COMMUNICATION AND ORGANIZATIONAL CULTURE

COMM 5329E

CLASS
Tuesdays from
3:30 – 6:20 pm
on Zoom

PROFESSOR
Dr. Stephanie Dailey
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OFFICE HOURS
Anytime by Appointment +
Wednesdays at Noon
on Zoom

Organizations are places that carry us throughout life, shaping our roles, sense of identity, and meaning in life. Here, we will explore organizations' unique ways of doing things. Members often have a difficult time describing their organizational culture, even though they often know what it *feels* like to be in the organization. Organizational cultures emerge from our interactions with others, which is why this course is rooted in communication. We experience organizational culture as organizational members – whether we buy into the values and beliefs alongside our coworkers or not – and we encounter organizations' cultures through our interactions as customers and clients.

As Keyton (2005) explains, this course is relevant and will apply to many audiences. As a current or future *manager*, you might be interested in organizational culture as a way of "as a means for improving productivity, effectiveness, or efficiency. Other managers pay attention because they believe their organization's culture is unique and can be an effective tool in attracting quality employees or distinguishing the organization from competitors." As a volunteer or *employee*, this course will better inform your future membership choices when you select the organizations where you want to spend your time and talents. "Most of us need to work, and we want to work in environments that resonate with our values and ideas." *Trainers and consultants* are also very interested in organizational culture, a business buzzword for decades now. "Many commercial websites promote trainers' and consultants' strategies for implementing, changing, or improving organizational culture." Moreover, if you are interested in continuing your education or pursuing a scholarly career, organizational culture is a central topic in the field of communication and related disciplines like psychology, sociology, and anthropology.

COURSE OBJECTIVES

At the end of COMM 5329E, you will be able to:
- Explain the concept of organizational culture
- Discuss how members are socialized into organizational cultures
- Enumerate the relationship between organizational identity, identification, and culture
- Analyze contemporary workplace issues as part of organizational culture
- Apply organizational culture research to employee experiences
- Gain an awareness of major cultural elements or "clues"
- Identify and collect cultural elements using multiple data collection methods
- Synthesize and interpret cultural elements to develop cultural themes
- Appreciate the value of a cultural analysis

ASSIGNMENTS

This section offers an overview of course assignments. Detailed instructions and rubrics are posted on Canvas.

SEMINAR PARTICIPATION   150 POINTS TOTAL

You should come to seminar prepared and ready to discuss the week's reading assignments. As you read, it is expected that you will take notes about your reading, list questions, and share these thoughts during our seminar. It is equally expected that you will view each reading as part of a larger body of research, and compare new information to existing studies and theories you have read. Thus, you will only receive full credit (10 points) for your participation if you are connecting readings (to each other and other bodies of knowledge).

READINESS ASSESSMENT DIAGNOSTICS   140 POINTS TOTAL

At the beginning of every seminar, you will take a 5-item readiness assessment diagnostic or "RAD" to assess your understanding of the readings. You may not use notes or the reading articles while taking RADs. If you arrive late to class or are absent, you cannot make-up a RAD. RADs are worth 10 points each and will begin week 2 of our seminar.

PODCAST CONNECTIONS PAPERS   150 POINTS TOTAL

Each week at the end of class, you will listen (asynchronously) to an assigned WorkLife podcast episode. By midnight, you should submit a paper that connects each week's readings to the podcast episode. Papers are worth 10 points each, and I will drop your lowest Podcast Connection Paper, because (work)life happens.

### ORG CULTURE INFORMANT ASSIGNMENT   100 POINTS

The goal of this assignment is to learn about and connect an employee's experiences (from an organization to which you do not belong) to academic research. You will interview an employee or "organizational informant" and write a paper that connects your informant's experiences to three empirical studies you find related to that week's seminar topic.

ORGANIZATIONAL CULTURE ANALYSIS   200 POINTS

In this project, you will analyze the culture of an organization. This project is broken into three parts: 1) the Organizational Culture Proposal, where you will explain your organization + proposed data collection method(s), 2) the Organizational Culture Data, where you will submit the organizational data you collected (texts, observation, interviews, and/or surveys) and an explanation of the cultural elements revealed, and finally 3) the Organizational Culture Analysis, which is a report of cultural themes and an overall characterization of the organization's culture.
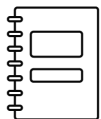
* All readings are posted on Canvas. There is no textbook for the course.

COURSE COMMUNICATION

OFFICE HOURS
I love helping students! Do not hesitate to send me an email if you'd like to chat. We can agree on a convenient time for a phone call, video chat, or a meeting.

EMAIL RESPONSE TIME
During non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours. I do not answer email on the weekends. Please include the course name in the subject line of your email so I will know to attend to it quickly.

ZOOM BEST PRACTICES
We will be meeting this semester online, which is quite different than a traditional face-to-face seminar. Please remember that even though we will be convening from the comforts of our own homes, I still expect everyone to exhibit professionalism. Please be self-aware of the mediated nonverbal messages you are sending. Consider your attire, as well as your Zoom background and lighting to ensure that you're presenting a professional demeanor. I expect you to close all windows (except for class readings) during our seminar so that you can follow discussion and display appropriate nonverbal feedback. Your video should always be displayed, and you should mute your microphone when you are not speaking. Please have your name displayed on your video, and you may add pronouns if you'd like to do so.

ADDITIONAL COURSE SUPPORT
Although I am always here should you need assistance, I highly recommend reading the Instructional Technologies Support Course Info webpage to help you be a successful online learner. This site can offer you technical help, tips for success with Canvas, and suggestions for interacting online.

COURSE POLICIES

DEADLINES
All assignments are due at the beginning of seminar on the due date listed the syllabus. **I do not accept late work**. You are responsible for planning ahead in case of an emergency and keeping a back-up copy of all submitted work. Also, please remember I am here to facilitate your success in this class. I try to be available as much as possible, even beyond office hours. However, it is my policy to not provide feedback on the same day an assignment is due. Please seek help before the due date.

COVID STATEMENT
Please stay abreast with the University's Roadmap to Return and adhere to the health guidelines in place (e.g., wearing masks, social distancing, etc.). You are obligated to notify me and the Student Health Center (via Bobcat Trace) immediately if you test positive for COVID-19, or have had prolonged direct contact with someone who has tested positive. With timely and appropriate documentation, I will be flexible with pandemic-related disruptions.

Please also review this document on Important University Information, which includes the University's measures for health, wellness, and safety, the Bobcat Pledge, civility and compliance with health standards, academic integrity, emergency management, and the mission and shared values of Texas State University.

ACADEMIC INTEGRITY

All work for this course must be your original work. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "F" for the course. Such conduct may also constitute grounds for dismissal from the University. Plagiarism includes, but is not limited to 1) removing any diagnostic or exam materials from the classroom, 2) copying from someone else's material, 3) permitting someone else to copy from one's exam, and 4) directly quoting or paraphrasing another's work (without citing) and self-plagiarism. Students who are unfamiliar with the University's policy on academic dishonesty or its sanctions should refer to the Honor Code.

SPECIAL NEEDS

If you have a specific disability and require accommodations (as documented by the Office of Disability Services), please let me know *at the start of the semester*. All discussions will be kept confidential.

RESPECT FOR DIVERSITY

Throughout the semester, please keep in mind that we all have distinct backgrounds, voices, and bodies that inform our experiences. To create a more inclusive class community, I hope to cultivate a course environment that welcomes and values students from all diverse backgrounds and perspectives. I will do my best to present materials and activities that respect multiple forms of diversity including: gender, sexuality, disability, age, socioeconomic status, religion, ethnicity, race, and culture. I expect you to play an active role in cultivating a class culture that respects and values the inclusion of multiple perspectives in our discussions, and abide by the University's Code of Student Conduct. Please let me know ways I can improve our course for you, or for other students or student groups.

PERSONAL NOTE

I absolutely love teaching and am excited to have you in class. Truly. Please remember that I am here for you! If there is anything I can do to enhance your experience in this course, do not hesitate to come talk to me. I enjoy teaching not only because it gives me the opportunity to help others learn something new, but because I am always learning new things, too. Thus, I welcome your suggestions for this course, its contents, and my teaching style. Let's have a great class and grow together!

COURSE SCHEDULE + DUE DATES

We will follow this course schedule during the semester. If I make changes to the schedule, it is your responsibility to note changes when announced via Canvas.

01.19

Module 1 | Organizational Communication, Socialization, and Culture

BEFORE CLASS

- Koschmann, M. (2012). *What is organizational communication?*
  https://www.youtube.com/watch?v=e5oXygLGMuY

- Kramer, M. W., & Dailey, S. L. (2019). Socialization and organizational culture. In J. McDonald & R. Mitra (Eds.), *Movements in organizational communication research: Current issues and future directions.* Routledge.

- Gibson, M. K., & Papa, M. J. (2000) The mud, the blood, and the beer guys: Organizational osmosis in blue-collar work-groups. *Journal of Applied Communication Research, 28*(1), 68-88. doi:10.1080/00909880009365554

- Ingersoll, V. H., & Adams, G. B. (1992). The child is' father' to the manager: Images of organizations in US children's literature. *Organization Studies, 13*(4), 497-519. https://doi.org/10.1177/017084069201300401

IN CLASS

- Organizational Communication, Socialization, and Culture *Practice* RAD

- Organizational Informant Assignment Topic Survey

- Organizational Communication, Socialization, and Culture Podcast Connection Paper

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01.26

Module 2 | Recruiting and Interviewing

BEFORE CLASS

- Braddy, P. W., Meade, A. W., & Kroustalis, C. M. (2006). Organizational recruitment website effects on viewers' perceptions of organizational culture. *Journal of Business and Psychology, 20*(4), 525-543. https://doi.org/10.1007/s10869-005-9003-4

- Miller, V. D., & Buzzanell, P. M. (1996). Toward a research agenda for the second employment interview. *Journal of Applied Communication Research, 24*(3), 165-180. https://doi.org/10.1080/00909889609365449

- Dailey, S. L. (2016). What happens before full-time employment? Internships as a mechanism of anticipatory socialization. *Western Journal of Communication, 80*(4), 453-480. https://doi.org/10.1080/10570314.2016.1159727

IN CLASS

- Recruiting and Interviewing RAD

- Recruiting and Interviewing Podcast Connection Paper

02.02

Module 3 | Onboarding (Socialization Tactics, Setting New Hire Expectations, Developing a Sense of Shared History)

BEFORE CLASS

- "Chapter 4 - Step Two—Identifying Cultural Elements: Understanding Roles" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Heiss, S. N., & Carmack, H. J. (2012). Knock, knock; who's there? Making sense of organizational entrance through humor. *Management Communication Quarterly, 26*(1), 106-132. https://doi.org/10.1177%2F0893318911414914

- Klein, H. J., & Weaver, N. A. (2000). The effectiveness of an organizational-level orientation training program in the socialization of new hires. *Personnel Psychology, 53*(1), 47-66. https://doi.org/10.1111/j.1744-6570.2000.tb00193.x

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Onboarding RAD

- Mid-Semester Anonymous Feedback Survey

- Onboarding Podcast Connection Paper

02.09

Module 4 | Learning and Adapting to Roles through Supervisor and Peer Communication

BEFORE CLASS

- "An Introduction to Step Three: Use Multiple Methods for Gathering Cultural Information—Method Acting" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Brown, M. H. (1985). That reminds me of a story: Speech action in organizational socialization. *Western Journal of Speech Communication, 49*(1), 27-42. https://doi.org/10.1080/10570318509374179

- Van Maanen, J. (1991). The smile factory: Work at Disneyland. In P. J. Frost, L. F. Moore, M. R. Lewis, C. C. Lundberg & J. Martin (Eds.), *Reframing organizational culture* (pp. 58–76). Newbury Park, CA: Sage.

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Learning and Adapting RAD

- Learning and Adapting Podcast Connection Paper

02.16

Module 5 | Navigating Organizational Turbulence and Difficult Conversations

BEFORE CLASS

- Fritz, J. M. H. (2002). How do I dislike thee? Let me count the ways: Constructing impressions of troublesome others at work. *Management Communication Quarterly, 15*(3), 410-438. https://doi.org/10.1177/0893318902153004

- Keyton, J., Ferguson, P., & Rhodes, S. C. (2001). Cultural indicators of sexual harassment. *Southern Communication Journal, 67*(1), 33-50. https://doi.org/10.1080/10417940109373217

- Bourassa, L., & Ashforth, B. E. (1998). You are about to party Defiant style: Socialization and identity onboard an Alaskan fishing boat. *Journal of Contemporary Ethnography, 27*, 171-196. doi:10.1177/089124198027002001

- Organizational Culture Informant Assignment (if applicable)

- Organizational Culture Proposal

IN CLASS

- Navigating Organizational Turbulence and Difficult Conversations RAD

- Navigating Organizational Turbulence and Difficult Conversations Podcast Connection Paper

02.23

Module 6 | Organizational Identity, Identification, and Culture

BEFORE CLASS

- "Chapter 5 – Step Three: Method Acting: Textual Analysis" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Young, M. (2020, February 20). *Why do corporations speak the way they do?* Vulture. https://www.vulture.com/2020/02/spread-of-corporate-speak.html

- Dukerich, J. M., Golden, B. R., & Shortell, S. M. (2002). Beauty is in the eye of the beholder: The impact of organizational identification, identity, and image on the cooperative behaviors of physicians. *Administrative Science Quarterly, 47*(3), 507-533. https://doi.org/10.2307/3094849

- Elsbach, K. D., & Bhattacharya, C. (2001). Defining who you are by what you're not: Organizational disidentification and the National Rifle Association. *Organization Science, 12*(4), 393-413. https://doi.org/10.1287/orsc.12.4.393.10638

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Organizational Identity, Identification, and Culture RAD

- Organizational Identity, Identification, and Culture Podcast Connection Paper

03.02

Module 7 | The Complexity of Multiple Identities (Industry, Occupation, Organization, Personal)

BEFORE CLASS

- "Chapter 6 – Method Acting: Observation" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Meisenbach, R. J., & Kramer, M. W. (2014). Exploring nested identities: Voluntary membership, social category identity, and identification in a community choir. *Management Communication Quarterly, 28*(2), 187-213. https://doi.org/10.1177/0893318914524059

- Das, D., Dharwadkar, R., & Brandes, P. (2008). The importance of being `Indian': Identity centrality and work outcomes in an off-shored call center in India. *Human Relations, 61*(11), 1499-1530. https://doi.org/10.1177/0018726708096636

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- The Complexity of Multiple Identities RAD

- The Complexity of Multiple Identities Podcast Connection Paper

03.09
Module 8 | Identity Work

- "Chapter 7 – Method Acting: Interviews and Surveys" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Wieland, S. M. B. (2010). Ideal selves as resources for the situated practice of identity. *Management Communication Quarterly, 24*(4), 503-528. https://doi.org/10.1177/0893318910374938

- Ashforth, B. E., & Kreiner, G. E. (1999). "How can you do it?": Dirty work and the challenge of constructing a positive identity. *Academy of Management Review, 24*(3), 413-434. https://doi.org/doi.org/10.5465/amr.1999.2202129

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Identity Work RAD

- Identity Work Podcast Connection Paper

03.23

Module 9 | Workplace Aesthetic as Part of Organizational Culture

BEFORE CLASS

- "Chapter 8 – Step Four – Synthesizing and Interpreting Cultural Data: Getting Inside the Character" from *Organizational Culture in Action: A Cultural Analysis Workbook*

- Wells, M. M., Thelen, L., & Ruark, J. (2007). Workspace personalization and organizational culture: does your workspace reflect you or your company? *Environment and Behavior*, *39*(5), 616-634. https://doi.org/10.1177/0013916506295602

- Bacevice, P. A., & Larson, E. W. (2020). *The strategic aestheticization of work: A visual study of latent awareness.* National Communication Association Annual Conference.

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Workplace Aesthetic RAD

- Workplace Aesthetic Podcast Connection Paper

03.30

Module 10 | Work and Family Issues as Part of Organizational Culture

BEFORE CLASS

- Ashforth, B.E., Kreiner, G.E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *Academy of Management Review, 25*(3), 472-491. https://doi.org/10.2307/259305

- Tracy, S. J., & Rivera, K. D. (2010). Endorsing equity and applauding stay-at-home moms: How male voices on work-life reveal aversive sexism and flickers of transformation. *Management Communication Quarterly, 24*(1), 3-43. https://doi.org/10.1177/0893318909352248

- Kirby, E.L. (2006). "Helping you make room in your life for your needs": When organizations appropriate family roles. *Communication Monographs, 73*(4), 474-480. https://doi.org/10.1080/03637750601061208

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Work and Family Issues RAD

- Work and Family Issues Podcast Connection Paper

04.06

Module 11 | Workplace Wellness as Part of Organizational Culture

BEFORE CLASS

- Dailey, S. L., & Zhu, Y. (2017). Communicating health at work: Organizational wellness programs as identity bridges. *Health Communication*, *32*(3), 261-268. https://doi.org/10.1080/10410236.2015.1120698

- Harrison, M. A., & Stephens, K. K. (2019). Shifting from wellness at work to wellness in work: Interrogating the link between stress and organization while theorizing a move toward wellness-in-practice. *Management Communication Quarterly, 33*(4), 616-649. https://doi.org/10.1177/0893318919862490

- Cohen, N., & Richards, J. (2015). 'I didn't feel like I was alone anymore': evaluating self-organised employee coping practices conducted via Facebook. *New Technology, Work and Employment, 30*(3), 222-236. https://doi.org/doi.org/10.1111/ntwe.12051

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Workplace Wellness RAD

- Workplace Wellness Podcast Connection Paper

04.13

Module 12 | Emotion Management as Part of Organizational Culture

BEFORE CLASS

- Barsade, S., & O'Neill, O. A. (2016). *Manage your emotional culture*. Harvard Business Review. https://hbr.org/2016/01/manage-your-emotional-culture

- Yue, C. A., Men, L. R., & Ferguson, M. A. (2020). Examining the effects of internal communication and emotional culture on employees' organizational identification. *International Journal of Business Communication*, 1-27. https://doi.org/10.1177/2329488420914066

- Tracy, S. J. (2000). Becoming a character for commerce emotion labor, self-subordination, and discursive construction of identity in a total institution. *Management Communication Quarterly, 14*(1), 90-128. doi:10.1177/0893318900141004

- Organizational Culture Informant Assignment (if applicable)

- Organizational Culture Data

IN CLASS

- Emotion Management RAD

- Emotion Management Podcast Connection Paper

04.20

Module 13 | Technology as Part of Organizational Culture

BEFORE CLASS

- Leonardi, P., & Neeley, T. (2017). What managers need to know about social tools. Harvard Business Review. https://hbr.org/2017/11/what-managers-need-to-know-about-social-tools

- Leonardi, P. M., Treem, J. W., & Jackson, M. H. (2010). The connectivity paradox: Using technology to both decrease and increase perceptions of distance in distributed work arrangements. *Journal of Applied Communication Research, 38*(1), 85-105. https://doi.org/10.1080/00909880903483599

- Wilhoit Larson, E. (2020). Where is an organization? How workspaces are appropriated to become (partial and temporary) organizational spaces. *Management Communication Quarterly, 34*(3), 299-327. https://doi.org/10.1177/0893318920933590

- Cameron, A.-F., Barki, H., Ortiz de Guinea, A., Coulon, T., & Moshki, H. (2018). Multicommunicating in meetings: Effects of locus, topic relatedness, and meeting medium. *Management Communication Quarterly, 32*(3), 303-336. https://doi.org/10.1177/0893318918759437

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Technology RAD

- Technology Podcast Connection Paper

04.27

Module 14 | Meaningful Work and Workplaces

BEFORE CLASS

- Barrett, A. K., & Dailey, S. (2018). A new normal? Competing national cultural discourses and workers' constructions of identity and meaningful work in Norway. *Communication monographs, 85*(2), 284-307. https://doi.org/10.1080/03637751.2017.1372587

- Grant, A. M., Berg, J. M., & Cable, D. M. (2014). Job titles as identity badges: How self-reflective titles can reduce emotional exhaustion. *Academy of Management Journal, 57*(4), 1201-1225. https://doi.org/10.5465/amj.2012.0338

- Pratt, M. G., & Ashforth, B. E. (2003). Fostering meaningfulness in working and at work. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 309-327).

- Organizational Culture Informant Assignment (if applicable)

IN CLASS

- Meaningful Work and Workplaces RAD

- Meaningful Work and Workplaces Podcast Connection Paper

05.11
Module 15 | Exiting Organizations and Shedding Identities

BEFORE CLASS

- Tourish, D., Paulsen, N., Hobman, E., & Bordia, P. (2004). The downsides of downsizing: Communication processes information needs in the aftermath of a workforce reduction strategy. *Management Communication Quarterly, 17*(4), 485-516. https://doi.org/10.1177/0893318903262241

- Cox, S. A. (1999). Group communication and employee turnover: How coworkers encourage peers to voluntarily exit. *Southern Communication Journal, 64*(3), 181-192. https://doi.org/10.1080/10417949909373133

- Klatzke, S. R. (2016). I quit! The process of announcing voluntary organizational exit. *Qualitative Research Reports in Communication, 17*(1), 44-51. https://doi.org/10.1080/17459435.2015.10888/94

- Organizational Culture Analysis

IN CLASS

- Exiting Organizations and Shedding Identities RAD

- Exiting Organizations and Shedding Identities Podcast Connection Paper