationship of various elements involved in a process such as communication. Model is also a mathematical/physical representation of a system. It is a simple description of a system used for explaining how something works or calculating might happen.

Models of Communication Process

There are several models of communication process some are:

1. Shannon's and weaver's model of the communication process
2. Ecological model of communication process
3. Schramm's model of communication process
4. David Berlo's S.M.C.R model of communication process
5. Harold Haswell's model of communication model

1. Shannon and Weaver (1948) Model of Communication

The new model was designed to mirror the functioning of radio and telephone technologies. Their initial model consists of three primary parts; sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the receiver was the part of the phone where one could hear the other person. Shannon and weaver also recognized that often there is static that interfere with one listening to a telephone conversation, which they deemed noise. The noise could also mean the absence of signal.

Stage 1

An information sources. Presumably a person who creates a message

Stage 2

The message, which is both sent by the information source and receiver at the destination points

Stage 3

A transmitter. For Shannon's immediate purpose a telephone instrument that captures an audio signal, converts it in to an element signal and amplifies it for transmission through the telephone work.

Stage 4

The signal which flows through a channel

Stage 5

A carrier or channel, is represented by the small unlabelled box in the middle of the model and the most commonly used channel includes air, light, electricity, radio waves, paper and postal system.

Stage 6

Noise in the form of secondary signal that obscures or confuses the signal carrier

Stage 7

A receiver: In Shannon's conception, the telephone conversation using telephone conservation using telephone instrument can be regarded as receiver.

Stage 8

A destination: That is a person who consumes and processes the message.

This model was concerned with the problem of message transmission i.e. what happens to the information by a source until it was received at destination. During the instance of telephone conservation, the spoken word is ENCODED or transformed into electric impulse by the transmitter and then sent through the telephone wire (channel) to a receiver where it is DECODED into spoken words for the listeners (destination)

2. Ecological Model of Communication

This model asserts that communication occurs in the intersection of four fundamental construct; communication between people (creators and consumers) is mediated by messages which are created using language within media, consumed from media and interpreted using language. This model is in many ways, a more details elaboration of Lasswell's (1948) class outline of the study of the communication: "who....says what in which channel..... to whom with what effect!! In the ecological model, the "who" are the creators of messages, the "in which channel" is elaborated into languages (which are the content of channels) and media (which channels are a component of), the " to whom" are the consumers of messages, and the effects are found in various relationships between the primitives, including relationships, perspective, attributions, interpretations, and the continuing evolution of language and media.

A number of relationships are described in this model:

1. Messages are created and consumed using language
2. Language occurs within the context of media
3. Messages are constructed and consumed within the context of media.

4. The roles of consumer and creator are reflexive. People become creator when they reply or supply feedback to other people. Creators become consumers when they make use of feedback to adapt their message-to-message consumers. People learn how to create messages through the act of consuming other people messages.

5. The roles of consumers and creator are introspective. Creators of messages create message within the context of their perspectives of and relationship with anticipated consumers' message. Creators optimize their messages to their target audience. Consumers make attributions of meaning based on their opinion of their message creators. People from these perspectives and relationship as a function of their communication.

6. The creators of message construct are necessarily imperfect representation of the meaning they imagine. Messages are created within the expressive limitations of the space provided by the language used. The message created is almost a partial and imperfect representation of what the creator would like to say.

7. A consumer's interpretation of a message necessary attributes meaning imperfectly. Consumers interpret message within the limits of the languages used and the media those languages are used in. A consumer's interpretation of a message may be very different than what the creator of message imagined.

8. People learn language through the experience of encountering language being used within media. The languages they learn will almost be the language when communicating with people when already know and use those languages that communication always occurs within a medium that enables those language.

9. People learn media by using media. The media they learn will necessarily be the media used by the people they communicate with.

10. People invent and evolve language. While some behavioural expression (a baby's cry) occur naturally and some aspect of languages structure may mirror the ways which the brain structure ideas, languages do not occur naturally. People invent new language when there is no language that they need to communicate ideals that existing language is not sufficient to.

11. People invent and evolve media. While some of the modalities and channels associated with communication are naturally occurring, the media we use to communicate are not. A medium of communication is in short, the product of a set of complex interactions between its primary constitutions; messages, people (acting as creator of messages, consumers of messages, and in other role), languages and media.

3. Schramm Model of Communication

The central concern of Schramm is with communication reception and interpretation of meaningful symbols. He is more concerned about adapting Shannon's model for the purpose of instruction. Schramm model emphasizes that it is when the sender takes place. The sender of information encodes it according to his field of experience and the transmitted message is received and interpreted (decoded) according to the receiver's field of experience. Communication in instruction is intended to extend the field of experience of a learner. Thus, provision must be made for feedback in form of immediate responses, test, homework and body language.

4. David Berlo's S.M.C.R Model of the Communication Process. (1960)

David Berlo gave a model that took a same different form. This model is often referred to as S.M.C.R model. It is organizational model that specified some of the elements and sub-elements that are vital to communication process.

According to Berlo, several things determine how a source operates in the communication skills i.e. his willingness to think, write, draw and speak. They also include his attitude toward his audience, the subject in which he is communicating himself and any other factors elevated to the situation.

Knowledge of subject, the audience and the situation and other background factor also influence the way the source operates. So will lie social background, education, friends and culture.

The message has to do with the package of stimuli to be sent by the source.

The channel can be regarded as sensory modalities. The receiver is the final link in the communication process.

5. Harold Lasswell's Model of Communication Process

Who: In the model, this refers to the source of the message. Teacher, student, resource person.

Say What: This refers to the content of the message i.e. the skills, values, attitudes, knowledge etc.

In Which Channel: This refers to the medium/channel of communication i.e. the sense organs and the media

To Whom: Refer to the receiver of the message e.g. teacher and pupils

With What Effect: This refers to effect of message, obtained through feedback the addition of feedback to the models makes communication a cyclical process that is dynamic, or capable of change. It must be noted that sender, message, channel receiver (S.M.C.R) is basic to all the models of communication.

Other Models of Communication in Human relations

These components of communication in human relations are all possible entity and elements through which interaction between humans and its environment is attained.

Communication is derived from the Latin word “communicare” which means to share. It is the purposeful activity of information exchange between two or more persons in order to convey or receive the intended meanings through a shared system of signs & semiotics.

Human relations deals with the effective communication and interaction among individuals or groups of people in the society.

Components of Communication in Human relations.

1. **Context:** This refers to the discourse that surround a language unit and helps to determine its interpretation and it's also a very broad field but consists of different aspects. One aspect is the country/habitat, culture and organization it involves environmental influences on an individual which as well as what goes on inside people as they think, feel, value, imagine, dream etc. and the language, life style of the people inhabiting that environment.

2. **Sender/Encoder:** encoder is a person who sends message. In oral communication the encoder is speaker and in written communication writer is the encoder. Communication in humans is initiated by the sender who sends a message between people and their environment which of course includes other people such as friends, family, children, co-staff and even stranger. A sender needs to pay attention to people's habit of relating to each other as well as the words they use. A sender also must consider the group of people or audience so as to enhance an effective communication.

An encoder uses combination of symbols, words, graphs and pictures comprehensible by the receiver to best convey his message in order to achieve his desired response.

3. **Message/Ideas:** message is the information that is exchanged between sender and receiver. It can be signaled, written or spoken. The central idea of the message must be clear. When sending a message, encoder should keep in mind all aspects of the context i.e. languages and interpretation and the receiver (how he will interpret the message) messages can be intentional and unintentional.

Message can also be defined as the object of communication or the thing that is being communicated.

A message may be spoken, written, visual, and physical signals. Some qualities of a message include its wording, directness and purpose. Each message has a specific purpose.

- a. To convey important facts or information.

- b. To persuade the receiver to accept or reject certain conditions or actions
- c. To motivate the receiver to act in a specific way
- d. To stimulate discussion about a particular issue
- e. To entertain the receiver

Message can have many other purposes like instructing, warning, greeting or requesting information. For a message to be effective you should know exactly why you plan to send.

4. Medium: you communicate through speech in a face-to-face conversation, as well as through e-mail an instant message, a telephone call or a written letter-to choose the right medium, you should consider several factors.

a. Importance of the message face to face or over the phone. This makes more impact and enables the receiver to respond immediately. E-mail is suitable for less important message, or those you don't need an urgent response. Instant messages are best use for casual message.

b. Practically: when senders & receiver are geographically dispersed, using telecommunications media. Such as the phone, email and instant message, is more practical than arranging face to face meetings. Other practical consideration is the costs, physical space requirements and potential delays associated with using different communication media.

c. Receiver's communication style: some people respond best to information that's presented visually. Others rely more on what they hear, or on information that's text based. And some learn best by doing, building models for putting ideas into practice. In trying to choose an effective medium, you should consider the preferred communication style of the receiver. You should also consider the receiver's willingness to receive your message. For instance, it's better to communicate sensitive information face to face, rather than via email.

5. Receiver/Decoder: The person to whom the message is being sent is called 'receiver/decoder'. Receiver maybe a listener or reader depending on the choice of medium by sender to transmit the message. Receiver is also influence by the context. Internal and external stimuli.

Receiver is the person who interprets the message, so higher the chances of miscommunication because of receivers' perception, option, attitude and personality. There will be minor deviation in transmitting, the exact idea only if the receiver is educated and has communication skills.

6. Feedback: feedback is any response to a communicated message. It takes the form of a message itself, and may be verbal, visual, or written, often, feedback is essential, because it's what turns one-way communication into two-way communication.

Feedback maybe Positive or Negative.

§ Positive feedback indicates the receiver has received and understood the message.

§ Negative feedback indicates that the receiver either has not understood its content.

Feedback is important during communication because it helps the sender to make any necessarily adjustments so that the message is correctly received. Feedback is also important after you've delivered a message. It enables further clarification or discussion.

Effects of Components of Communication in Human relations

1. The perception and the environment of humans determine how information is received & understood.

2. Body language in communication in human relations emphasizes the message being sent.

3. The timing of a message can influence how well or badly a message is received. It is best to time a message for when you know the receiver will respond properly

4. Factors like formality and informality of a setting, noise in the surrounding and room temperature can also affect the abilities of a sender & receiver to communicate.

5. Physical proximity in humans also affects communication.

6. Communication in human relations gives room to comprehend individual differences.

7. Communication enhances interaction in humans for instance, in a human society where there is no communication the relationship is bound to hit rock bottom.

8. Inappropriate medium will destroy the entire meaning and weight a message as supposed to carry.

9. Interference such as noise, hunger, environmental, psychological factor can under the effectiveness of communication in human relations.

10. A well appropriated message in human relations can do well to motivate, enlighten and uplift a fellow human.

11. Feedback in human relations can either be positive or negative which will influence the behaviours pose towards each other whether it be hatred, jealousy, happiness and faithfulness.

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10

CHAPTER TEN

BARRIERS TO EFFECTIVE COMMUNICATION IN HUMAN RELATIONS

Barriers in Communication

Barriers are all things that constitute problem to communication process. They are

1. **Physiological barrier**

This may result from receiver's physiological state for instance a receiver who has hearing impairment.

2. **Physical barriers**

This refers to any physical obstruction or distance that affects communication process negatively. E.g. barrier wall, distance between the sender and the receiver etc.

3. **Language barrier**

This refers to problems associated with language that cause negative effect to communication. E.g. improper terminology, poor language background etc.

Barriers to effective communication in Human relations

Many scholars have classified barriers to effective communication according to their own view. Out of many few are considered in this text as follows:

1. Theo Haimann (2009) has classified the main barriers to effective communication in human relations into four major groups. These are

- a. Barriers cause by organization structure
- b. Barriers causes by status or positions
- c. Barriers cause by language
- d. Barriers resulting from general inclination to resist change

2. McFarland (2008) has classified the effective communication barriers into the following four groups:

- a. Unsound objective
- b. Organization blocks
- c. Semantic blocks
- d. Human relations problem

3. Ricky and Griffin (1999) have classified the effective communication barriers into two broad groups

- a. Individual barriers
- b. Organizational barriers

4. Pederson (2009) classified Barriers to effective communication in human relations into the following:

- a. Limited comprehending of people
- b. Creditability of the sender and mixed signals
- c. One-way communication
- d. Emotion and attitudes
- e. Communication overload
- f. Poor communication skills
- g. Lack of attention
- h. Distrust

For convenience of reading, we have classified the barriers to effective communication in human relations into the following: six broad groups:

- § Language barriers
- § Psychological barriers
- § Physiological barriers
- § Physical barriers
- § Systematic barriers
- § Cultural barriers

(1) **Language Barriers:** Language and Linguistic ability man act as a barrier to effective communication in human relations. However, even when communicating in the same language, the terminology used in a message man act as a barrier if it is not fully understood by the receiver(s).

(2) **Psychological Barriers:** The psychological state of the communications will influence how the message is sent, received and perceived. For instance, if someone is stressed may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed. Stress management is an important personal skill that affects our interpersonal relationships. Anger is another instance of a psychological barrier to effective communication in human relations, when we are anger it is easy to say things that we may later regret and also to misinterpret what others are saying. More generally people with low self-esteem may be less assertive and thus may not feel comfortable communicating. They may feel shy about saying how they really feel or read negative sub-texts into messages they hear.

(3) **Physiological Barriers:** Physiological barriers may result from the receiver's physical state. For instance, a receiver with reduced hearing may not grasp to entirety of a spoken conversation especially if there is significant background noise.

(4) **Physical Barriers:** An instance of a physical barrier to effective communication in human relations is geographic distance between the sender and receiver(s). Communication is generally easier over shorter distances as more communication channels are available and less technology is required. Although modern technology often serves to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers.

(5) **Systematic Barriers:** Systematic barriers to effective communication in human relations may exist in structures and organizations where there are inefficient or inappropriate information systems and communication channels or where there is a lack of comprehending of the roles and responsibilities for communication. In such organizations, individual may be unclear of their role in the communication process and thus not know what is expected of them.

(6) **Cultural Barriers:** These may result from the cultural differences of communities around the world, within an individual, country (Tribal/regional differences, dialects etc.), between religions groups and in organization or at an organization level where firms, teams and units may have different expectations, norms and idiolects. Families and family groups may also experience the effect of cultural barriers to communication within and between different family members or groups. For instance: Words, Colours and Symbols have different meaning in different cultures. In most parts of the world nodding your head means agreement, shaking your head means no, except in some parts of the world. Some of the classified barrier to effective communication in human relations are as follows:

(A) **Limited comprehending of people:** Communication will often break down if you misread people and their needs. Limited comprehending can also take the form of making false assumptions about the receiver, thus creating a communication roadblock. Differences interpretation of words by the receiver if the receiver makes another interpretation of a key word than intended, the message may not get through.

(B) **Creditability of the sender and mixed signals:** The more the creditability of the sender of the message, the more the probability that the message will get through clearly. A disconnect can also occur from mixed signal-sending different message about the same topic to different audiences. A mixed signal also refers to desired behaviour, yet behaving in another way yourself.

(C) **One-way communication:** Effective communication proceeds back and forth-face to face communication helps to clarify meaning instant messaging helps overcome the one-way barrier because the receiver reacts immediately to your message.

(D) **Emotion and attitude:** When people are emotionally aroused, they are not likely to receive message clearly, and they may say things they would not say if they were calm. It is best to calm down when sending and receiving message.

(E) **Communication overload:** Being bombarded with information is a major communication barrier. Communication overload occurs when people are so overloaded with information that they cannot respond effectively to message. As a result, they experience work stress.

(F) **Improper timing:** - Many messages do not get through to people because they are poorly timed you have to know how to deliver a message, but you must also know when to deliver it.

(G) **Poor communication skills:** - Poor communication skills in both sending and receiving messages are a substantial communication roadblock. A common deficiency in

sending messages is to communicate with low conviction by using wimpy words, back pedaling, and qualifying for instance: I think I might be able to finish this project by the end of the week. A strong regional accent can create communication problems.

(H) Lack of attention: When the receiver is preoccupied with some important work, he/she does not listen to the message attentively. For instance, a staff is talking to his boss when the latter is busy in some important conversation. In such a situation the boss may not pay any attention to what subordinate is saying. Thus, there arises psychological hurdle in the communication.

(I) Distrust: For Successful communication the transmitter and the receiver must trust each other. If there is a lack of trust between them, the receiver will always derive an opposite meaning from the message. Because of this, communication will become meaningless. (Peterson, 2009)

Improving communication skill for effective communication in human relations

With determination and awareness that barriers to effective communication exist, people can become more effective communicators.

A. Appeal to human needs and time your message: Effective communication target their audience by appealing to their needs. If you deliver a message at the right time, you are taking into account the person's mental conditions at the moment wait for the person to be in the right frame of mind to listen.

B. Repeat your message, using more than one channel: Repeat your message several times, but not necessary in the same way, improves the chances of it being received accurately. A general effective way of repeating a message is to use more than one communication channel.

C. Have an empowered attitude and be persuasive: A person's communication effectiveness is directly proportional to his or her attitude. Empowerment is involved here because the person takes charge of his or her own attitude.

D. Check for comprehension and feelings: Ask receivers their comprehending or interpretation of what you said. Also use nonverbal indicators to gauge how well your message has been delivered. Another consideration is to check for feelings in addition to conveying the facts.

E. Combat info overload: You can decrease the chances of suffering from communication overload by such measures as carefully organized and sorting information before plunging ahead with reading. Being selective about your e-mail and internet reading is a decent technique.

F. Establishing rapport: To build rapport you need to empathize and think from the mind of another person.

Factors that enhance effective communication

§ Active listening.

§ Simplicity.

§ Straight forwardness.

§ Feedback.

§ Speaking clearly/articulation.

§ Knowledge of the receiver / audience.

§ Speed and sequence of speech.

Relationship between the sender and the receiver.

1. Pre-thinking

Pre-thinking about the message is an important quality of effective communication. Pre-thinking enables the sender to develop a creative message and to transmit it efficiently.

2. Specific Objective

Communication occurs with specific objectives. Thus, the communicator must know the objective of communication and must arrange the message accordingly.

3. Timeliness

Usefulness of any message depends on its timely transmission. If the message is not transmitted in appropriate time, its utility is lost. So the communicator should consider the time of communication.

4. Conciseness

Another important quality of effective communication is that the message should be concise. The concise message is one that contains only relevant and necessary facts, avoids repetition, and organizes properly.

5. Completeness

Effective communication transmits a complete message so that the receiver can comprehend the full meaning of the message. The sender should not sacrifice completeness to attain conciseness.

6. Correctness

The effective communication contains only the correct messages. False, manipulated, and exaggerated information irritates the receiver and makes the communication ineffective.

7. Persuasiveness

Persuasiveness is an important quality of Effective communication. It helps to develop a positive attitude of thy receiver towards the message.

8. Concreteness

Business communication becomes effective- when it excludes irrelevant facts. Concreteness is essential to express the communicator's view to the receiver unambiguously.

9. Feedback

Effective communication always keeps the provision of feedback. Feedback ensures that the message has reached to the intended receiver.

10. Mutual Interest

When communication considers the interest of both sender and receiver, it is treated as effective communication. If the message ignores the interest of the receiver, communication may fail to attain its goal.

11. Use of Appropriate Language

Effective communication always uses appropriate language. Appropriate language avoids ambiguous and complex words, misleading non-verbal cues, technical jargons, poetic words etc.

12. Considering the Receiver

A effective communicator thinks about the receiver's knowledge, ability, interest, origin etc. This rises the utility and acceptability of communication.

13. Use of Appropriate Media

Selecting suitable media is essential for successful communication. The sender should select the *written* or *oral media* depending on the nature and importance of the message, availability of time, cost, receiver's ability etc.

14. Emphasizing on Informal Relationship

The communicator requires giving attention to establishing informal relationships with the receiver along with formal relationship as it ensures the success of communication.

Effective Listening

The communicator is also an effective listener. He has to listen attentively the response of the receiver. Thus, the sender should possess the ability to hear the receiver's response attentively with due patience. Selecting the correct channel for communication is crucial, as using the wrong channel can hinder the communication process. In any situation, one medium may work better than another, although sometimes a combination of media will be the most useful. Simple messages can usually be transmitted orally, while more complex messages should be transmitted orally and in writing.

The language chosen is also vital to effective communication. Using exclusionary language such as jargon, slang and abbreviations can be a major obstacle in the communication process. Similarly, the level of language used must be chosen carefully. The level of education and knowledge of the intended audience must be considered, as must their social and cultural background.

Non-verbal communication

About 55% of the meaning of a message is communicated through non-verbal interaction. This includes posture, gestures, facial expression, tone and pitch of voice, style of dress, eye gaze and proximity (personal space). However, non-verbal cues can be ambiguous and their meaning can vary with respect to culture, context and intention. Random gestures can be interpreted to have some significance when none was intended. Style of dress can also have a huge influence on non-verbal communication as this can affect people's perceptions and stereotypes.

The different types of barriers to effective communication can all reinforce each other, leading to vicious cycles. By anticipating potential barriers and attempting to avoid them wherever possible, the impact of communication can become greatly rise. Overcoming Barriers to Effective Communication: Noise and Physical Barriers and Overcoming Barriers to Effective Communication: Mental Attitude

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CHAPTER ELEVEN

OTHER IMPORTANT VALUES AND VIRTUES IN HUMAN RELATIONS

Honesty in Human relations

Honesty has several connotations that is to say honesty typically refers to a situation characterized by the following aspect one party (trust or) is willing to reply on the actions of another party (trustee), the trust or (voluntary or forcedly) abandons control over the actions perform by the trustee. As a consequence, the trust or is uncertain about the outcome of the other's action they can only develop and evaluate expectation. The uncertainty involves the risk of failure or harm to the trustor if the trustee will not behave as desired.

Honesty can be attributed to relationships between people, it can be demonstrated that human have a natural deposition to trust and to judge conceptually. Honesty is also attributable to relationship within and between social groups, families, friends, communities, organization s, firms and nations. It is popular approach to frame the dynamics of inter-group and intra-group interaction in term of trust. The degree to which one party trusts another is a measure of belief in the honesty fairness, or benevolence of another party.

Honesty is an important aspect of character that is the basis of building trust with another and ourselves. Each of us must learn the value of honesty through our own experience and in our own way. There are times in life when we are tested in regard to honesty and when we may question whether the truth is always necessary , but truth is always the ultimate standard is a dilution of honor , validity and credibility of human kind. It is our duty in pursuit of personal integrity and for legitimacy of all human trust to adhere to honesty with deepest deviation and sincerity of heart.

Where do we demand honesty?

We demand honesty from our children, we demand honesty in our entire life and from our children we can't stand it when they lie to us. We take it personal. But honesty means so much more than not lying. It's about not deceiving, manipulating or exploiting others. It's about self-respect and integrity.

The Need of Honesty in Human relations

Honesty is one of the treasured values of human being. Living life honestly means opening oneself freely and exposing one's true self to another. Honesty is essential because it acts as glue holding people together. Moreover, honesty helps a person to

conquer problems and excel in his life. However, honesty is the foundation upon a person builds any relationship.

By being honest to his loved ones, he will make them feel that they are trust worthy and closed enough for him to totally expose his true self. Thus, they are more assured that he values them and their relationship. The sweetness in the relationship, thus is more likely to remain in contrast a person will endanger his relationship with others even if he tells lie just for once.

In addition, honesty helps a person to conquer problems and excel in life. It is essential for a person to be honest with himself or herself.

Importance of Honesty

Honesty is important in many aspects of life. It is a tool that enables comprehending in a variety of people. This is important in our diverse society. So also, honesty is important in order to have decent human relationships and by living an honest life, you can easily fulfill your potential.

Finally, being honest means choosing not to lie, cheat or deceive in any way. When we are honest, we build strength of character to God and to others. We are blessed with peace of mind and self-respect and will be trusted by lord and others.

Motivation in Human relations

Motivation is the driving force which help causes us to achieve goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behaviour as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and minimize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.

Conceptually, motivation should not be confused either volition or optimism. Motivation is referred to, but distinct from emotion

Motivation Concept/Types

Intrinsic and extrinsic motivation: intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologist since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students.

Students are likely to be intrinsically motivated if they:

- i. Attribute their educational result to internal factor that they can control (e.g. the amount of effort they put in)
- ii. Believer they can be effective agents in reaching desired goals (e.g. the result is not determined by luck)
- iii. Are interested in mastering a topic rather than just rote-learning to achieve decent grades.

Extrinsic motivation comes from outside of individual. Common extrinsic motivations are rewards like money and grades. Coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and bet other's not to enjoy. The intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

In the 1970s, the psychologist: Abraham Maslow suggested that people are motivated by a hierarchy of needs:

- a. First, most basic level: psychological needs, such as the need for food, water, safety, and security
- b. Second level: needs for social interaction, such as the need to belong
- c. Third level: needs for esteem, which includes the need for respect from oneself and others.
- d. Fourth level: needs for self-actualization, or realizing one's full potential

Maslow believed people pay attention to higher needs only when lower are satisfied

Maslow Critics

1. Critics argue that Maslow's theory doesn't explain why higher needs often motivate people even when lower needs are unsatisfied
2. Critics also point out that people are sometimes simultaneously motivated by needs at different levels.

Types of Needs

People have innate needs and learned needs, both of which are influenced by society and culture. People have a limited number of innate needs, which include needs for food, water, oxygen and elimination of wastes. There are, however, a relatively large number of learned needs, including needs for achievement, autonomy, and power. These needs are determined by values, or people's perceptions of what is important in life.

Important of motivation

Motivation is important to an individual as:

- a. Motivation will help him achieve his personal goals:
- b. If an individual is motivated, he will have job satisfaction
- c. Motivation will help in self-development of individual

- d. An individual would always gain by working with a dynamic team
- e. Build friendly relationship. This can be done by keep into mind and framing an incentive plan for the benefit of the staff

Sympathy in Human relations

Sympathy (from the Greek words (sum) "together" and (pathos) "feeling" which means "fellow feeling") is the perception, comprehending, and reaction to the distress or need of another life form. Meanwhile, Grammarist.com defines sympathy as "the feeling that you care about and feel sorry about someone else's trouble, grief, misfortune, etc."; "a feeling of support for something"; or "a state in which different people share the same interests, opinions, goals, etc.". Sympathy is feeling bad for someone else because of something that has happened to them. It can also be sorrow or pity for another or readiness to favor or support.

It can also be seen as a relationship between people or things in which whatever affects one similarly affects the other. It is a feeling that you care about and are sorry about someone else's trouble, grief, misfortune, etc. A state in which different people share the same interests, opinions, goals etc.

Sympathy implies a reciprocal or natural relation between two things that are both susceptible to the same influence. It also means the act or capacity for sharing the painful feelings of another.

The evolution of sympathy is tied directly into the development of social intelligence. Social intelligence references to a broad range of behaviours, and their associated cognitive skills, such as pair bonding, the creation of social hierarchies, and alliance formation. Researchers theorize that sympathy emotions, or those relating to the emotions of others, arose due to reciprocal altruism, mother-child bonding, and the need to accurately estimate the future actions of conspecifics. In other words, sympatric emotions were driven by the desire to create relationships that were mutually beneficial and to better comprehend the emotions of others that could avert danger or stimulate positive outcomes. By working together, there were better results for everyone. Social order is improved when people are able to provide aid to others when it is a detriment to oneself for the benefit of the greater society. For instance, giving back to the community often leads to personal benefits.

The conditions necessary to develop sympathy begin with the creation of a small group of socially dependent individuals. Second, the individuals in this community must have a relatively long lifespan in order to encounter several opportunities to react with sympathy. Parental care relationships, alliances during conflicts, and the creation of social hierarchies are also associated with the onset of sympathy in human interactions. Sympathetic behaviour originally came about during dangerous situations, such as predator sightings, and moments when aid was needed for the sick and/or wounded.

The evolution of sympathy as a social catalyst can be seen in both primate species and in human development.

Verbal communication is the clearest medium by which individuals are able to communicate feelings of sympathy. People can express sympathy by addressing the emotions being felt by themselves and others involved and by acknowledging the current environmental conditions for why sympathy would be the appropriate reaction.

Nonverbal communication presents a fascinating study of speech intonation, facial expression, bodily motions and person-to-person physical contacts. Some other forms of nonverbal communication include how far people position themselves in relation to each other, posture and appearance. These forms of expression can convey messages related to emotion as well as opinions, physical states (fatigue), and comprehending. Emotional expression is especially linked to the production of emotion-specific facial expressions. These expressions are often the same from culture to culture and are often reproduced by observers, which facilitates the observers' own comprehending of the emotion and/or situation. There are six universal emotions: happiness, sadness, fear, surprise, disgust and anger.

Facial expressions can communicate sympathy and other emotions nonverbally.

Nonverbal communication cues are often subconscious and difficult to control. Deliberate regulation of emotion and nonverbal expression is often imperfect. Nonverbal gestures and facial expressions are also generally better understood by people observing the gestures, expressions, etc., and not by the person experiencing them first hand.

Communicating using physical touch has the unique ability of conveying affective information upon contact. However, this sensation must be paired with the comprehending of the specific context of a given situation. The touch of the hand on the shoulder during a funeral might be the fastest method of conveying sympathy. Patting a person on their back, arms, or head for a few seconds can effectively convey feelings of sympathy between people. Nonverbal communication seems to provide a more genuine communication of sympathy, because it is difficult to control nonverbal behaviour and expressions. The combination of verbal and nonverbal communication facilitates the acknowledgment and comprehension of sympathy.

Although sympathy is a well-known term, the implications of sympathy found in the study of human behaviour are often less clear. Decision-making, an integral part of human behaviour, involves the weighing of costs with potential outcomes. Research on decision-making has been divided into two mechanisms, often labeled "System 1" and "System 2." These two systems, representing the gut and the head respectively, influence decisions based on context and the individual characteristics of the people involved. Sympathy is an agent working in

- § System 1, a system that uses affective cues to dictate decisions,

- § System 2 is based in logic and reason.

For instance, deciding on where to live based on how the new home feels would be a System 1 decision, whereas deciding on a home based on the property value and personal savings would be a System 2 decision. Sympathy acts in a way that provides a means of comprehending another person's experience or situation, decent or bad, with a focus on their individual well-being. It is often easier to make decisions based on emotional information, because all humans have general comprehending of emotions. It is this comprehending of emotions that allows people to use sympathy to make their decisions.

Sympathy also helps to motivate philanthropic, or aid-giving, behaviour (i.e. donations, community service). The choice to donate, and the subsequent decision of how much to give, can be separated into two, different emotion-driven decision-making processes. Mood management, or how people act to maintain their moods, influences the initial decision to donate because of selfish concerns (to avoid regret or feel better). However, how a person feels about the deservingness of the recipient determined how much to donate. Human sympathy in donation behaviour can influence the amount of aid given to people and regions that are in need. Increasing how emotional a description is, presenting individual cases instead of large groups, and using less information and numerical information can positively influence giving behaviour.

In addition to its influence on decision-making, sympathy also plays a role in maintaining social order. Judging people's character helps to maintain social order, making sure that those who are in need receive the appropriate care. The notion of interdependence fuels sympathetic behaviour; this action is seen as self-satisfying because helping someone who is connected to you through some way (family, social capital) will often result in a personal reward (social, monetary, etc.). Regardless of selflessness or selfishness, sympathy facilitates the cycle of give and take that is necessary for maintaining a functional society.

Sympathy can also impact the way doctors, nurses, and other members of society think about and treat people with different diseases and conditions. Sympathetic tendencies within the health field fall disproportionately based on patient characteristics and disease type. One factor that is frequently considered when determining sympathy is controllability, or the degree to which an individual could have avoided contracting the disease or medical condition. People devote less sympathy to individuals who had control during the event when they acquired HIV. Even less sympathy is granted to individuals who have control over the means by which they contracted HIV, such as individuals who engage in prostitution.

Sympathy in health-related decision making is heavily based on disease stigma. Disease stigma can lead to discrimination in the work place and in insurance coverage. High levels of stigma are also associated with social hostility. Several factors contribute to the development of negative disease stigmas, including the disease's time course, severity, and the dangers that the disease might pose to others. Sexual orientation of individual patients has also been shown to affect stigma levels in the case of HIV diagnoses. Sympathy is generally associated with low levels of disease stigmatization.

Sympathy is related to rise levels of knowledge regarding HIV and a lower likelihood of avoiding individuals with HIV.

Sympathy is a stepping stone in both social and moral development. It generally arises between 2–3 years old, although some instances of empathic emotion can be seen as early as 18 months. Basic sharing of emotions, a precursor for sympathy, can be seen in infants. For instance, babies will often begin to cry when they hear another baby crying nearby. This emphasizes the infant's ability to recognize emotional cues in his or her environment, even if not able to fully comprehend the emotion. Another milestone in child rearing is the development of the ability to mimic facial expressions. Both of these processes act on sensory and perceptual pathways, yet executive functioning for sympatric emotions does not begin during these early stages. Decety and Michalska (2010) believe that early affective development and later development of executive functions create a disparity between how children and young adults experience another person's pain. Young children tend to be negatively aroused more often in comparison to the older subjects.

Sympathy can lead to, and be the cause of prosocial and altruistic behaviour. Altruistic behaviour is when people who experience emotional reactions consistent with the state of another person and feel "other-oriented" (inclined to help other people in need or distressed.) People are more inclined to help those in need when they cannot easily escape the situation. If leaving is easy, an individual is likely to reduce one's own distress (of sympathy; feeling bad) by avoiding contact with the other(s) in need. Sympathy is still experienced when it is easy to escape the situation, showing that humans are "other oriented" and altruistic.

It is important to acknowledge that the use or acceptance of sympathy can be both altruistic and self-satisfying in social situations. Parenting styles (specifically level of affection) can influence the development of sympathy. Prosocial and moral development extends into adolescence and early adulthood as humans learn to better assess and interpret the emotions of others. Prosocial behaviours have been observed in children 1–2 years old. Through self-report methods it is difficult to measure emotional responses as they are not as able to report these responses as well as adult. This is representative of an rise efficiency of and ability to engage in internal moral reasoning.

For people to experience sympathy towards someone else, several elements are necessary:

- § You must be paying attention to the other person.

- Being distracted limits our ability to feel sympathy.

- § The other person must seem in need in some way.

Our perceptions of the level of need will determine the level of sympathy. For instance, someone with a graze on their knee will get less sympathy than someone else with a broken leg.

We are also much more likely to be sympathetic towards someone who appears to have done nothing to 'earn' their misfortune.

The child who falls while running towards a parent will get more sympathy than the one who was doing something that they had been specifically told not to do, and has fallen as a result.

§ Instances of sympathy expressed verbally include:

- o Speaking to someone to say how sorry you are about their situation; and
- o Sending a card when someone has been bereaved.

§ Instances of sympathy expressed non-verbally include:

- o Patting someone on the shoulder at a funeral;
- o Putting a hand on someone's arm when they tell you their bad news; and
- o Dropping your tone of voice when you speak.

Empathy in Human relations

Many use “empathy” and “sympathy” interchangeably, thinking they are one and the same. Unfortunately, they are not. Let us try to distinguish one from the other. Empathy involves being able to comprehend and even feel the emotions of others. Sympathy is simply feeling compassion for others, without necessarily knowing how they feel. Take the instance of a manager with a subordinate suffering through a period where his family members have fallen ill. A sympathetic manager will express words of comfort and reassurance to his subordinate and stop there. An empathic manager on the other hand will feel as if he is the one facing the problem, perhaps because he has gone through a similar experience before, or he imagined himself to be in the same situation. Sympathy involves comprehending the experience or circumstances surrounding the experience of others. In empathy, comprehending is on a deeper, more personal level.

According to experts in human behaviour, empathy is innate in every person, and their first manifestations are seen during infancy. New-born's common reaction when they hear other new born cries is to do the same. This is viewed as their way of empathizing with each other. As the baby grows from infancy to childhood, their level of empathy also rises or grows. Development of empathy is said to be directly affected by several factors:

Some describe it as an art (the “art of seeing the world in the way someone else sees it”), an ability (the “ability to sense other people's emotions and imagine what they are feeling or thinking”) and a capacity (the “capacity to comprehend or feel what another being is experiencing”). Empathy has also been described as a skill. This means that it can be learned, acquired, and honed. In short, you can teach yourself to have more empathy. In order to teach yourself empathy and become more compassionate, you have to:

Comprehend Yourself: You cannot begin to comprehend other people if you do not first comprehend yourself. Have empathy for yourself, and you will be better equipped to have empathy for others. How can you expect to comprehend others when you cannot comprehend why you are feeling or thinking the way you are. Of course,

comprehending comes with acceptance. Once you have understood yourself, and accepted your emotions, then you can move on towards comprehending others.

Comprehend Others: This is the difficult part of the whole process of teaching yourself empathy. It takes a deep level of commitment and whole lot of practice until such time that you can say that you are able to gain an comprehending of how others feel or think, and why they act the way they do.

Practice Nonverbal Empathy: This comes after comprehending others. This time, you will be better able to interact and communicate with them in nonverbal ways. Sometimes, more is said when less words are spoken. Nonverbal communication is another skill that will be learned through time by those who are able to demonstrate empathy.

Types of Empathy

There are two general classifications of empathy:

1. Affective Empathy

This pertains to the feelings and sensations that people get in response to others' emotions or feelings. This is often described as "mirroring" others feelings, emotions or actions. A decent instance would be a person feeling tremendous amounts of stress when they see another exhibiting anxiety, fear or deep depression. A person who easily tears up when watching a sad movie or television show demonstrates strong affective empathy.

2. Cognitive Empathy

Early childhood experiences: which largely involves child-rearing and raising practices of parents or adult guardians of their children or wards. Experiences that have an impact, including traumatic ones, tend to have the biggest effect on one's level of empathy.

Environment and culture: which include education and exposure to various fields and disciplines, as well as people or figures of authority. Even the norms and customs unique to a culture of a certain country will also impact how a person views other.

Empathic behaviour models: the most obvious of which are the parents of the child themselves. A child's capacity for empathy is almost often shaped or molded by what he sees in the behaviour of his parents.

Cognitive empathy, on the other hand, refers to how one switches perspectives in order to identify, comprehend and share others' emotions or feelings. It involves actually knowing what others want, think, believe, or even care about.

Importance of Empathy

Human relationships are an integral aspect of our lives. We are all, in one way or another, connected, and these relationships have to be sustained. Empathy is one of the ingredients towards building, maintaining and strengthening human relationships. Thus, it is safe to say that empathy improves relationships and, consequently, helps one achieve greater success and an overall feeling of well-being and happiness. Both in your professional and personal life, “people skills” are said to be very important. Many interpersonal skills have been identified as must-haves, but empathy is often overlooked. This is a bit disappointing, considering how empathy is actually one of the most important skills that one must possess in order to achieve greater success, both professionally and personally.

1. Empathy encourages people to perform acts of charity and heroism: Those with higher levels of empathy are more likely to go out of their way to help others who are in need, even at the risk of their own comfort or self-interest. It encourages acts of selflessness from people, even resulting to heroic and, to a certain extent, self-sacrificing acts.

2. Empathy reduces the level of negative emotions or ill feelings towards other people: Racism and various other prejudices are decreased when people are more able to empathize with people of different cultures, nationalities, beliefs or some other affiliation or grouping. Incidents of bullying, aggression and violence are also reduced when people display more empathy towards weaker ones.

3. Empathy promotes equality: People will start to act and think more “in the spirit of fairness”. Fights against inequality are often grounded on empathy, with the advocates promoting the idea of reaching out to the less fortunate ones, or those who belong to marginalized and stigmatized groups.

4. Empathy improves workplace relationships and processes

Stages of Empathy

1. Empathy in One's Personal Life

Personal relationships often define who we are as a person. How we interact with others on a personal level speaks volumes about our identity and defines our personality. Just by observing how a person interacts with another, we can tell a lot about their personal traits and characteristics, as well as their strengths and weaknesses. Take, for instance, the relationship between partners in a marriage. The marriage becomes strengthened when the partners are more able to comprehend each other's' emotions and thoughts. Intimacy becomes deeper due to this better comprehending, and the

overall satisfaction with the relationship is greatly enhanced. Conflicts, arguments and differences in opinions are also easier to settle when both are willing to look at issues from each other's perspectives.

2. Empathy at Work

Professional relationships are just as fragile as personal relationships. Our efficiency and how we view our work and professional life in general are greatly affected by how we view the people we encounter at work and, at the same time, how they view us. Empathy also plays a role in one's professional life. A staff displaying empathy for a co-worker is likely to remain in a decent light among everyone at work, so conflicts, arguments and bad vibes are avoided at work. Managers are also encouraged to demonstrate empathy towards their subordinates. This will command their respect and motivate them to turn in better results in their assigned tasks. Businesses and organizations are certainly not exempt from cultivating empathy, since it is seen as one of the "key survival skills" in business. Empathy is closely associated with leadership and teamwork – two elements of a successful business or organizational structure.

3. Empathy as a Skill

There are hierarchies even in the workplace, and if empathy is demonstrated in this setting, it will result in a more harmonious and peaceful working environment, while improving efficiency of the staff.

How to rise your empathy

We have already established that it is in our nature to have empathy. We were born with it. Unfortunately, there are people who have less empathy than others. The decent thing about empathy is that, since we are already in possession of it, all that is left to do is to improve or rise it. Many suggestions have been given on how empathy can be nurtured, and some of them are tackled in greater detail below.

1. Pay more attention: Sometimes, we focus too much on ourselves, or on our immediate environment, that we fail to see what is beyond or out there. Be aware and mindful of your environment and the people in it. This will heighten your senses and make it easier for you to identify the areas where empathy is most needed. When conversing with people, pay heed to even the slightest visual clues and voice changes. Even the indicator words spoken must not be taken lightly, because they may be saying more than they seem. This also means that you have to be more observant of what goes on around you. Put those to decent use. Do not just hear, but listen and actually make an effort to make sense of what you are hearing. Once you listen, you have to truly listen to the meaning of the words, and not just the surface meaning. The context within which words are spoken vary greatly depending on a lot of circumstances and if you do not listen well enough, it is easy to interpret a perfectly innocent and valid question for a malicious and insulting one.

2. Be curious: There is nothing wrong with asking questions, provided they make sense. Highly empathic people are almost always very curious about others, even if they are strangers. Of course, some may say this is tantamount to being nosy, so you have to be able to know how to draw a line between being curious out of empathy and being intrusive about it. Your curiosity should be enough to bring you out of your comfort zone, which then exposes you to a wider “world”, so to speak. By broadening your horizons, you are given more room to nurture your empathy.

3. Communicate: Some of the most empathic people are excellent conversationalists and, to be a decent conversationalist, you should have an openness, or the willingness to share part of yourself. Somewhere, it was said that empathy is a two-way street, just like communication. You cannot expect to get something without parting with anything. Say what you feel, and say it out loud. Being an active listener is not going to be enough. People often open up to others because part of them wants to hear some words of comfort or consolation. Maybe they are even seeking advice or helpful suggestions and are not even aware of it. Simple phrases such as “I comprehend” and “I get it”, or “Of course you feel that way” and “that is perfectly natural” will go a long way in making someone feel better, and improving your relationship with them.

4. Use your imagination: Put yourself in other people’s shoes, figuratively. Imagine how you would feel if roles were reversed and you were the one experiencing a certain situation instead of that other person. How will you react? How will you handle it? Studies have shown that people who have an inclination for reading literature, particularly literary fiction, develop more sensitivity. They are more capable of exploring imaginary worlds and crossing boundaries between reality and make-believe.

5. Walk in their shoes: Or you can take it more literally. Try spending a day with them, shadowing their every move, and getting a front seat to what actually happens.

6. Avoid being too judgmental: If you are quick to judge people and you jump to conclusions even before getting all the facts, you will not be able to improve your empathy. Do not be a cynic and assume that everyone deserves what they get, at least until you have all the facts. People are often too quick to attach labels or a stigma to certain groups because of generalizations formulated from one or a couple of what should be considered as isolated incidents. The tendency is to lump them in one group with a common identifying trait or characteristic, making it hard to empathize with them. Do not be one of those who make these generalizations. Always remember that, before they are part of a group, they are still individuals, and that is how you should start viewing them.

7. Cultivate an interest in music: Music is an excellent booster of empathy, since it can appeal directly to one’s emotions. Various musical-related activities have been engaged by professionals in an effort to cultivate empathy in younger people, particularly children. For instance, psychologists claim that musical games can accomplish exactly that in young children. Adults also turn to music for various reasons,

one of which is to regain a sense of calmness and serenity. People who are calm and serene are more capable of sharing empathy.

8. Open yourself up to pain: You will never be able to show empathy if you are averse to witnessing pain, and even experiencing it. If you avoid seeing sights of suffering and pain, how will you acquire credibility when delivering words of comfort? You will simply

be expressing sympathy then. Open your eyes to the pain and suffering that goes on around you. This will make you more aware, heighten your sensitivity and, consequently, rise your empathy.

9. Monitor your progress: See how you are doing in your efforts to rise your empathy. Has it improved your personal relationships with friends and family? Has it improved your working relationship with your bosses and co-staff? Did it bring about decent results at work? By monitoring your progress, you will be able to tell if you need to work on your empathy more.

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CHAPTER TWELVE

CONFRONTATION IN HUMAN RELATIONS

What is Confrontation?

The term Confrontation as one of the don'ts of human relations; can be define thus confrontation 'is a dispute, fight, or battle between two groups of people. We respond to conflicts by confronting, accommodating, or avoiding. Both accommodation and avoidance are passive; Confrontation can be aggressive and competitive, or assertive and collaborative. The latter approach is generally the most constructive. A confrontation is the direct expression of one's view (thoughts and feelings) of the conflict situation and an invitation for the other party to express her or his views of the conflict.

Confrontations involve

1. Describing behaviour and one's reactions to that behaviour.
2. Clarifying and exploring issues in the conflict (substantive, relational, procedural)
3. The nature and strength of the parties' interests, needs, and concerns.
4. Disclosure of relevant feelings.
5. To Confront or Not Confront?

Generally, the decision to confront is based on the following factors:

- a. The nature of the relationship.
- b. The greater the relationship's importance, the more meaningful the confrontation.
- c. The nature of the issues. The more significant the issues, the greater the potential benefit from confrontation.
- d. The ability of the other party to act on the confrontation.
- e. If the other party's anxiety level is high or motivation/ability to change is low, confrontation will likely fail.

Confrontation process guidelines

1. Do not "hit and run." Confront when there is sufficient time to share views about the conflict and schedule a conflict management session.
2. Communicate openly and directly your perceptions of, and feelings about, the issues in the conflict.
3. Try to do so in minimally threatening ways.
4. Focus your concerns on the issues and the other party's behaviour, not on the other party's character or personality.

5. Comprehend as completely as possible the other person's views of, and feelings about, the conflict.
6. Value disagreement over the issues and the opportunity to work through that disagreement.
7. Disagreement should be communicated in a manner consistent with acceptance of the other person.
7. Do not demand change. You may request and negotiate changes in behaviour but do not demand them.
8. Demanding changes constructive confrontation into forcing.
9. Invite the other person to confront you about your behaviour.
10. Reciprocal confrontations can balance power in the situation and lead to higher quality conflict management efforts.
11. Don't preach to or interpret for the other person.
12. Share your interpretations while inviting a collaborative approach to improving the situation.

Confrontation Skills

A confrontation about actions should be specific and timely. It should be conducted in a way that helps the other party examine the consequences of his/her behaviour rather than causing him/her to defend his/her actions. Communicate:

- § Your observation of the other person's behaviour (description).
- § Your reaction to that behaviour.
- § Your interpretation of what that behaviour means.
- § Your desire to rise your comprehending of the person's behaviour.
- § Your concerns about that behaviour and its possible consequences.

More precisely, these steps involve using a number of "communication competence skills" particularly:

§ Personal statements or "I" messages. "I am concerned about", "I am confused by", "My worry is", "I am frustrated by" are all personal statements.

§ Relationship statements. These are "I" messages about some aspect of the relationship. "I appreciate your consulting with me on . . ." is a relationship statement.

§ Behaviour descriptions. These are statements describing observed actions.

§ Direct description of your feelings. Feelings descriptions are personal statements of feelings focused on yourself, rather than vague expressions of feeling.

§ Comprehending and interpreting. Use questions for clarifying and paraphrasing to check comprehending before indicating how you are interpreting and reacting to the behaviour.

§ Perception checks. Communicate what you perceive the other person to be feeling or thinking.

§ Provide and invite concrete feedback.

Investment in Social support

Social support as one the types of human relations require investing in any decent kind. Relating well with one another in the society and community. Investing negatively is a very wrong in the society, it will not develop the society in one way or the other, positive investment on social support is a very decent aspect, it brings and makes the community strong and unite well.

Obedience is the one of the investments in social support. Obedience in human behaviour is a form of social influence in which a person yields to explicit instructions or other form of authority figure.

It is the state or quality of being obedient, it also the act or practice of obeying or submissive compliance. Without obedience as one of the investments in social support will be very dangerous, for instance an individual who lives in a community, which he always feels that he's most important person, never have regard to any person in the community and one day when trouble comes if he needs help no one will support him.

It is an inner holiness and cleaning requisite for true communication between you and your partner, being submissive and obeying any circumstances should be the key to any social support. Obedience brings peace, we all make mistakes and commit offence and to some degree experiment with "living on the edge ". But those pathways often lead to feelings of regret, shame , diminished ,trust and sorrow . At times it is difficult to do the right thing but ultimately, we are happier when we do.

We set a positive instance, as parents we want our kids to make smart , healthy choices . They notice the things we do. Our kids often emulate our bad habits.

We have a smoother home life. Life is challenging enough without complicating it with disobedience. When we take drugs or steal , for instance , we bring trouble to ourselves and our families .

Loyalty as an investment in social support means the quality of being loyal, it all about faithfulness , fidelity , fealty ,homage , devotion , bond all these are in line with loyalty . Loyalty are feelings of friendship , support or duty towards someone or something .

Loyalty is an essential quality in any close relationship. It's a strong assurance of another person , whether it be in work , business ,family ,friendship or relationship ,loyalty builds from specific characteristics .

Just because someone is a family member , neighbour , or friend does not mean that they will be loyal . Ideally we wish that were true , but for now loyalty must be earned . Much like steps on a ladder, there are specific qualities that you can see in a person to know if they are truly loyal. We call this the "loyalty ladder". A truly loyal person will be loyal because they want to. Loyalty through obligation can be dangerous , but sometimes it's hard to detect . People can be deceiving due to their own personal agendas and show this subtly through their words and actions.

Loyalty is one of the investment in social support , when an individual loyal is possess this following qualities

- Respectful
- Trustworthy
- Sincere
- Integrity

It's important to keep in mind that we are all a work in progress. We can strive to be better in all of these areas . It's not up to us to judge or be harsh to those that are not , there is a decent chance that deep down inside of themselves a desire to be loyal and have loyalty show to them resides.

Honesty on the other hand as the investment on social support means: telling the truth or able to be trusted and not likely to steal, cheat, or lie .

Honest comes from the Latin word " Honestus " which means honourable or respected . Honest person are authentic, people want to be around others that are real, meaning they are authentic and have high character. Honest person always have integrity, they are compassionate, they are kind, they are resourceful, they are connectors, they are humble.

Honest is a key to social support in human relation. When an individual is honest it connect you to so many things such friendship , business , contract etc.

Attributes of Honesty

§ **Courage:** Ability to do what is right or decent even when it seems its dangerous .

§ **Truthfulness:** This is simply the act of saying the truth at all times .

§ **Reliability:** This is the act of showing that people can always rely or depend on you .

§ **Godliness:** This is the ability to fear God in your heart at all times . Honest attracts better friends in a social environment

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CHAPTER THIRTEEN

SOME OTHER ISSUES FOR CONSIDERATION

Envy in Human relations

Envy is typically defined as subjectively unpleasant mix of discontentment and hostility occurring in response to unfavorable social comparisons. This emotion is especially likely to occur when the envying individual hold an inferior position in a domain of high personal relevance. Given the importance of social competition in survival and reproductive success, evolution by selection likely would have favored adaptations designed to generate subjective distress in response to being outperformed by rivals. It has been recently hypothesized that envy is one such adaptation.

Over the course of evolutionary time individual also experiencing envy in response to advantages possessed by others would have been more likely to invest effort in acquiring the same advantage for themselves than those not experiencing envy. In turn, those individuals would have heightened their own probability of resource acquisition success, likely out-reproducing their rivals. It reasoned that the emotion of envy owes itself to the wisdom of our ancestors; it is the result of millions of years of selection for traits facilitating successful social competition.

For instance, consider a Man who loses out on a coveted promotion to coworker. If this man were to admit feeling envious of his coworker's advantage, he would be announcing his relatively lower position to others highlighting weaknesses. However, by concealing his enviousness, he leaves open the possibility of mitigating the status damage related to this loss by feigning disinterest in position or pretending not to have applied for it in the first place. The evolutionary psychological view of envy as cognitive mechanism designed to facilitate successfulness resources competition predict that the behavioural strategies motivated by envy should vary depending on what behavioural strategy or set of strategies are optimal given personal and environmental constraints.

What envy is not

To be clear about what envy is, it is useful to differentiate it from several other emotion and conditions with which envy often is confused in ordinary speech.

(1) **Jealousy:** most important here is that envy is not the same as jealousy. Jealousy is a protective reaction to a perceived threat to a valued relationship or to its quality while envy is hostility toward superiors, negative feelings toward someone who is better off. Whereas jealousy typically involves three people, envy involves only two people. Jealousy was characterized by fear of loss, distrust, anxiety, and anger while envy was

characterized by feeling of inferiority, longing, resentment, and disapproval of the emotion.

(2.) **An innocent wish:** Envy is not an innocent wish for what one does not have. Envy is darker wish that a superior should loss or suffer. Envy takes delight at the downfall of a superior. Of course, a wish for an object or advantage may be accompanied by unconscious envy.

(3.) **Admiration:** Although the two often are mixed together in real life, envy is different from admiration. In ordinary speech we may say that we "envy," someone's ability as a public speaker. This is technically a misuse of word "envy," because we presumably are not consciously wishing that the speaker in question will embarrass himself before an audience or get laryngitis before a big speech. Instead, we are expressing admiration for this person's skill and the admiration may or may not be mixed with unconscious envy.

(4.) **Emulation:** Envy is different from emulation. In ordinary speech, we say that "envy," is decent thing because it motivates people to work harder to get for themselves what they envy others for having. Rather than envy the owner of a fine automobile, we should emulate her. This presumably means that we should work hard, make a lot of money, and buy a such a car for ourselves. Our capitalist ethos encourages us to convert our envy into emulation, thus reducing the risk that the envious have-nots will demand redistribution of wealth and privilege. Because much envy is stimulated by difference that cannot be relieved by emulation.

Avoiding envy

(1) **Denial:** In simple societies, a person who is found to have surplus food may reduce the envy of neighbours by claiming that the food is rotten or otherwise inedible.

(2) **Symbolic Sharing:** If neither concealment nor denial is successful, the next step is to seek to reduce the envy of the other by giving up some part of that which provoked the envy or by sharing the glory in some way.

Envy and social order: Envy, paradoxically, both threatens and help to preserve social order. Envy is both dysfunctional and functional. Envy threatens social order by stimulating interpersonal hostility that might lead to conflict, by in habiting the innovation and accumulating of wealth that are necessary for prosperity, and by stirring the have-nots to revolution that overthrow the existing order. This, the management of envy is a universal social problem.

Self-Esteem

What is self-esteem? Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work – nearly every part of our lives. Positive self-

esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. The following are some outward signs of positive self-esteem:

- § Confidence----- An ability to solve problems

- § Self-direction --- An independent and cooperative attitude

- § Non-blaming behaviour - Feeling comfortable with a wide range of emotions

- § An awareness of personal strengths -- An ability to trust others

- § An ability to make mistakes and learn from them- A decent sense of personal limitations

- § An ability to accept mistakes from others-- Decent self-care

- § Optimism--- The ability to say no

What is low self-esteem? Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem.

Here are some signs of low self-esteem

- § Negative view of life

- § Perfectionist attitude

- § Mistrusting others – even those who show signs of affection

- § Blaming behaviour

- § Fear of taking risks

- § Feelings of being unloved and unlovable

- § How can you raise low self-esteem?

Feelings of low self-esteem often build up over a lifetime, and letting go of ingrained feelings and behaviours is not an easy task. It may take time, hard work, and it may require professional counseling. But there are some simple, positive thinking techniques that can be used to help improve self-esteem that is low. These are called affirmations.

Using affirmations to stop negative self-talk is a simple, positive way to help rise self-esteem. Affirmations are encouraging messages we can give ourselves every day until they become part of our feelings and beliefs. Affirmations work best when a person is relaxed. But since people are often upset when they are giving themselves negative self-messages, they may need to counter negative messages with positive ones.

For instance, replace the message "I made a stupid mistake, and I am no good at this job," with "Yes, I made a mistake but I have learned from it, and now I can a better job." Begin each day by looking in the mirror and giving yourself a positive message. The following affirmations can help you to work toward a positive self-image:

- § I respect myself and others

- § I am lovable and likable

- § I am confident, and it shows
- § I care about myself
- § I am creating loving, healthy relationships
- § I am a decent friend to myself and others
- § I accept myself just as I am
- § I look great
- § Life is decent, and I like being a part of it

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CHAPTER FOURTEEN

CONCEPT OF SELF-DISCLOSURE

Self-disclosure is a process of communication by which one person reveals information about himself or herself to another. The information can be descriptive or evaluative, and can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as one 'likes, dislikes, and favorites.

Social penetration theory posits that there are two dimensions to self-disclosure: breadth and depth. Both are crucial in developing a fully intimate relationship. The range of topics discussed by two individuals is the breadth of disclosure. The degree to which the information revealed is private or personal is the depth of that disclosure. It is easier for breadth to be expanded first in a relationship because of its more accessible features; it consists of outer layers of personality and everyday lives, such as occupations and preferences. Depth is more difficult to reach, and includes painful memories and more unusual traits that we might hesitate to share with others. We reveal ourselves most thoroughly and discuss the widest range of topics with our spouses and loved ones.

Self-disclosure is an important building block for intimacy and cannot be achieved without it. Reciprocal and appropriate self-disclosure is expected. Self-disclosure can be assessed by an analysis of cost and rewards which can be further explained by social exchange theory. Most self-disclosure occurs early in relational development, but more intimate self-disclosure occurs later.

In intimate relationship, social penetration theory states that the development of a relationship is closely linked to systematic changes in communication. Relationships generally begin with the exchange of superficial information and gradually move onto more meaningful conversations. In order to develop a more intimate relationship, partners must rise the breadth and depth of their conversations. Breadth includes the variety of topics two people discuss and depth is the personal significance of these topics.

Altman and Taylor use a wedge to explain this theory. In this instance, the beginning of a relationship is represented by a narrow and shallow wedge because only a few topics are discussed. However, as the relationship goes on, the wedge should become broader and deeper, including more topics of personal significance. The wedge must drive through three "layers" in order for intimacy to develop. The first is superficial "small talk" with little personal information about the speakers. The next layer is intimate, with increasing breadth and depth and more personal details.

The third is the very intimate level, where extremely private information is shared. Intimacy in these relationships can develop only if the persons involved reciprocate disclosures. Intimacy will not develop if only one partner discloses and the other continues to reveal only superficial information. Reciprocity must be gradual and match the intimacy of the other's disclosures. Too rapid, too personal disclosure creates an imbalance in a relationship that can be discomfiting. This gradual process varies from

relationship to relationship and can depend on the specific partner with whom one is communicating.

Reciprocity and Intimacy

Reciprocity is a positive response from the person with whom one is sharing information, whereby the person who received the disclosure self-discloses in turn. Self-disclosure usually influences whether two people will want to interact again. Research has shown that when one person self-discloses, another person is more likely to self-disclose. Initially, the process is started by one partner's reveal of personal information to the other partner. In return, the other will disclose something and behave in such a way so as to be responsive to the initial disclosure's content, while also conveying a degree of comprehending and validation for what was revealed.

In relationship it has found that people who consider themselves to be high in disclosure are likely to be good at eliciting more disclosure from those with whom they interact.

Three theories describe reciprocity:

1. The social attraction trust hypothesis
2. Social exchange theory and
3. The norm of reciprocity.

The social attraction-trust hypothesis says that people disclose to one another because they believe the person who disclosed to them likes and trusts them. Social exchange theory explains that people attempt to maintain equality in self-disclosure because an imbalance in this makes them uncomfortable. The third explanation, the norm of reciprocity, argues that reciprocating disclosure is a social norm and violating it makes a person uncomfortable.

There are two types of reciprocity: turn-taking reciprocity and extended reciprocity. Turn-taking is when partners immediately self-disclose with one another and extended is when disclosure happens over a period of time, in which one partner may be the only one disclosing while the other just listens. Those who engage in turn taking reciprocity are shown to like their interaction partners more than those who engage in extended reciprocity. Turn taking partners are also shown to feel closer and similar to each other and to enjoy the other's company more than extended pairs. This can be explained by the social attraction-trust hypothesis because the partners perceive the discloser as liking and trusting them because they disclosed personal information.

Those who engage in extended reciprocity are affected by the social exchange theory and the norm of reciprocity which can account for the lower degree of liking. Since extended reciprocity limits reciprocating disclosure, it creates an imbalance in disclosure which violates both of these theories. That said, people usually report that they themselves are disclosing more than is the other partner. This is called perceived partner reciprocity, and it is critical to the self-disclosure process in developing relationships.

Two key components for intimacy are disclosure and partner responsiveness. It is extremely important that when a speaker discloses personal information their partner also discloses something personally relevant. It is also essential that the listener comprehend, validate and care about what the speaker is disclosing. If the speaker does not feel accepted by the listener, then they may not disclose something to them in the future, which stops the development of intimacy. Emotional disclosures are also shown to foster intimacy more than factual disclosures.

Factual disclosures reveal facts and information about the self (e.g., "I am divorced from my husband.") while emotional disclosures reveal a person's feelings, thoughts and judgments (e.g., "My divorce was so painful it has made it difficult for me to trust a romantic partner again").

Emotional disclosures can rise intimacy because they allow the listener to confirm and support the discloser's self-view. The transition from sharing impersonal to personal facts is crucial to the building of an intimate relationship. One must feel accepted in order to feel comfortable enough to self-disclose. Without acceptance, one partner will withdraw and fail to reveal personal facts within the relationship. Sharing ourselves also brings us out of our imaginary worlds and allows us to see the realities of the world we live in. We are most comfortable sharing with those whom we like and feel like us. There is also evidence that someone who introduces himself with more intimacy is more likely to facilitate self-disclosure and intimacy with the recipient. Thus, self-disclosure breeds intimacy. This is why we reveal ourselves most and discuss the widest range of topics with our spouses and loved ones. We often perceive our own self-disclosure as higher than our partner's, which can lead to ill feelings. It is hard for humans to accurately judge how fully another is disclosing to them.

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REVISION QUESTIONS AND
ANSWERS

Q1. There are many obstacles which can affect human relationship. These obstacles can go a long way to hinder good relationship among individuals, thereby creating ineffective human relations. Justify this statement.

1. BARRIERS TO EFFECTIVE HUMAN RELATIONS

There are many barriers/obstacles which can affect human relationship. These barriers/obstacles can go a long way to hinder good relationship among individuals, thereby creating ineffective human relations. The following are the barriers to effective human relations.

1. Social barrier
2. Communication barrier
3. Physiological barrier
4. Psychological barrier
5. Fear of failure
6. Emotional barrier
7. Cultural barrier
8. Past experience
9. Time pressure
10. Complexity in organizational structure

1. SOCIAL BARRIER: First and foremost, social way of life has to do with the way an individual relates with other individuals, his environment and other groups of people. This can be seen in the behaviour of an individual. Social factors such as status, gender, age, social-economy acts as barriers to human relations in the sense that a child may not be able to relate socially with an adult considering the age difference. Also, a male counterpart finds it difficult to some extent with a female counterpart. More so, an extrovert individual may not be affected socially, but an introvert individual contributes to a large extent to ineffective human relations in certain situation.

2. COMMUNICATION BARRIER: Communication can be seen as a means of exchange of information between/among individuals, family members, organizations or even institutions. When communication is ineffective, it hinders a good relationship among individuals and could be a barrier to effective human relations. In order words, communication plays a major role in developing a relationship.

3. PHYSIOLOGICAL BARRIER: When an individual is faced with physiological problems such as poor sight, poor hearing, mental retardation, speech impairment and other physical diseases like Ebola and AIDS; Such individuals or group of persons finds it difficult to relate freely with other normal individuals, they see themselves as been disabled or abnormal and this can lead to ineffective human relations.

4. PSYCHOLOGICAL BARRIER: Psychology has to do with the study of human mind or behaviour. It can be seen also as the mental, emotional and behavioural characteristics pertaining to a specific person or group. Psychological factors such as

distrust, unhappy mood, misconception, Jealousy and people's state of mind can cause a great damage to effective human relations; also, personal problems such as stress, hatred, bitterness, anxiety and worries can also affect human relations.

5. FEAR OF FAILURE: Every human fears to fail, and if an individual finds his/herself in an environment where their failures are not accepted as mistake, they fear to fail. The reality is that everyone makes mistake and if managed appropriately, mistakes can be an excellent learning experience to improve performance, promote innovations and improve operation. But if these fears are not recognized and room for failure are not given adequate development and trust, then such individuals fear to be condemned.

6. EMOTIONAL BARRIER: The emotional state of a person or an individual at a particular point in time goes a long way to affect human relations, if an individual feels rejected or abandoned, this can cause physiological change and will affect free human relationship.

7. CULTURAL BARRIER: Culture is the sum total of people's way of life, that controls the behaviour of an individual. When an individual has a different perspective about norms, values or behaviours, such individuals find it difficult to relate freely with the culture he/she does not understand. Cultural differences/tradition stands as a barrier to effective human relations.

8. PAST EXPERIENCE: Experience they say is the best teacher, previous experiences with individuals seem to go a long way in bringing barrier to effective human relations. In a situation whereby previous relation or interaction with individual group of people is unfavourable, the said individual may be afraid of engaging another victim of such. One good turn they say, deserves another but as the reverse is the case, the past experience leads to barrier to effective human relations.

9. TIME PRESSURE: Quality time spent with your friends can attract cordial relation with each other or group of people. Lack of quality time, little or no time with friends, relation or group of people can lead to big barrier to effective human relations in as much as no time to speak listen, discuss. Pay attention to each other.

10. Complexity in organizational structure: Human being as a complex animal due to some inconsistency in behaviour or attitude, changing from good to bad; the opponent may be getting cold and this can lead to barriers to effective human relations.

Q2. (a) Communication is an important component of human relations.

Discuss this assertion.

(b) With concrete examples briefly explain the following terms:

(i) Eye contact (ii). Respect (iii) Motivation (iv) Honesty.

2. (A) COMMUNICATION: When there is a relationship communication has taken place either in verbal or non-verbal. Therefore, effective communication may be cited as the most important components of sound human relations. Despite the recognition of the importance of communication, it represents one of the most difficult and perplexing problems faced in modern organization. Communication: therefore, begins with

language, the distinctive ability which has made possible the evolution of human society. With language any message, no matter how complex, can be conveyed between people over a limited distance - within a room or place of assembly, or across a short open space. In modern times 'town criers' hold an annual contest to discover which of them can shout a comprehensible message over the greatest distance. The world record is less than 100 metres. Already, at that short range, a more practical alternative is to run with the message.

Communication can occur in two ways either nonverbal or verbal:

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Examples of nonverbal communication include *haptic communication*, *chronemic communication*, *gestures*, *body language*, *facial expression*, *eye contact*, and how one dresses. Speech also contains nonverbal elements known as *paralanguage*, e.g. *rhythm*, *intonation*, *tempo*, and *stress*. There may even be a pheromone component. Research has shown that up to 55% of human communication may occur through non-verbal facial expressions, and a further 38% through paralanguage. It affects communication most at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of *emoticons* to convey emotion.

Nonverbal communication demonstrates one of Watzlawick's laws: you cannot not communicate. Once proximity has formed awareness, living creatures begin interpreting any signals received. Some of the functions of nonverbal communication in humans are to complement and illustrate, to reinforce and emphasize, to replace and substitute, to control and regulate, and to contradict the denotative message.

Verbal communication: Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Human *language* can be defined as a *system of symbols* (sometimes known as *lexemes*) and the *grammars (rules)* by which the symbols are manipulated. The word "language" also refers to common properties of languages. *Language learning* normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of *sound* or *gesture* for symbols which enable communication with others around them. Languages tend to share certain properties, although there are exceptions. There is *no defined line* between a language and a *dialect*. *Constructed languages* such as *Esperanto*, *programming languages*, and various mathematical formalism is not necessarily restricted to the properties shared by human languages. Communication is two-way process not merely one-way.

An Effective Communication Process*:

- Use standard terminology when communicating information.
- Request and provide clarification when needed.
- Ensure statements are direct and unambiguous.
- Inform the appropriate individuals when the mission or plans change.
- Communicate all information needed by those individuals or teams external to the team.
- Use nonverbal communication appropriately.
- Use proper order when

Components of Communication Process: The main components of communication process are as follows:

Context, Sender / Encoder, Message, Medium, Recipient / Decoder, Feedback,

FACTORS OF COMMUNICATION: Environmental setting, Distance from the other person, Posture, Hand gesture, Facial expression and eye contact and Voice quality.

(B) EYE CONTACT: -

(i) Eye contact is the act of looking directly into another person's eye (i.e. it occurs when "two people look at each other's at the same time.")

Psychology: a meeting of the eye of two persons regarded as a meaningful nonverbal form of communication.

Eye contact and facial expressions provide important social and emotional information. People, perhaps without consciously doing so, search other's eyes and faces for positive or negative mood signs. In some contexts, the meeting of eyes arouses strong emotions.

(ii) **Respect:** In relationships respect is absolutely essential, but when there is not a good definition of respect, or an understanding of respect, it is usually lacking. Can anyone imagine being with someone where the actions of one do not honor the other? Therefore, the single best term to define respect is: honor.

"It means valuing each other's point of views. It means being open to someone wrong. It means accepting people as they are. It means not dumping on someone because you are having a bad day. It means being polite and kind always, because they are different to you. It means not gossiping about people or spreading lies"

From the above definition we can show honor thus:

§ Been kind.

§ Valuing other people's points of view even if we disagree with it.

§ We accept everyone else as they are, even if we don't agree with their actions.

§ We don't lie about anyone. We don't gossip about them.

Regardless of how good or bad a relationship is, showing respect to your partner is essential for the relationship to last. So marriage relationship can also endure for life if there is respect in the relationship.

(iii) **MOTIVATION:** *Motivation* is generally defined as the force that compels us to action. It drives us to work hard and pushes us to succeed. Motivation influences our behaviour and our ability to accomplish goals.

There are many different forms of motivation. Each one influences behaviour in its own unique way. No single type of motivation works for everyone. People's personalities vary and so accordingly does the type of motivation, that is most effective at inspiring their conduct. Types of Motivation: Incentive, Fear, Punishment, Achievement, Growth, Power, Social, etc.

Factors influences motivation in human relations: Family, Teachers, Peers, Employer, Co-workers and Friends.

(IV) HONESTY: Honesty has several connotations that is to say honesty typically refers to a situation characterized by the following aspect one party (trustor) is willing to reply on the actions of another party (trustee), the trustor (voluntary or forcedly) abandons control over the actions perform by the trustee. As a consequence, the trustor is uncertain about the outcome of the other's action they can only develop and evaluate expectation. The uncertainty involves the risk of failure or harm to the trustor if the trustee will not behave as desired. Honesty can be attributed to relationships between people, it can be demonstrated that human have a natural deposition to trust and to judge conceptually. Honesty is also attributable to relationship within and between social groups, families, friends, communities, organisations, companies and nations. It is popular approach to frame the dynamics of inter-group and intra-group interaction in term of trust. The degree to which one party trusts another is a measure of belief in the honesty fairness, or benevolence of another party.

Honesty is an important aspect of character that is the basis of building trust with another and ourselves. Each of us must learn the value of honesty through our own experience and in our own way. There are times in life when we are tested in regard to honesty and when we may question whether the truth is always necessary , but truth is always the ultimate standard is a dilution of honor , validity and credibility of human kind. It is our duty in pursuit of personal integrity and for legitimacy of all human trust to adhere to honesty with deepest deviation and sincerity of heart.

Q3. (a) Enumerate types of conflicts and succinctly explain conflicts management in human relations.

(b) Explain clearly with good and relevant examples five do's and don'ts in human relations.

3 (A) TYPES OF CONFLICTS

CONFLICT IN HUMAN RELATIONS: Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy. Some truth about conflict in human relations: a conflict is more than just a disagreement, conflicts continue to fester when ignored, we respond to conflicts based on our perceptions, conflicts trigger strong emotions and conflicts are opportunities for growth.

TYPES OF CONFLICTS: Intrapersonal conflicts, Interpersonal conflicts and intergroup conflicts.

CAUSES OF CONFLICTS: Organizational structure, Limited Resources, Task Interdependence, Incompatible Goals, Personality Differences, Communication Problems. 5 marks.

METHODS OF CONFLICTS RESOLUTION: The win-lose approach, the lose-lose strategy and win-win approach

Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:

Healthy responses to conflict

An inability to recognize and respond to the things that matter to the other person

The capacity to recognize and respond to the things that matter to the other person

Explosive, angry, hurtful, and resentful reactions

Calm, non-defensive, and respectful reactions

The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment

A readiness to forgive and forget, and to move past the conflict without holding resentments or anger

An inability to compromise or see the other person's side

The ability to seek compromise and avoid punishing

The fear and avoidance of conflict; the expectation of bad outcomes

A belief that facing conflict head on is the best thing for both sides

(B) DO'S AND DON'TS OF HUMAN RELATIONS

Human relations can be seen as a *discipline* within *resource management* which addresses interpersonal *behaviours*. Factors that are considered include *leadership*; *communication*; *team building*; and *negotiation*, *facilitation* and *mediation abilities*.

The phrase "Human relations" can form a self-acronym HUMANRELATIONS which could be used to state the DO'S and DON'TS of human relations according to *Robert Endurance*. It can be shown as follows:

H - Have self-control

U - Understand other peoples' point of view

M - Make others interest your own

A - Admit when you are wrong

N - Never Criticize publicity

R - Reason, don't argue and Respect agreement

E - Explain thoroughly

L - Lead don't drive

A - Avoid snap judgment

T - Try to be approachable and social able

I - Insist on selfless service to the community

O - Others first, self last

N - Never forget to give compliment for a job well done.

S - Stress the positive always.

In Similar vein, the following Twelve golden principles can form a basis of Do's and Don'ts of Human relations, as posted by Aamanna in *Blogspot.com*, They are as follows:

1. Do not criticize, condemn or complain.
2. Control the anger.
3. Avoid using abusive language or expressions.
4. Give honest, sincere appreciation.
5. Arouse in the other person an eager want.
6. Become genuinely interested in other people.
7. Smile!
8. Remember that a person's name is to him/her the sweetest and most important sound in any language.
9. Be a good listener and Encourage others to talk about themselves.
10. Avoid backbiting during conversation.
11. Talk in terms of the other person's interest.
12. Make the other person feel important and do it sincerely.

Q4. (a) Explain clearly the concept of human relations.

- i. Briefly explain the five types of human relations.
- ii. State and explain five basic principles of human relations approach.
- iii. Why do we study human relations in schools?

4. (A). CONCEPTS OF HUMAN RELATIONS

It is a skill ability to work effectively through or with people. Your relationship with other by respecting people is like the key to your success or failure. Owners and managers of profit or non-profit organization define human relations as fitting people in the work situation so as to motivate them to work together harmoniously. The process of putting together should achieve high level of productivity for the organization while also bringing employee economy psychological and social inflection. Human relations covers all types of interaction among people like conflict, co-operative effort and group relationship. It is the study of why our believe attitude and behaviour sometimes causes interpersonal conflict in our personal lives and our related situation feeling that has to do with caring, eye contact, empathy, sympathy etc.

(B). Types of human relations

1. Physical human relations
2. Educational
3. Emotional
4. Social
5. Political

(C). PRINCIPLES OF HUMAN RELATIONS APPROACH

The basic principles of human relations approach are:

1. Human beings are not interested only in financial gains. They also need recognition and appreciation.

2. Workers are human beings, so they must be treated like human beings and not like machines. Management should try to understand the feelings and emotions of the workers.

3. An organization works not only through formal relations but also through informal relations. Therefore, managers should encourage informal relations in the organization along with formal relations.

4. Workers need a high degree of job security and job satisfaction. Therefore, management should give job security and job satisfaction to the workers.

5. Workers want good communication from the managers. Therefore, managers should communicate effectively without feeling of ego and superiority complex.

6. In any organization, members do not like conflicts and misunderstanding. Therefore, managers should try to stop conflict and misunderstanding among the members of the organization.

7. Workers want freedom. They do not want strict supervision. Therefore, managers should avoid strict supervision and control over the worker

8. Employees would like to participate in decision making, especially in those matters affecting their interest. Therefore, management must encourage workers participation in management. This increase productivity and job satisfaction.

(D) WHY DO WE STUDY HUMAN RELATIONS IN SCHOOLS

1. To be able to handle problem when they arise in relationship
2. To have self-control and to motivate ourselves positively
3. To build relationship and maintain it
4. To be emotionally intelligent
5. To recognize the sources or background of people in people.
6. To develop personal responsibility and leadership skill
7. To treat others better and to promote relationship
8. To invest in social support.