

CMGT 505: Communication in Work Settings (21708D)
6:00 – 8:50 p.m. Wednesday
Spring 2020, ASC 328

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Office Hours: 4:00 – 6:00 Wednesday and by appointment.

Course Description

Communication in Work Settings is a master's level course focusing on internal communication topics (e, g., manager-employee and peer communication). Equal emphasis is placed on theoretical understanding and practical applications. A strong theoretical foundation is required to ensure that decisions about communication practices are based on sound research rather than popularized myths. That is, how is a concept studied by academicians and why do we want to build/test theories about the concept? Concomitantly, how is the concept treated by practitioners and consultants? Your current and future employers are counting on you to be able to collect and evaluate the most recent research about topics that they are concerned about.

Module 1: History Organizational Communication and Organizational Structures

- The Foundations of Organizational Communication
- Organizational Structure
- Teams in Organizations

Module 2: Organizational Culture and Socialization

- Organizational Culture
- Socialization, Organizational Entry & Exit

Module 3: Information Exchange, Leadership and Delegation

- Task Feedback and Delegation
- Dissent

Module 4: Destructive Workplace Communication: Incivility and Bullying

- When Bad Things Happen to Good People: Destructive Organizational Relationships

Learning Objectives

Topics have been selected because of their importance in shaping how people communicate with each other in organizations and how that impacts organizational outcomes such as productivity, satisfaction, innovation, and competitiveness. That is, the topics will help you understand how your performance is positively or negatively affected by your communication encounters.

- Identify the behaviors and artifacts of distinct organizational cultures/subcultures and how they affect communication in diverse workplaces.
- Review and assess the value of applied materials for your potential audiences.
- Delegate (or receive delegation) in a manner that enables the production of high quality, cost effective products.
- Provide information to newcomers to facilitate their organizational entry.
- Identify destructive workplace behaviors and know the intervention options available in one's organization.
- Learn how to be agile with your communication skills so that you are comfortable moving between theoretical and applied material.

Textbooks and Materials

- **Articles:** All articles are available **free** through USC Library. Most are posted on Blackboard. Some must be downloaded from the USC Library site.

Course Assignments (Detailed Information and Grading Rubrics in BB)

Component	Percentage of Final Grade
1. Capstone Project – Theory/Literature Review –	35%
2. Capstone Project – Application and revision of theory/literature review	35%
3. Capstone Project Presentation	10%
4. Blackboard Posts – Must be submitted by due date/time to receive credit	10%
5. In-class discussion*	10%
Total Percentage	100%

*Active discussion requires that you read ahead of time and that you are engaged in the evening's session. Your participation grade is based on quality as well as quantity of comments. **Attendance does NOT equal participation.** USC prohibits any portion of a student's grade to be based on his/her physical presence in the classroom.

If there are Discussion Boards in Blackboard your participation on those boards is graded as well as in-class participation. If you are absent, for any reason, you will not be able to earn participation points. Your participation points will be reduced if you are using social media during class session. Computers are to be used for note taking purposes and the occasional opportunity to look something up relevant to class discussion.

Grading Scale

A	94.0% or higher
A-	90.0% - 93.9%
B+	87.0% - 89.9%
B	84.0% - 86.9%
B-	80.0% - 83.9%
C+	77.0% - 79.9%
C	74.0% - 76.9%
C-	70.0% - 73.9%
D+	67.0% - 69.9%
D	64.0% - 66.9%
D-	60.0% - 63.9%
F	59.9% OR LOWER

A minimum grade of C is required to earn graduate units.

COURSE POLICIES

Administrative Information, Policies, and Procedures

- Students are expected to attend all classes. Grades will be lowered for students with more than 2 absences. Students with three or more absences will be advised to drop the course (if before week 12) because they risk failing the course.
- Arriving late (within 30 minutes of start of class), leaving early, or spending excessive amount of time outside the classroom counts as 1/3 excused absence *per incident*.
- Turn off cell phones/other mobile devices not being used for class activities.** Students who are instant messaging, web surfing, or involved in other similar activities during class will be marked **absent even if physically present in the classroom and receive significant deductions in class participation grade.**
- All assignments must be the original work of the student and cannot have been used or currently submitted for any other academic course.
- Late assignments may receive lower grades. With the exception of the final exam, I can typically allow up to a 48 hour extension – but after that a grade penalty should be expected.

Annenberg Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

- **Friday, January 31:** Last day to register and add classes for Session 001
- **Friday, January 31:** Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001
- **Tuesday, February 4:** Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
- **Friday, February 28:** Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]
- **Friday, February 28:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]
- **Friday, April 3:** Last day to drop a class with a mark of "W" for Session 001

Annenberg Academic Integrity Statement

"The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor."

Statement on Academic Conduct and Support Systems 2019 - 2020

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) / Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

About Your Instructor

Colleen M. Keough, Ph.D., teaches courses in conflict management, communication evaluation, management-employee communication, group and team communication, and presentational skills. Her academic research interests include communication in alternative dispute resolution and negotiation, organizational culture, and organizational development. Dr. Keough is interested in engaged scholarship that integrates theoretical research and practical application and draws on her past industry experience as she works with academics to identify practitioner-oriented research projects. She is a past winner of the W. Charles Redding Dissertation Award from the International Communication Association's Organizational Communication Division. (W. Charles Redding is also a USC alumnus.)

Dr. Keough has extensive organizational development and training experience in a variety of for-profit and non-profit organizations. She has spent many years working with managers and senior executives in the areas of conflict management skills, presentation effectiveness, relationship management, and all aspects of management training. Internationally, she has conducted strategic planning and financial management workshops in Central and Eastern Europe and negotiation workshops for Chinese and Japanese clients.

Dr. Keough has served as a volunteer facilitator with the Los Angeles City Attorney's Dispute Resolution office working on community issues through the "Days of Dialogue" program. Within her community, Dr. Keough served on the South Pasadena Animal Commission, and when possible she spends the New Year's holiday season working on the South Pasadena Rose Parade float.

Dr. Keough recently served on the Board of Directors of the American Spaniel Club and is now on the Strategic Planning Committee in charge of Communication. Dr. Keough competes with her cocker spaniels compete in various dog sports and have earned AKC titles/championships in conformation, agility, obedience, rally, and tracking. Not limited to athletic competitions, Dr. Keough's cockers have appeared in a Ralph Lauren ad and on the reality show *America's Next Top Model*.

Weekly Readings – Schedule Subject to Change

	Module 1: Overview of Organizational Communication
Week 1 1/15	<p>Throughout this course, we will emphasize the complex and sometimes problematic nature of organizational communication, using our real-world experiences and observations to enhance our insights. For this first assignment, we are going to use ourselves and one other person currently employed by an organization. Answer the following questions for yourself, and ask them of one additional person (not in this course):</p> <ol style="list-style-type: none"> 1. In general, what communication error(s) is(are) the most problematic in your organization? 2. In general, what communication is the most effective in your organization? <p>After answering these questions, post the responses (both your own and your friend's/colleague's) and review the responses posted by the rest of the class. What common themes do you notice among these responses? What conclusions can you begin to draw about quality workplace communication, or the sources of communication blunders in the workplace?</p> <p>Post your reply by 4:00 pm January 22 on Discussion Board in BB.</p>
Week 2 1/22	<ul style="list-style-type: none"> • Conrad, C. & Sollitto, M. (2017). History of organizational communication. In C. R. Scott and L. Lewis (Ed.). <i>The international encyclopedia of organizational communication</i>. Wiley. DOI: 10.1002/9781118955567.wbieoc097 • Chapter 2 – Organizational Structure and Process from Cheney, G., Christensen, L. T., Zorn, Jr., T. E., Ganesh, S. (2011). <i>Organizational communication in an age of globalization (2nd Ed.)</i>. Long Grove, IL: Waveland Press. • Optional: Putnam, L. L., & Krone, K. J. (2006). <i>Organizational communication</i>. (Vol. 1, pp. xxiii-xlii). London: Sage. <p>Discussion Post -- Analyze the organizational structure of the department/organization where you work (or have worked/interned). Post your reply by 4:00 pm January 29.</p> <ul style="list-style-type: none"> • Who reports to whom? • Who communicates with whom? • How is work divided? • What is the flow of work activity? • How are resources acquired and distributed? • The following people are dependent upon me to get their job done: • I am dependent upon the following people to get my job done:
	Module 2: Organizational Culture and Socialization
Week 3 1/29	<p>Organizational Culture</p> <ul style="list-style-type: none"> • Keyton, K. (2014). Organizational culture. In L. L. Putnam & D. K. Mumby (Eds.) <i>The SAGE handbook of organizational communication: Advances in theory, research, and methods (3rd ed., pp. 549 – 568)</i> Thousand Oaks, CA: Sage.

<p>Week 4</p> <p>2/5</p>	<ul style="list-style-type: none"> Leonardi, P. & Jackson, M. H. (2009). Technological grounding: Enrolling technology as a discursive resource to justify cultural change in organizations. <i>Science, Technology, & Human Values</i>, 34(3), 393-418. Lynch, O. H. (2009). Kitchen antics: The importance of humor and maintaining professionalism at work. <i>Journal of Applied Communication Research</i>, 37, 444-464. Pepper, G. L. & Larson, G. S. (2006). Cultural identity tensions in a post-acquisition organization. <i>Journal of Applied Communication Research</i>, 34(1), 49 -71. Trujillo, N. (1992). Interpreting (the work and the talk of) baseball: Perspectives on ballpark culture. <i>Western Journal of Communication</i>, 56, 350-371. <p>Discussion Post/Activity for this Class Session: Apply Analysis v. Description</p> <ul style="list-style-type: none"> Review the Analysis vs. Description document below, which summarizes the difference between analysis and description. Consider how the authors of this week's articles went beyond merely describing cultural elements. How do these articles provide guidance for analyzing and not just describing an organizational culture? You may find it useful to use concepts presented in Keyton's review of organizational culture research. Identify at least TWO take-aways (ie., key learning points) for each article. Record in Discussion Post by 4:00 pm on Feb. 5.
<p>Weeks 5-6</p> <p>2/12 – 2/19</p>	<p>Organizational Socialization and Socialization of Emotions</p> <ul style="list-style-type: none"> Kramer, M. W. & Miller, V. (2014). Socialization and assimilation: Theories, processes, and outcomes. L. L. Putnam & D. K. Mumby (Eds.) <i>The SAGE handbook of organizational communication: Advances in theory, research, and methods</i> (3rd ed., pp. 525 - 548) Thousand Oaks, CA: Sage. Scott, C., & Myers, K. K. (2005). The socialization of emotion: Learning emotion management at the fire station. <i>Journal of Applied Communication Research</i>, 33, 67-92. <p>Discussion Post: Find two people (outside of this class) who have been in their positions for one or two years. Ask them each the following questions:</p> <ul style="list-style-type: none"> How realistic was your job interview? What were you told to expect, but didn't take seriously? What were you not told that you now think was important to know?
	<p>Module 3: Information Exchange, Leadership and Delegation</p>
<p>Week 7</p> <p>2/26</p>	<ul style="list-style-type: none"> Moss, S. E., & Sanchez, J. I. (2004). Are your employees avoiding you? Managerial strategies for closing the feedback gap. <i>Academy of Management Executive</i>, 18, 32-44. Heen, S. & Stone, D. (2014). Find the coaching in criticism: The right ways to receive feedback. <i>Harvard Business Review</i>. 92(1-2), 108 – 111. (Must retrieve directly from USC Library) <p>Discussion Post -- Look for examples of feedback avoiding and seeking behaviors (by yourself or others) this week. Post examples of each. Use terminology from Moss & Sanchez when possible. Post your reply by 4:00 p.m. 2/26.</p>

Week 8 3/4	<ul style="list-style-type: none"> Gallo, A. (July, 2012). Why aren't you delegating? <i>Harvard Business Review</i> (Must retrieve directly from USC Library). Rees, D. W. & Porter, C. (2015). Delegation – a crucial but sadly neglected management skill. <i>Industrial and Commercial Training</i>, 47(6), 320 – 325. http://dx.doi.org/10.1108/ICT-04-2015-0030 <p>Homework/Discussion Post: Use the delegation model presented in class lecture. If you do not have subordinates, try using it with your boss. Record your experience. Post is due by 4:00 pm on 3/11.</p>
Week 9, 3/11	CAPSTONE PROJECT - STATE OF THE ART LITERATURE REVIEW DUE
Week 10 3/25	<p>Organizational Dissent – A Neglected Communication Strategy</p> <ul style="list-style-type: none"> Garner, J.T. (2013). Dissenters, managers, and coworkers: The process of co-constructing organizational dissent and dissent effectiveness. <i>Management Communication Quarterly</i>, 27(3), 373-395. Kassing, J.W. (2007). Going around the boss: Exploring the consequences of circumvention. <i>Management Communication Quarterly</i>, 21(1), 55-74. Redding, W. C. (1985). Rocking boats, blowing whistles, and teaching speech communication. <i>Communication Education</i>, 34, 245-258. <p>Discussion Post: Have you ever engaged in "boss circumvention"? If so, what type? What were the consequences? Describe your experience. Post by 4:00 pm.</p>
	Module 4: Destructive Workplace Communication: Incivility and Bullying
Week 11 4/1	<ul style="list-style-type: none"> Bryant, E. M., & Sias, P. M. (2011). Sensemaking and relational consequences of peer co-worker deception. <i>Communication Monographs</i>, 78(1), 115-137. <p>Discussion post -- Write a narrative about when a peer deceived you. Using Bryant & Sias' categories, which type(s) of narrative theme of peer deception does your experience reveal? Post your reply by 4:00 pm..</p>
Week 12 4/8	<ul style="list-style-type: none"> Porath, C. L. & Gerbasi, A. (2015). Does civility pay? <i>Organizational Dynamics</i>. 44, 281-286. Porath, C. L. (2016). The hidden toll of workplace incivility. <i>McKinsey Quarterly</i>. Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons and slaves: Exploring the painful metaphors of workplace bullying. <i>Management Communication Quarterly</i>, 20(2), 148-185. <p>Discussion Post - This week we read "Nightmares, Demons, and Slaves," which explored the metaphors people used to describe their experiences with workplace bullying. What metaphor would you use to describe workplace bullying. Post your reply by 4:00 pm.</p>
Weeks 13, 14, and 15 4/15, 22, 29	CAPSTONE PROJECT PRESENTATIONS <ul style="list-style-type: none"> 6-7 presentations per evening
Final Exam	<p>Per University Schedule of Final Examinations, the Capstone Applied Component is due by 9:00 pm on Wednesday, May 6, 2020. Submit to Blackboard site. If Applied Component is a physical item, it must be submitted to Dr. Keough's mailbox in ASC. Check the ASC mailroom schedule for final exam period to ensure you are able to submit your assignment.</p>