

BUS 255
ORGANIZATIONAL BEHAVIOR IN BUSINESS

COURSE DESCRIPTION:

Prerequisites: None

Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

COURSE OBJECTIVES:

At the completion of the course requirements, the student will be able to:

- a. Fulfill the roles, responsibilities, and expectations required of the position.
- b. Demonstrate the human relations skills necessary to function as a member of a work team.
- c. Comprehend and apply the principles of the communication process, both as a sender and receiver of messages.
- d. Demonstrate the ability to express oneself in clear and concise ways.
- e. Determine the most appropriate form of communication to satisfy the intent of the message.
- f. Demonstrate the ability to objectively identify and assess resources that can provide accurate information.
- g. Apply problem-solving techniques applicable to business decision making.
- h. Recognize and comprehend the organization's goals and objectives.
- i. Model and promote behavior and work habits that the organization strives to attain.
- j. Identify the competencies, characteristics, roles, and functions of a manager necessary in achieving productivity.
- k. Apply various theories and techniques as tools for understanding human behavior.
- l. Apply various theories and techniques as tools for motivating employees.
- m. Utilize various techniques to facilitate effective group interactions.
- n. Understand styles and strategies for effective leadership.

Through this course the student will develop the following skills and/or knowledge as a part of the competencies for the Business Administration program:

- I. Function effectively on the job, including the following specific areas:
 - a. Project a positive attitude
 - b. Listen attentively
 - c. Work well with people
 - d. Participate as a project team member
 - e. Work independently
 - f. Consult other company personnel on projects and decisions
 - g. Manage time
 - h. Work under time pressure
 - i. Reconcile personal goals with company objectives
 - j. Set professional development goals
 - k. Maintain confidentiality
 - l. Maintain a businesslike appearance
 - m. Keep accurate records

- n. Complete required paperwork
 - o. Manage stress
- II. Communicate effectively, including the following specific areas:
- a. Select appropriate methods for communication
 - b. Ask pertinent questions
 - c. Respond to questions
 - d. Relay messages
 - e. Use appropriate lines of communication within the organization
 - f. Initiate communications when helpful
 - g. Participate in group discussions
 - h. Use standard grammar in communications
 - i. Write business correspondence and memoranda
 - j. Prepare summary reports
 - k. Present information in a manner suited to the audience
 - l. Communicate over the telephone
 - m. Interpret technical and procedural manuals
- III. Conduct analysis, including the following specific areas:
- a. Assess potential outcomes of analysis
 - b. Analyze and interpret trends
 - c. Identify information needed/desired
 - d. Identify information sources
 - e. Use reference materials to obtain information
 - f. Use computerized information storage and retrieval systems
 - g. Verify accuracy of information
 - h. Chart information
 - i. Use appropriate analytical tools
 - j. Evaluate progress toward objectives
- IV. Make and implement business decisions, including the following specific areas:
- a. Set goals and objectives compatible with overall organization
 - b. Prioritize
 - c. Identify and define problems
 - d. Identify alternative solutions/courses of action
 - e. Plan activities
 - f. Organize activities
 - g. Identify staffing needs
 - h. Direct activities
 - i. Monitor on-going programs
- V. Manage human resources, including the following specific areas:
- a. Model expected behaviors and work habits
 - b. Strive for highest level of employee morale
 - c. Give directions to employees
 - d. Delegate authority and responsibility
 - e. Schedule work projects involving human resources
 - f. Supervise employees
 - g. Management conflict
 - h. Facilitate cooperation
 - i. Recommend incentives to encourage improved employee performance
 - j. Evaluate employees
 - k. Reward/discipline employees
 - l. Assist employees in setting career goals
 - m. Use empathy when dealing with human resources
 - n. Maintain objectivity

OUTLINE OF INSTRUCTION

- I. People in organizations
 - A. Management (definition):
 - (1) The process of obtaining, deploying, and utilizing a variety of essential resources in support of an organization's objectives.
 - (2) Achieving results by coordinating the efforts of others.
 - B. Organizational behavior: The study of human behavior in organization settings, the organization itself, and the interaction between the two.
 - C. Managerial levels
 - (1) Executive
 - (2) Middle managers
 - (3) Supervisors
 - D. Typical supervisory managers
 - (1) Are between 31 and 50 years old
 - (2) Have been with current employer for 5 to 15 years
 - (3) Has been a supervisor less than 5 years
 - (4) Were promoted from within the ranks
 - (5) Are high school graduates and have probably attended college with one out of three being a college graduate
 - E. Legal definition of a manager
 - (1) From Taft-Hartley Act of 1947
 - (2) From the Fair Labor Standards Act of 1938
- II. Competencies required of a manager
 - A. Personal characteristics higher management seeks in supervisors
 - (1) Energy and good health
 - (2) Ability to get along with people
 - (3) Job know-how and technical competence
 - (4) Self-control under pressure
 - (5) Dedication and dependability
 - (6) Ability to stay on course
 - (7) Teachability
 - (8) Problem-solving skills
 - (9) Leadership potential
 - (10) A positive attitude toward management
 - B. Typical characteristics for personal success
 - (1) Communication skills
 - (2) Initiative
 - (3) Enthusiasm
 - (4) Teamwork
 - (5) Self-confidence
 - (6) Attitude
 - C. Linking concept: Managers serve as linking pins connecting employee work groups to the goals of the organization (Rensis Likert)
 - (1) Responsibility to management
 - (2) Responsibility to employees
 - (3) Responsibility to staff specialists
 - (4) Responsibility to other supervisors
 - (5) Relationships with the union
 - D. Major expectations of managers
 - (1) Meeting tight production or operating schedules

- (2) Keeping operating costs in line
- (3) Maintaining cooperative attitudes with employees
- E. Performance criteria for managers
 - (1) Management of resources
 - a. Facilities and equipment
 - b. Energy, power, and utilities
 - c. Materials and supplies
 - d. Human resources
 - e. Information
 - f. Money
 - (2) Attainment of results
 - a. Output or production
 - b. Quality and workmanship
 - c. Costs and budget control
- F. Functions of management
 - (1) Planning
 - (2) Organizing
 - (3) Staffing
 - (4) Activating
 - (5) Controlling
- G. Basic managerial roles
 - (1) Interpersonal roles
 - a. Figurehead
 - b. Leader
 - c. Liaison
 - (2) Informational roles
 - a. Monitor
 - b. Disseminator
 - c. Spokesperson
 - (3) Decision-making roles
 - a. Entrepreneur
 - b. Disturbance handler
 - c. Resource allocator
 - d. Negotiator
- H. Constraints in a manager's environment
 - (1) Existing and changing technology
 - (2) Legal restrictions
 - (3) Organizational policies and procedures
 - (4) Pressures from higher management
 - (5) Competition for scarce resources
 - (6) Information generation and paperwork
 - (7) Expectations of employees
- I. Skills required of managers
 - (1) Human skills
 - (2) Conceptual skills
 - (3) Technical skills

III. Changing composition of people in organizations

- A. Current work force consists of three major groups
 - (1) Mature workers (born prior to 1946)
 - (2) "Baby boomers" (born 1946-1964)
 - (3) "Baby busters" (born after 1964)

- B. Characteristics of mature workers
 - C. Characteristics of "baby bombers"
 - D. Characteristics of "baby busters" (Generation X)
- IV. Schools of management (management philosophies, approaches to management)
- A. Management process school (classical school, systematic management school). Classical management theories are not human behavior oriented. They are based on the philosophy that management is a process which can be learned.
 - B. Human relations school (behavioral school). The human relations philosophy applies behavioral concepts to management. Managing is directed toward individuals. Applies behavioral concepts found in psychology, sociology, anthropology, philosophy, linguistics, economics, education.
 - C. Quantitative school (math school). Applies mathematical methods to help in decision-making process.
 - D. Social systems school. Management activities are directed toward groups rather than individuals.
 - E. Empirical school. Utilizes the historical approach to management. Find similar situations from the past and apply solutions which worked then to current problems. Often referred to as "bedrock analysis."
 - F. Systems school. Based on the premise that an organization is a system, but the core of it is the individual.
 - (1) Systems theory-a system is a goal-directed organism that is composed of parts interrelated in such a way that the total system is greater than the sum of its component parts.
 - (2) Each system has subsystems.
 - (3) Each system is a part of greater superordinate systems.
 - G. Contingency school (contingency approach, situational approach). Based on the premise that there are no best ways to manage which can be applied in every situation. Every situation demands a special application of management theories. There is no cut and dry management theory that works in every case. The situation determines the managerial application.
- V. Systematic management philosophers and theories
- A. FREDERICK TAYLOR: "Father of Scientific Management."
 - B. HENRI FAYOL: Developed 14 principles of management.
 - C. MAX WEBER: Wrote on management bureaucracy.
- VI. Behavioral management philosophers and motivation theories
- A. ELTON MAYO: Conducted the Hawthorne studies in the 1920's.
 - B. DOUGLAS MCGREGOR: Theory X and Theory Y.
 - C. ABRAHAM MASLOW: Hierarchy of human needs.
 - D. FREDERICK HERZBERG: Two factor theory of motivation.
 - E. ERG Theory (Clayton Alderfer)
 - (1) Existence needs
 - (2) Relatedness needs
 - (3) Growth needs
 - F. David McClelland -- Prime motivators
 - (1) Achievement
 - (2) Affiliation
 - (3) Power
 - G. Equity Theory
 - (1) Evaluation of self
 - (2) Evaluation of other
 - (3) Comparison of self with other
 - (4) Feelings of equity or inequity
 - H. Expectancy theory

VII. Individual differences

A. Personality: The psychological and behavioral traits and characteristics that distinguish one individual from another.

- (1) Determinants of personality
 - g. Heredity
 - h. Environment
- (2) Stages and traits theories of personality
 - a. Sigmund Freud--four stages (dependent, compulsive, oedipal, mature)
 - b. Chris Argyris--Maturity-immaturity model
- (3) Locus of control (internal vs. external)
- (4) Authoritarianism
- (5) Self-monitoring

B. Attitudes

- (1) Structural view of attitude formation
 - a. Affect (feelings or emotions)
 - b. Cognition (rational or intellectual)
 - c. Intention (guides a person's behavior)
- (2) Situational view of attitude formation
- (3) Cognitive dissonance-- Leon Festinger (thinking conflict)
 - a. Frustration caused by cognitive dissonance is made greater by
 - (1) The number of alternatives with which you are faced.
 - (2) The dissimilarity of the alternatives.
 - (3) The more important the person(s) are to you -- when they are offering a conflicting opinion.
 - (4) The importance of the issue(s).
 - (5) The degree of disagreement.
 - b. Dissonance can be relieved by
 - (1) Convincing oneself that the issue is not important (which can be self-deception).
 - (2) Belittling the person(s) who are disagreeing with you.
 - (3) Changing your attitudes and opinions OR changing those of the other person's.
 - (4) Seeking support for your attitudes and opinions (but it is satisfying because you often seek support from those you know will agree with you).
 - (5) Seeking some other value in the situation--"Well, at least . . ." (Value--a substitution for the original intention).
 - (6) Undervaluing the investment.
 - (7) Joking about it.
- (4) The concept of work and employee expectations
 - a. People work for:
 - (1) Money (needless to say)
 - (2) Personal satisfaction
 - b. Unique factors making work different (and similar) from other life tasks
 - (1) Rules, regulations, and procedures
 - (2) Chain of authority
 - (3) Subordination of personal interests
 - (4) Written documentation
 - c. Employee satisfaction
 - d. Employee challenge

C. Perception

- (1) Basic perceptual processes
 - a. Characteristics of the object
 - (1) Contrast
 - (2) Intensity

- (3) Movement
- (4) Repetition
- (5) Novelty
- b. Characteristics of the person
 - (1) Salience
 - (2) Disposition
 - (3) Attitudes
 - (4) Self-concept
 - (5) Personality
- c. Situational processes
 - (1) Selection
 - (2) Organization
 - (3) Attribution
 - (4) Stereotyping
 - (5) The Halo Effect
 - (6) Projection
- (2) Attribution theory
 - a. Consensus (extent to which other people in the same situation behave in the same way)
 - b. Consistency (degree to which the same person behaves in the same way)
 - c. Distinctiveness (extent to which the same person behaves in the same way in other situations)

VIII. Learning, reinforcement, and goals

A. Individual learning

- (1) Classical conditioning (Pavlov)
- (2) Cognitive learning
- (3) Reinforcement theory (operant conditioning, B. F. Skinner)
 - a. Types of reinforcement
 - (1) Positive reinforcement
 - (2) Define desirable behavior
 - (3) Tailor reinforcement to needs of individual
 - (4) Sufficient opportunity to display desired behavior
 - (5) Avoidance (negative reinforcement)
 - (6) Extinction
 - (7) Punishment
 - b. Providing reinforcement
 - (1) Continuous reinforcement
 - (2) Fixed-interval reinforcement
 - (3) Variable-interval reinforcement
 - (4) Fixed-ratio reinforcement
 - (5) Variable-ratio reinforcement
- (4) Other elements of learning
 - (a) Stimulus generalization
 - (b) Stimulus discrimination
 - (c) Modeling
 - (d) Punishment
- (5) Behavior modification
- (6) Goal setting theory
 - (a.) Goal difficulty
 - (b.) Goal specificity
 - (1) goal acceptance (ownership)
 - (2) goal commitment (investment)

(7) Management by objectives

IX Managing stress

- A. Definition: Stress is a person's adaptive response to excessive psychological or physical demands caused by some stimulus. The stimulus, anything that causes stress, is known as the stressor.
- B. The general adaptation syndrome--a theory that suggests we go through three stages when confronted with stressors.
 - (1) Alarm
 - (2) Resistance
 - (3) Exhaustion
- C. Causes of stress
 - (1) Organizational causes of stress
 - (a.) Task demands
 - (1) Boredom/apathy accompanies low workload-induced stress/low performance
 - (2) Tension/anxiety accompanies high workload-induced stress/low performance
 - (3) High energy/high motivation typically accompanies medium workload-induced stress/high performance
 - (b.) Physical demands
 - (c.) Role demands
 - (d) Interpersonal demands
 - (2) Life stress
 - (a) Life trauma
 - (b) Life change
- D. Results of stress
 - (1) Individual results
 - (a.) Behavioral consequences (alcohol and drug abuse, violence)
 - (b.) Psychological consequences (sleep disturbances, depression)
 - (c.) Medical consequences (heart disease, headaches)
 - (d.) Burnout
 - (2) Organizational results
 - (a) Decline in performance
 - (b) Turnover and absenteeism
 - (c) Decreased motivation and satisfaction
- E. Type A and Type B personalities (how difference people deal with stress)
 - (1) Type A personalities
 - (a) More competitive
 - (b) More devoted to work
 - (c) Stronger sense of time urgency
 - (2) Type B personalities
 - (a) Less competitive
 - (b) Less devoted to work
 - (c) Weaker sense of time urgency
- F. Managing stress
 - (1) Individual strategies
 - (a) Support groups
 - (b) Time management
 - (c) Role management
 - (d) Relaxation
 - (e) Exercise
 - (2) Organizational strategies
 - (a) Institutional programs
 - (b) Collateral programs

X Groups

- A. Definition: A group is two or more people who interact with one another so that each person influences and is influenced by other group members.
- B. Types of groups
 - (1) Formal groups
 - (2) Task forces
 - (3) Informal groups
- C. Factors Affecting Group Performance
 - (1) Composition or structure (make-up) of the group
 - (a) Uniform group structures are more useful for
 - (1) Simple tasks
 - (2) Sequential tasks
 - (3) Achieving cooperation
 - (4) Speedy actions
 - (b) Diverse group structure are more useful for:
 - (1) Complex tasks
 - (2) Collective tasks
 - (3) Tasks requiring creativity
 - (4) Tasks not requiring speedy actions
 - (2) Standards by which a group judges behavior (norms)
 - (3) Group cohesiveness
 - (a) Factors that increase cohesiveness
 - (1) Similar group make-up
 - (2) Group is in a mature developmental stage
 - (3) Group is relatively small in size
 - (4) Group has frequent interactions
 - (5) Group has clear goals
 - (6) Group has had previous success
 - (b) Consequences of group cohesiveness
 - (1) Accomplishment of goals
 - (2) Satisfied members
 - (3) Better interaction among group members
 - (4) Groupthink
- D. Group formation and development
 - (1) Reasons for group formation
 - (a) Because of a need for interpersonal attraction
 - (b) Because of the group's activities
 - (c) Because of the group's goals
 - (d) Because of a need for affiliation
 - (2) Group development stages
 - (a) Mutual acceptance
 - (b) Communication and decision making
 - (c) Motivation and productivity
 - (d) Control and organization
- E. Group decision making and problem solving
 - (1) Group decision making pitfalls
 - (a) Group polarization
 - (b) Groupthink--a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action.
 - (1) Group characteristics
 - (2) Group cohesiveness

- (3) Leader promotion of preferred solution
- (4) Insulation from expert opinion
- (5) Symptoms of Groupthink
- (6) Invulnerability
- (7) Rationalization
- (8) Morality
- (9) Stereotyping
- (10) Peer pressure
- (11) Self-censorship
- (12) Unanimity
- (13) Mindguards
- (14) Decision making defects
- (15) Few alternatives
- (16) No reexamination of preferred alternative
- (17) No reexamination of rejected alternatives
- (18) Rejection of expert opinions
- (19) Selective bias of new information
- (20) No contingency plans
- (21) Outcome variables
- (22) Lower performance
- (23) Lower decision quality
- (2) Group problem-solving techniques
 - (a.) Brainstorming
 - (b.) Nominal group technique
 - (c.) Delphi technique

XI Leadership

- (A) Leadership: The process of using influence--but not force or coercion--to get group members to work to achieve the group's goals.
- (B) Leadership substitutes--certain characteristics of the individual subordinate, the task, or the organization may lead the subordinate to perform well with no guidance from a leader.
 - (1) Characteristics of subordinates
 - (a.) Ability
 - (b.) Experience
 - (c.) Training
 - (d.) Knowledge
 - (e.) Need for independence
 - (f.) Professional orientation
 - (g.) Indifference towards organizational rewards
 - (2) Characteristics of task
 - (a.) Routine
 - (b.) Structured
 - (c.) Frequent feedback
 - (d.) Intrinsic satisfaction
 - (3) Characteristics of organization
 - (a.) Explicit plans and goals
 - (b.) Rules and procedures
 - (c.) Cohesive work groups
 - (d.) Rigid reward structure
 - (e.) Physical distance between supervisor and subordinate
- (C) Symbolic leadership
- (D) What motivates leaders

- (1) Abraham Maslow (Hierarchy of Human Needs)
- (2) Frederick Herzberg (Two-Factor Theory of Motivation)
- (3) Douglas McGregor (Theory X and Theory Y)
- (E) Leadership styles
 - (1) Push versus Pull leadership
- (F) Universal approaches to leadership--trait and behaviors theories
 - (1) Personal skills typical of leaders
 - (a.) Persuasion
 - (b.) Influence
 - (c.) Rapport
 - (d.) Charisma
 - (2) Michigan leadership studies--focused on behaviors of leaders
 - (a.) Job-centered leadership
 - (b.) Employee-centered leadership
 - (c.) Based on a spectrum or continuum--leader will exhibit one predominant type of behavior)
 - (3) Ohio state leadership studies--focused on leader behaviors
 - (a.) Consideration (concern for subordinates' feelings and respect for subordinates' ideas)
 - (b.) Initiating structure (lets subordinates know what is expected of them by clearly defining the leader and subordinate roles)
 - (c.) Independent behaviors allowing individuals to rate high on one, both, or neither
 - (d.) Generally, high consideration behaviors yield lower-producing subordinates who show signs of higher satisfaction; high initiating structure behaviors yield higher-producing subordinates who may be somewhat dissatisfied.
 - (4) The managerial grid (Blake and Mouton)--attitudinal rather than behavioral
 - (a.) Structure of the grid
 - (1.) First coordinate is concern for productivity (0,_)
 - (2.) Second coordinate is concern for people (_,0)
 - (b.) Areas of the grid
 - (1) Impoverished management (1,1)
 - (2) Authority-obedience (task management) (9,1)
 - (3) Country club management (1,9)
 - (4) Organization man management (middle of the road) (5,5)
 - (5) Team management (9,9)
- (G) Contingency approaches to leadership--trait and behaviors theories
 - (1.) Contingency theory of leadership (Fred Fiedler)--situations influence the effectiveness of any leader
 - (a.) Task motivation
 - (b.) Relationship motivation
 - (c.) Factors affecting degree to which a situation is favorable or unfavorable to a leader:
 - (1) Leader-member relations
 - (2) Task structure
 - (3) Leader's position power
 - (d.) Leader's tendency to be task-oriented or relationship-oriented remains basically constant
 - (2.) Path-goal theory--asserts that a leader can motivate subordinates by influencing their expectancies
 - (a.) Motivation (Path)--leader makes clear what subordinates must do
 - (b.) Rewards (Goal)--subordinates must complete task to get desired rewards
 - (c.) Leadership behaviors
 - (1) Directive
 - (2) Supportive
 - (3) Participative
 - (4) Achievement-oriented

- (d.) Situational factors
 - (1) Subordinates' personal characteristics
 - (2) Locus of control
 - (3) Perceived ability
 - (4) Environmental characteristics
 - (5) Task structure
 - (6) Authority system
 - (7) Work group
- (3.) Life-cycle theory of leadership--employees need different kinds of leadership as their motivation, competence, experience, and sense of responsibility mature.
- (4.) Situational leadership
 - (a.) Leadership styles
 - (b.) Directing
 - (c.) Coaching
 - (d.) Supporting
 - (e.) Delegating
 - (f.) Development levels of employees
 - (g.) Commitment
 - (h.) Competence
 - (i.) Degrees of involvement leaders provide with each style
- (5.) Vroom-Yetton-Jago Model
- (H) Followership
 - (1.) Vertical-Dyad Linkage Model
 - (a.) In-group
 - (b.) Out-group
 - (2.) Employees personalities
 - (a.) Aggressive, hostile
 - (b.) Aggressive, cooperative
 - (c.) Insecure
 - (d.) Individualist
 - (3.) Leader qualities from employee viewpoints
 - (a.) Sense of mission
 - (b.) Self-denial
 - (c.) High Character
 - (d.) Job competence
 - (e.) Good judgment
 - (f.) Energy

XII. Power and Conflict

- A. Power: The potential ability of a person or group to influence another person or group
- B. Common bases of power
 - (1) Legitimate power
 - (2) Reward power
 - (3) Coercive power
 - (4) Expert power
 - (5) Referent power
- C. Uses and consequences of power
- D. Political behavior and organizational politics
 - (1) Factors influencing political behavior
 - (a.) Ambiguous goals
 - (b.) Scarce resources
 - (c.) Technology and environment

- (d.) Nonprogrammed decisions
- (e.) Organizational change
- (2) Political techniques
 - (a.) Controlling information
 - (b.) Controlling lines of communication
 - (c.) Using outside experts
 - (d.) Controlling the agenda
 - (e.) Game playing
 - (f.) Image building
 - (g.) Building coalitions
 - (h.) Controlling decision parameters
- E. Organizational conflict
 - (1) Managing interpersonal conflict
 - (a.) Using resolution
 - (1) When conflict has become disruptive
 - (2) When too much time and effort are spent on conflict rather than on productive efforts
 - (3) When conflict focuses on internal goals of the group rather than on organizational goals
 - (b.) Using stimulation
 - (1) When work groups are stagnant
 - (2) When consensus among groups is too easily reached
 - (3) When groups are comfortable with the status quo
 - (4) When change within the organization is needed to remain competitive
 - (2) Managing intergroup conflict
 - (a.) Avoidance--Very incompatible group with little emphasis on importance of group interaction
 - (b.) Accommodation--Very compatible group with little emphasis on importance of group interaction
 - (c.) Competition--Very incompatible group with great emphasis on importance of group interaction
 - (d.) Collaboration--Very compatible group with great emphasis on importance of group interaction
 - (e.) Compromise--Medium compatibility of group with medium emphasis on importance of group interaction

XIII. Effective communication

- A. Communication process
 - (1) Sender-to-receiver loop
 - (2) "Noise" factors
- B. Communication methods
 - (1) Oral
 - (a.) Speaking
 - (b.) Listening
 - (2) Visual
 - (a.) Reading
 - (b.) Writing
- C. Person-to-person communications
 - (1) Spoken
 - (a.) Informal talks
 - (b.) Planned appointments
 - (c.) Telephone calls
 - (2) Written
 - (a.) Interoffice memos

- (b.) Letters
- (c.) Reports
- D. Mass communication
 - (1) Spoken
 - (a.) Informal staff meetings
 - (b.) Planned conferences
 - (c.) Mass meetings
 - (2) Written
 - (a.) Bulletin-board notices
 - (b.) Posters, exhibits, and displays
 - (c.) Audio and visual aids
- E. Nonverbal communication
 - (1) Body language
 - (2) Surface language
 - (3) Listening
- F. Guidelines for giving orders

REQUIRED TEXTBOOKS AND MATERIALS:

Lussier, Robert N. Human Relations in Organizations Applications and Skill Building. 6th edition. Boston, MA, McGraw Hill/Irwin Publishing, 2005.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.