Com 9430 Topics in Organizational Communication: Socialiation/Assimilation

Purposes:

1) To introduce students to many of the primary areas of research in organizational communication related to assimilation and socialization processes from anticipatory socialization, to encounter, to metamorphosis, to exit.

2) To allow students to pursue an area of interest related to communication during the assimilation/socialization process in depth.

3) To enable all participants of the class to gain in their understanding of communication during the assimilation and socialization process through interaction with people of various organizational and academic backgrounds.

Course Readings:

There is a packet of assigned readings available for copying. The articles have been numbered for your convenience and divided into the four units. On specific days, students will be assigned to different alternative readings marked (*) on the syllabus. This way we will have a broader base for the discussions without everyone having to read quite so much. Of course, you are welcome to read all of the alternative readings.

Evaluation:

Participation, Attendance, etc.	10%
Topic Preparation	15%
Research Proposal	35%
Take Home Writing (4 x 10%)	40%

Plagiarism and Cheating:

Graduate students are expected to provide appropriate citations for ideas or information from sources other than common knowledge or personal experience. Failure to provide citations is a form of plagiarism. Significant amounts of plagiarism will result in grade reductions on assignments. Cheating is an extreme form of plagiarism. Copying the majority or entirety of someone else's work and presenting it as your own is cheating. If discovered, this will result in the individual being turned in for academic dishonesty and will result in failure in the course.

Assignment Descriptions:

Participation

In addition to insightful comments that each student contributes to the discussion, there will be opportunities to volunteer to critique some articles. While everyone should be prepared to do so for every article, one student should volunteer to do so formally. If you never volunteer, this would have a negative impact on your participation grade.

When you do critique an article, you should briefly do the following: 1) point out what you think are the major points of the article (a very brief summary if we've all read it; a bit more thorough if only ½ the class read it); 2) point out the significance or contribution of the article; 3) point out strengths of the article; 4) point out weaknesses in the article. I would expect this to take about 3-5 minutes or less. Sometimes we break into discussion before you finish. That is not a problem.

Topic Preparation

Each student will volunteer for or be assigned to a particular topic for one of the upcoming days. For the particular topic, the student is to become a more informed expert by doing additional outside reading on the topic. To do this, consult recent (2002 to the present) journal articles on the assigned topic. Suggested journals include: *Communication Monographs, Human Communication Research, Journal of Applied Psychology, Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Management Communication Quarterly,* regional communication journals, etc. Find a minimum of 5 articles on the topic for the day. Write a 1 page (single-spaced with normal margins) summary/critique including the items mentioned above under critiquing an article under participation.

For class, be prepared to present a summary of the type of research/reviews that are currently being done on the topic. Do not do a detailed, article by article summary. It would probably be most appropriate for you to intersperse your discussion of the articles throughout the period at appropriate times rather than all at once. Think of it as an informative presentation designed to last 10-15 minutes not necessarily presented all at one time. Hand in 5 summary/critiques at the end of the period. You are to serve as an expert on the topic for the day.

Research Proposal

1. Choose an organizational communication topic related to assimilation/socialization that is interesting to you. It need not be from the syllabus. You will need to narrow the topic. For example, "anticipatory socialization" or "exit" are too broad. I would advise you to use the topic preparation assignment to assist you in the research proposal.

2. Review as much of the relevant literature on the topic as possible. This should include journal articles, books, etc. There are a variety of appropriate ways to go about this search. A data base search is only one option. Often the references of current articles are a better source. In addition Web of Science allows you to search for citations of key articles to see how other researchers have built on what one article reports.

3. Once you have done your review of literature, you should have a sense of what has been done in the area, and what has not been done. Develop research questions or hypotheses to explore <u>one</u> area that has not been explored. Do not try to cover everything that has not been done. Keep this somewhat simple.

4. Develop a research method for exploring your questions/hypotheses. Consider a variety of possible techniques (qualitative, quantitative, survey, experimental design, critical analysis, or a combination). What you read should give you an idea of how the topic has been researched. You may continue the past approach or explore the topic through a new method. While you will not need to actually collect the data for this proposal, it would be good to design a study that you could actually conduct. You might conduct the study as part of a future research practicum.

5. Warning: Two common mistakes on this assignment are forgetting to study communication or forgetting to relate the study to organizations in the proposal. A study of expectations that develop during anticipatory socialization is a psychological study. It becomes a communication study when it focuses on how communication creates those expectations or how those expectations impact communication. An analysis of gender roles in the media is not a study of organizations. It can become one if it focuses on the portrayal of organizational roles or on the impact the media has on experiences in organizations as part of anticipatory socialization. See me for help throughout the process from narrowing the topic, to picking a research method, and so forth.

6. The final paper should include the following:

       a. an introduction/rationale for studying the area
       b. a review of the relevant literature
       c. research questions or hypotheses with specific rationale for each one
       d. proposed methodology for completing the research
       e. correct format and citations (APA)

7. The presentation you make should give a brief summary of your paper and to be followed by some insightful questions and discussion from the rest of us. The total time per presentation will be determined by the enrollment size, most likely about 15 minutes per person.

In Class/Take Home Writings

In lieu of in long examinations, there will be four different times when you will be asked to write concerning the readings and discussions up to that point in the class including those assigned for that particular day. While these will be "open book (or articles)" and "open note," you will have only 45 minutes to write. Therefore you need to be familiar with the material prior to starting. The questions will ask you to critique, analyze, apply, or offer alternatives to the topics from the readings and discussion. You should cite sources in your answers when appropriate (but do not include a reference page). Each of these will be worth 10% of your final grade.

Schedule of Readings

Week 1, Monday, January 22: Introduction and overview (1-2)

1. Feldman, D.C. (1981). The multiple socialization of organizational members. *Academy of Management Review, 6,* 309-318.

2. Cushman, P. (1986). The self besieged: Recruitment-indoctrination processes in restrictive groups. *Journal of the Theory of Social Behavior 16,* 1-32.

Week 2, Monday, January 29: Four Theories (URT, Sense Making, Social Exchange, Structuration Theory) (3-6)

3. Cragan, J.F., & Shields, D.C. (1998). Uncertainty reduction theory (pp. 122-148). In *Understanding communication theory: The communicative forces for human action.* Boston, MA: Allyn and Bacon.

4. Wieck, K. E. (2001). Sensemaking in organizations: Small structures with large consequences. (pp.   In *Making sense of the organization.* Malden, MA: Blackwell Publisher.

5. Roloff, M.E. (1981). Social exchange: Key concepts (pp. 13-32). In *Interpersonal communication.* Beverly Hills, CA: Sage.

6. Poole, M.S. (1988). Group communication and the structuring process. In R.S. Cathcart & L.A. Samovar (Eds.), *Small Group Communication: A Reader.* Dubuque, IO: Wm. C. Brown Publishers.

Week 3, Monday, February 5: Anticipatory Occupational Socialization (7-11)

7. Jablin, F. M. (2001). Organizational entry, assimilation, and disengagement/exit. In F.M. Jablin L.L.Putnam, (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods.* (pp. 732-818). Thousand Oaks, CA: Sage. (READ ONLY PAGES 732-755).

8. Langellier, K.M, & Peterson, E.E. (2006). "Somebody's got to pick eggs": Family storytelling about work. *Communication Monographs, 73,* 468-473.

9. Ingersoll, V.H., & Adams, G.B. (1992). The child is 'Father' to the manager: Images of organizations in U.S. children's literature. *Organization Studies, 13,* 497-519.

10. Carlone, D. (2001). Enablement, constraint, and *The 7 Habits of Highly Effective People*. *Management Communication Quarterly, 14,* 491-497.

11. Clair, R.C. (1996). The political nature of the colloquialism, "a real job": Implication for organizational socialization. *Communication Monographs, 63,* 249-267.

Week 4, Monday, February 12: Anticipatory Organizational Socialization (Resumes and Interviews: 12-14)

12. Harris, M.M. (1989). Reconsidering the employment interview: A review of recent literature and suggestions for future research. *Personnel Psychology, 42,* 691-726.

13. Ryan, A.M., & Tippins, N.T. (2004). Attracting and selecting: What psychological research tells us. *Human Resource Management, 43,* 305-318.

14. Ralston, S.M., & Kirkwood, W.G. (1995). Overcoming managerial bias in employment interviewing. *Journal of Applied Communication Research, 23,* 75-92.

Writing #1: Anticipatory Socialization

Week 5, Monday, February 19: Encounter (Strategies) and Expectations (7, 15-17)

7. Jablin, F. M. (2001). Organizational entry, assimilation, and disengagement/exit. In F.M. Jablin L.L.Putnam, (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods.* (pp. 732-818). Thousand Oaks, CA: Sage. (READ ONLY PAGES 755-784).

15. Van Maanen, J., & Schein, E.G. (1979). Toward a theory of organizational socialization. In B.M. Staw (Ed.), *Research in organizational behavior* (pp. 209-264). Greenwich, CT: JAI Press, Inc.

16. Ashforth, B.E., & Saks, A.M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *Academy of Management Journal, 39,* 149-178.

17. Wanous, J.P., Poland, T.D., Premack, S.L. & Davis, K.S. (1992). The effects of met expectations on newcomer attitudes and behaviors: A review and meta-analysis. *Journal of Applied Psychology, 77,* 288-297.

Week 6, Monday, February 26: Encounter (Sense Making and Information Exchange) (18-21) (two optional)

18. Louis, M.R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly, 25,* 226-251.

19. Miller, V. D., & Jablin, F. M. (1991). Information seeking during organization entry: Influences, tactics, and a model of the process. *Academy of Management Review, 16,* 92-120.

*20a Mignerey, J.T., Rubin, R.B., & Gorden, W.I. (1995). Organizational entry: An investigation of newcomer communication behavior and uncertainty. *Communication Research, 22,* 54-85.

*20b Myers, K.K., & McPhee, R.D. (2006). Influences on member assimilation in workgroups in high-reliability organizations: A multilevel analysis. *Human Communication Research, 32,* 440-468.

*21a Lucas, K., & Buzzanell, P.M. (2004). Blue-collar work, career, and success: Occupational narratives of Sisu. *Journal of Applied Communication Research, 32,* 273-292.

*21b Barge, J.K., & Schlueter, D.W. (2004). Memorable messages and newcomer socialization. *Western Journal of Communication, 68,* 233-256.

Week 7, Monday, March 5: Supervisor and Peer Communication and Role Negotiation (22-25)

22. Jablin, F. M. (1979). Superior-subordinate communication: The state of the art. *Psychological Bulletin, 86,* 1201-1222.

23. Sias, P.M., & Jablin, F.M. (1995). Differential superior-subordinate relations, perceptions of fairness, and coworker communication. *Human Communication Research, 22*, 5-38.

*24a. Sias, P.M., & Cahill, D.J. (1998). From coworkers to friends: The development of peer friendships in the workplace. *Western Journal of Communication, 62,* 273-299.

*24b. Lutgen-Sandvik, P. (2006). Take this job and . . .: Quitting and other forms of resistance to workplace bullying. *Communication Monographs, 73,* 406-433.

25. DiSanza, J. R. (1995). Bank teller organizational assimilation in a system of contradictory practices. *Management Communication Quarterly, 9,* 191-218.

Take Home Writing #2: Encounter and Relationships

Week 8, Monday, March 12: Culture and Identity. (26-29)

26. Hofstede, G. (1997). From fad to management tool. (pp. 178-204) In *Cultures and organizations: Software of the mind.* New York: McGraw-Hill.

27. Meyerson, D., & Martin, J. (1987). Cultural change: An integration of three different views. *Journal of Management, 24,* 623-647.

28. Lyon, A. (2004). Participants' use of cultural knowledge as cultural capital in a dot-com start-up organization. *Management Communication Quarterly, 18,* 175-203.

29. Forward, G.L., & Scheerhord, D. (1996). Identities and the assimilation process in the modern organization. In H.B. Mokros (Ed.), *Interaction &Identity* (Vol. 5), pp. 371-391. New Brunswick, NJ: Transaction Publishers.

Week 9, Monday, March 19: Work and Family Issues as Part of Organizational Culture (30-33)

30. Greenhaus, J.H. & Beutell, N.J. (1985). Sources of conflict between work and family roles. In K.L. Hutchinson (Ed.), *Readings in organizational communication* (pp. 427-441). Dubuque, IA: Wm. C. Brown Publishers.

31. Frone, M.R., Russell, M., & Cooper, M.L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology, 77,* 65-78.

32. 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,* 472-491.

33. Kirby, E.L. (2006). "Helping you make room in your life for your needs": When organizations appropriate family roles. *Communication Monographs, 73,* 474-480.

Week 10, Monday, April 2: Emotion Management and Technology as Part of Organizational Culture (34-37)

34. Rosenfeld, L.B., Richman, J.M., & May, S.K. (2004). Information adequacy, job satisfaction and organizational culture in a dispersed-network organization. *Journal of Applied Communication Research, 32*, 28-54.

For next time: Waldeck, J. H., Seibold, D. R., & Flanagin, A. J. (2004). Organizational assimilation and communication technology use. *Communication Monographs, 71*, 161-183.

*35a. Hylmo, A. & Buzzanell, P.M. (2003). Telecommuting as viewed through cultural lenses: An empirical

investigation of the discourses of utopia, identity, and mystery. *Communication Monographs, 69,* 329-356.

*35b. Hylmo, A. (2006). Telecommuting and the contestability of choice: Employee strategies to legitimized personal decisions to work in a preferred location. *Management Communication Quarterly, 19,* 541-569.

*36a. Waldron, V.R., & Krone, K.J. (1991). The experience and expression of emotion in the workplace: A study of a corrections organization. *Management Communication Quarterly, 4,* 287-309.

*36b. Scott, C., & Myers, K.K. (2005). The socialization of emotion: Learning emotion management at the fire station. *Journal of Applied Communication Research, 33,* 67-92.

37. Shuler, S., & Sypher, B.D. (2000). Seeking emotional labor: When managing the heart enhances the work experience. *Management Communication Quarterly, 14,* 50-89.

Take Home Writing #3: Culture

Week 11, Monday, April 9: Individual Transitions (38-40)

38. Kramer, M.W., & Noland, T.L. (1999). Communication during job promotions: A case of ongoing assimilation. *Journal of Applied Communication Research, 27,* 335-355.

39. Kramer, M.W. (1995). A longitudinal study of superior-subordinate communication during job transfers. *Human Communication Research, 22,* 39-64.

*40a. Balogun, J., & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal, 47,* 523-549.

*40b. Ballinger, G.A., & Schoorman, F.D. (2007). Individual reaction to leadership succession in workgroups. *Academy of Management Review, 32,* 118-136.

Week 12, Monday, April 16: Mergers and Acquisitions (41-43)

41. Bastien, D. T. (1992). Change in organizational culture: The use of linguistic methods in a corporate acquisition. *Management Communication Quarterly, 5,* 403-442.

42. Cornett-DeVito, M. M., & Friedman, P. G. (1995). Communication processes and merger success: An exploratory study of four financial institution mergers. *Management Communication Quarterly, 9,* 46-77.

43. Zhu, Y., May, S.K., & Rosenfeld, L.B. (2004). Information adequacy and job satisfaction during merger and acquisition. *Management Communication Quarterly, 18,* 241-270.

Week 13, Monday, April 23: Involuntary Exit--Group and Individual (44-47)

*44a. Johnson, J. R., Bernhagen, M. J., Miller, V., & Allen, M. (1996). The role of communication in managing reductions in work force. *Journal of Applied Communication Research, 24,* 139-164.

*44b. Casey, M. K., Miller, V. D., & Johnson, J. R. (1997). Survivors' information seeking following a reduction in workforce. *Communication Research, 24,* 755-781.

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

46. Fairhurst, G.T., Green, S.G., & Snavely, B.K. (1984). Managerial control and discipline: Whips and chains. In R.N. Bostrom & B.H. Westley (Eds.), *Communication yearbook 8* (pp. 558-593). Beverly Hills, CA: Sage.

47. Cox, S.A. (1999). Group communication and employee turnover: How coworkers encourage voluntary turnover. *Southern Journal of Communication, 64,* 181-192.

Week 14, Monday, April 30 Voluntary Exit (7, 48-50)

7. Jablin, F. M. (2001). Organizational entry, assimilation, and disengagement/exit. In F.M. Jablin L.L.Putnam, (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods.* (pp. 732-818). Thousand Oaks, CA: Sage. (READ ONLY PAGES 784-794).

48. Scott, C.R., Connaughton, S.L., Diaz-Saenz, H.R., Maguire, K., Ramirez, R., Richardson, B., Shaw, S.P., & Morgan, D. (1999). The impacts of communication and multiple identifications on intent to leave: A multimethodological exploration. *Management Communication Quarterly, 12,* 400-435.

49. Lee, T.W., Mitchell, T.R., Wise, L., & Fireman, S. (1996). An unfolding model of voluntary employee turnover. *Academy of Management Journal, 39,* 5-36.

50. Feeley, T.H. (1999). Testing a communication network model of employee turnover based on centrality. *Journal of Applied Communication Research, 28,* 262-277.

Take Home Writing 4: Transitions and Exit

Week 15, Monday, May 7: Papers and Course Evaluations