**HUMAN RELATIONS: FILL-IN-THE-BLANK: SESSION 3**

**Chapter Five: Interpersonal Skills: The Foundation of Human Relations**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills were ranked as the most important attributes recruiters look for in job candidates.

The second most desirable attribute recruiters seek in job candidates is the ability to work well within a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The public and customer perception of the organization is often based on interpersonal communication with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Organizational Structure refers to the way manager’s design their firm to achieve the organization’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Organizational Communication is the compounded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ processes across an organization.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the informal vehicle through which messages flow throughout the organization.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Processconsists of a sender who encodes a message and transmits it through a channel to a receiver who decodes it and may give feedback.

List some Barriers that can lead to miscommunication:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the global economy, when conducting international business, you should be aware that\_\_\_\_\_\_\_\_\_\_\_\_\_ differences can cause barriers to communication.

The process of encoding and decoding is based on an individual’s culture; therefore, the messaging meaning is different for people of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cultures.

\_\_\_\_\_\_\_\_\_\_\_\_ context cultures focus on nonverbal communications and subtle cues, importance of credibility and trust, the need to develop relationships, and the importance of position, age, and seniority.

\_\_\_\_\_\_\_\_\_\_\_\_ context culture focus on actual spoken and written word, use of precisely written legal contracts, use of direct, get-down-to-business conversation, and managers telling employees what to.

To help overcome global barriers to communications – follow these guidelines:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before we send a message we should carefully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it and select the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – that is planning how to send the message.

When sending the message Face-to-Face it is helpful to develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When communicating a message, the best way to ensure mutual understanding is to get \_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the receiver.

Below are four guidelines we should use on getting feedback on messages we send:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Message-Receiving Process has three parts:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The last step in the communication process is responding to the message. As the sender transmits a message, how you respond to the message directly affects \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

List the Five Response Styles:

1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Providing evaluation, personal opinion, direction, or instructions.

2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Switching the message; changing the subject

3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Asking for more information.

4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Giving supportive statements.

5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Paraphrasing the message back to the sender.

Each style is based primarily on four behaviors, and can be characterized as a combination of two dimensions: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Behavior and (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Behavior.

List the Four Situational Communication Styles:

1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Demonstrates high task-low relationship behavior.

2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Demonstrates high task-high relationship behavior.

3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Demonstrates low task-high relationship behavior.

4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Demonstrates low task-low relationship behavior.

When selecting the appropriate communication style, you should consider the following 4 variables: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Communicating with people brings out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and our feelings affect our behavior, human relations, and performance in our personal and professional lives.

Dealing effectively with emotions reduces stress and improves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You will have better communications and human relations if you can deal with emotional people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Criticism tends to bring out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as people tend to get emotional and defend their behavior even when it’s negative and hurts human relations and performance.

An important part of the manager’s job is to improve EE performance through constructive \_\_\_\_\_\_\_\_\_\_\_.

It is great to hear praise for the job we are doing, and we need to hear it, but the only way we can improve is to openly seek \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Chapter Seven: Leading and Trust**

Leadership is the process of \_\_\_\_\_\_\_\_\_\_\_ others to work toward the achievement of common objectives.

Management and Leadership are related but \_\_\_\_\_\_\_\_\_\_\_\_\_\_ concepts.

Leadership is one of the five management functions: (1) \_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_.

Early studies were based on the assumption that leaders were born, not made – the concept was called the “\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_” theory.

Leadership Trait Theory assumes that there are distinctive \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ characteristics accounting for leadership effectiveness.

Ghiselli identified the following 6 traits as being significant traits for Effective Leadership: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Current research supports the hypothesis that \_\_\_\_\_\_\_\_\_ do play a role in predicting leadership qualities.

Answers to The Wall Street Journal-Gallup survey revealed the following as the three most important traits for success: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

By mid-1900’s leadership research had switched from trait theory to a focus on leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Respondents to a 1945 Ohio State University study to determine leadership styles perceived their leader’s behavior toward them on two distinct dimensions: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Researchers at University of Michigan defined same two dimensions, or styles, of leadership behavior; however, they called the two styles by different names: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Leadership Grid is Blake and Mouton’s model identifying the ideal leadership style as having a high concern for both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Leadership Grid identifies five major styles

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager has low concern for both production and people.
2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager has a high concern for production and a low concern for people.
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager has a high concern for people and a low concern for production.
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager has balanced, medium concern for both production and people.
5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leader has a high concern for both production and people.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership is about (1) change, (2) innovation, and (3) entrepreneurship.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership characterizes extraordinary forms of influence, and is frequently associated with leaders who are perceived as exceptional, gifted, and even heroic.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Leadership is based on principle of: “Do this for me, and I’ll reward you.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Theory states that leaders should be servants of the organization.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership Theory assumes that appropriate leadership styles vary from situation to situation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_is the degree to which a situation enables the leader to exert influence over the followers – more favorable the situation, more power for the leader.

The Leadership Continuum moves from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ style to a more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ style.

Before selecting one of the styles on the continuum, the user must consider the following three factors: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leadership Theory is a decision-free model that enables the user to select from five leadership styles the one that is appropriate for the situation.

Normative Leadership Theory identifies five leadership styles: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Situational Leadership is a model for selecting from four leadership styles the one that best matches the employee’s maturity level in a given situation: (1) \_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_\_\_.

The effective supervisor adapts their style to meet the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the individual or group.

There are two distinct aspects of capability which include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and can be located on a continuum from low to high.

The better a supervisor is at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their supervisory style to employee’s capabilities, the greater their chances of being a successful supervisor.

The Four Supervisory Styles:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Employees are like “Babies.”
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Employees are like “Teenagers.”
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Employees are like “New Graduates.”
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Employees are like “Star Performers.”

The leadership theories presented assume some leadership style will be effective in each \_\_\_\_\_\_\_\_\_\_\_\_\_.

The following characteristics may substitute for management: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thinking globally and having global leadership skills are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to effective organizations.

Trust is the positive expectation that another will not take advantage of you. You can’t be a truly effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without trust.

Three kinds of trust, include: (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Dimensions of Trust: (1) \_\_\_\_\_\_\_\_\_, (2) \_\_\_\_\_\_\_\_\_, (3) \_\_\_\_\_\_\_\_\_, (4) \_\_\_\_\_\_\_\_\_\_, (5) \_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enhances human relations and is what takes the level of trust to the identification level.