

AN INDEPENDENT STUDY COURSE BY CORRESPONDENCE
Paralleling the Course of the Same Name and Number
Offered in Residence by
Texas State University-San Marcos
San Marcos, Texas

Sociology 3328

Complex Organizations

2001 Edition
(Three Semester Credit Hour)

Prepared by

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Correspondence Study Policy on Academic Freedom

Texas State University-San Marcos defends the rights of its faculty and students to express views on a full spectrum of issues. This principle of academic freedom is especially important in courses containing controversial subject matter. It extends to the Correspondence Curriculum as well as to on-campus classes. Views expressed in this study guide should not be expected to represent a consensus of the university faculty and administration.

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Important Information

Before beginning work in your course, you will find it helpful to familiarize yourself with the policies and procedures of the Texas State Office of Correspondence Studies contained in your student handbook and on our website. In addition to this, the following pages contain information important to know when taking a course from our office. Please take the time to read through this section carefully.

Textbooks and Course Materials

Be sure to purchase all materials required for your course within thirty days of your enrollment date. After thirty days, course materials may become unavailable. If you need to order additional textbooks or course materials, you will find an order form in the back of the current course catalog and on our website.

Making a Schedule

You have nine months to complete your course. To meet graduation or other personal deadlines, you may need to complete your course earlier. If, at the end of the enrollment period, you need more time to complete your course, one three-month enrollment period extension is allowed for an additional fee. No course may be completed in less than forty-five days.

Using the Personal Study Schedule in the front of this study guide, set a reasonable schedule for submitting each assignment and taking any required exams. When making your schedule, keep in mind that unless otherwise stated in the Introduction of this study guide, you may submit no more than two assignments per week. Consider the mail time involved with a correspondence course. You should plan around dates when the university is closed for extended periods of time and faculty will not be on campus or grading correspondence assignments. Also be aware that it will take longer to get your assignments graded during exceptionally busy times for faculty, such as when final exams are being administered in on-campus classes. **Allow four weeks for final grades to be reported to the Texas State registrar. Allow additional time for receipt of transcripts.** It is your responsibility to know your personal deadlines. Take these into consideration when making your schedule, particularly if you need to complete this course to graduate. Once you have constructed a study schedule, stick to it. Refer to it often to ensure that you are staying on track. If you should fall behind, amend your schedule so that it is still a useful tool for helping you complete the course in a reasonable amount of time.

Doing and Submitting Assignments

Follow assignment directions carefully. If possible, type your assignments. If you are unable to type your assignments, print legibly in ink unless otherwise directed by the instructor. For mathematical work, show all calculations and circle your final answer.

Identify your work. Number all pages of your assignment and include on each page the course prefix and number, the assignment number, and your name. (This is especially important for assignments submitted via e-mail.) Attach an assignment cover sheet from the back of this study guide to your assignment. Fill out all information completely and clearly. If you have questions, ask them on the cover sheet. Your instructor or our office will respond in the space provided. **Make a copy of your work.** This will save you from having to redo your assignment if it is lost.

When the Office of Correspondence Studies receives your assignment, its submission is noted and it is forwarded unopened to your instructor. Your instructor may take up to ten working days to grade and return your assignment to our office, where the grade is then recorded and the graded assignment is returned to you.

Submitting Assignments by Mail

Place your assignment in one of the pre-addressed envelopes provided. If you find the envelope is too small for your entire assignment, obtain a larger envelope and record on it your return address, course name, and assignment number. Do not split an assignment and mail it in two separate envelopes. Send in the Instructor's Grade Card with Assignment One. Never give or send your assignment directly to your instructor.

Be sure your assignment has sufficient postage to avoid any last minute delays. You must pay any outstanding postage fees incurred during your enrollment period to avoid a hold being placed on your records. Mail exam request forms separately from your assignments; do not mail an exam request form in the same envelope with an assignment.

Submitting Assignments by Fax

In some courses, you may fax your assignments to our office for an additional fee. Check the Introduction of this study guide to see if your instructor will accept faxed assignments. When faxing an assignment to our office, fill out the assignment cover sheet and use this as the cover sheet for your fax. Always call to verify receipt of the assignment and the total amount of the fax charge. Remember, if you choose to fax Assignment One, you will also need to mail in the Instructor's Grade Card.

Submitting Assignments by E-Mail

Some instructors allow students to submit assignments as e-mail attachments to corrlessons@bluesky.mediasrv.swt.edu. Check the Introduction of this study guide to see if e-mail assignment submission is an option for this course. All e-mail submitted assignments must be saved as MS Word documents. If you submit your assignment in a format that the in-

structor is unable to access, you will be asked to resubmit it as an MS Word document. **When submitting your assignment, instead of an assignment cover sheet, please be sure to note the course number, the assignment number, and your name in both the subject area and the body of the e-mail message.** For instance, the second assignment for ENG 2340 would read as follows:

ENG 2340-Assignment Two-Jane Smith

Also, be sure the file you attach to this e-mail is clearly identified with your name and assignment number as follows:

JaneSmith2

If submitting your first assignment via e-mail, you need not mail in the Instructor's Grade Card. While we encourage you to include any questions regarding course content along with your e-mailed assignment, please send any questions regarding correspondence policies and procedures in a separate message to our office e-mail address. Remember, do not submit e-mail assignments directly to the instructor. The Office of Correspondence Studies will forward these assignments to the instructor, who will then post grades back to our office via e-mail. You will then receive your grade and instructor comments from our office via e-mail. Following these instructions carefully will expedite the return of your graded assignment.

Exams

Almost all correspondence courses require you to take at least one exam. For these courses, a minimum grade on the exam(s) is required to pass the course independent of the grades you earn on the assignments. An explanation of the exam grade requirement for your course can be found in the Introduction of this study guide.

If you live at a distance from the Texas State campus and need to have your exam proctored, be sure to read the information on exam proctors in the About Your Exam section of this study guide. We will contact all proctors for verification. Review proctor requirements to avoid possible delays in your exam being mailed to your testing location.

Reporting Course Grades and Incompletes

All assignments must be completed and all exams must be taken for you to receive credit for your course. Once you have completed your course and the instructor has determined your final grade, you will receive a final grade report. Letter grades of A, B, C, D, and F are used for final grades. The lowest passing grade is a D. There is no pass/fail grading option for any course except MATH 1311. Final grades are sent to the Texas State registrar only if you complete the course. No grade is reported if you do not complete the course. If your enrollment expires or you elect to discontinue, no transcript entry is made. The Texas State Transcript Office will send one complimentary transcript to you or, with advance notice, to the institution of your choice.

Additional Resources

The Texas State Library

All Texas State students, including correspondence students, receive library support services from the Alkek Library, located on the main campus. The Library website www.library.txstate.edu is your essential portal to resources and services. Distance learning students are also eligible for additional assistance (including document delivery) from the Distance Services Librarian. Some library resources may require a Texas State username and password, which you may obtain by contacting the Texas State Office of Correspondence Studies. Please contact the Alkek Library for more information on specific library services:

Library homepage—www.library.txstate.edu

Reference Desk—512.245.2686

Email reference—linked onto library homepage & directly at

<http://server3.lrc.txstate.edu/cgi-bin/qform.cgi>

Distance Librarian—866.255.3511 or LK02@txstate.edu

Distance webpage—also linked onto library homepage & directly at

<http://www.library.txstate.edu/ref/dist-learn/>

Online Tutoring

The Texas State Office of Correspondence Studies provides students with online tutoring for correspondence courses offered through our office. The subject areas in which students can receive help include math, writing, and Spanish. For detailed information about this service, visit our website or contact us by phone.

A Final Word

The Office of Correspondence Studies will work with you to see that you benefit from and enjoy correspondence study. Should you have any questions about our procedures, call 512.245.2322 from 8 a.m. to 5 p.m. Central Time, Monday through Friday. If you have questions concerning course content, use the assignment cover sheets to communicate with your instructor. The Texas State University-San Marcos Office of Correspondence Studies is committed to offering you the highest quality educational experience. We appreciate feedback concerning our services to you, your instructor, and ideas for new courses. For our most recent catalog, call or write:

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Telephone: Local 512.245.2322

Toll-free 800.511.8656

Fax: 512.245.8934

Website: <http://www.txstate.edu/correspondence>

E-mail: corrstudy@txstate.edu

Personal Study Schedule

Here's a planning schedule to help you successfully complete your course. Follow these steps:

First, enter the course abbreviation and number and today's date at the top of the schedule.

This is the date you began the course.

Second, enter your deadline for completing the course at the bottom of the schedule. Be sure to allow for holidays and between semesters.

Third, enter the dates you plan to mail each written assignment.

Fourth, enter the date you plan to take the final exam.

Planning Schedule

START I began _____ on _____.

Written Assignment	Planned Date	Actual Date Sent	Date Received	Grade
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____

MIDCOURSE EXAM I plan to take the midcourse exam on _____.

6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____
9	_____	_____	_____	_____
10	_____	_____	_____	_____

FINAL EXAM

I plan to take the final exam on_____.

DEADLINE

My grade must be received on_____.

CORRESPONDENCE NOTE:

Plan your personal study schedule wisely, so you will get the most out of the course.

About the Author & Instructor

Since 1989 Jane I. Johnson has been an instructor in the Department of Sociology, Texas State. She teaches multiple sociology courses, including the areas of family, gender relationships, stratification, complex organizations, and social psychology. In addition to teaching at Texas State, she has taught at Central Texas College, Texas Lutheran College, and has owned several private businesses.

She received both her undergraduate degree and Master of Arts in teaching at Texas State in 1978 and 1980 respectively. In addition to Texas State, she has attended West Texas State University, the University of Hawaii, the University of Texas at El Paso, Amarillo Junior College, and has completed a three-year correspondence course in writing.

CORRESPONDENCE NOTE:

If you have a question about course material, don't hesitate to contact your instructor. Interaction between student and teacher is an important part of correspondence study.

Soci 3328

Complex Organizations

Scope & Nature of the Course

Sociology 3328, as you've noticed in your catalog, is a survey of complex organizations. In this course, you will be studying the socio-political interaction within complex organizations from a social psychological point of view. In order to understand the environment of complex organizations, you will take a close look at various motivational theories and the politics and power within large corporations. When you have completed this course, you should be able to explain differences in leadership skills and behaviors, be able to discuss job and organization design and re-design, and lastly, know why organizations change and how the change affects the system.

Required Textbook

Organizational Behavior, Don Hellriegel, John W. Slocum, and Richard W. Woodman, 8th Ed., International Thomson Publishing, 1998. ISBN# 0-538-88024-4

Course Procedure

Correspondence courses such as this give you the freedom to set your own pace in reading and assimilating the subject matter, unlike regular campus courses which have a structured time schedule. For a non-traditional student who has to work full-time to support a family or for a new mother, correspondence courses are an ideal solution for securing college credits. However, the solution also has some setbacks. If you do not have the self-discipline and resolve to work by yourself, this correspondence course is not a viable option.

Expect that it will take a minimum of twelve to fourteen weeks to complete this course.

By and large, though, most of you who opt to take correspondence courses have a valid reason for doing so, and have a chosen career goal to work toward. Correspondence courses require you to have the resolve and determination to set up and rigidly adhere to a daily schedule in which you allocate your time for each of the courses you have signed up for. If you do not have such a regimen, and if you do not strictly follow the regimen, you will fall behind your work each day and soon it will become impossible for you to catch up. The first thing you need to do is to decide how many hours you need for each of the subjects you have signed up for, and to make that time available for your studies. Make sure that no matter what the temptations are, you do not break the routine.

There are ten lessons in this study guide, each tailored to be completed in approximately one week. Some of these lessons are more demanding than others, and you may have to spend more time on those lessons. The first thing to do is to decide when you want to take the final exam. Be realistic and expect that it will take a minimum of twelve to fourteen weeks to complete the course. Use the personal study schedule that appears on page iii to help you map out a plan for the course. You must strictly adhere to this timetable in order to be successful in this course. If you follow this routine, you will find the whole experience exciting and fruitful.

Begin each lesson by reading the assigned chapter(s) from the text, and then reading the study guide. After your study guide reading, attempt the self-help questions. Only after you have answered all the questions, should you check the appendix to find out whether you got the answers right. Find out where you went wrong and two or three days later, try the same questions again. This time you are bound to get them all correct. Then do the written assignment to help consolidate the information you have gained from the readings.

Reading Assignments

One or more text chapters will be assigned for each lesson. I suggest that you take careful notes as you read the chapters, paying special attention to preview cases and “in practice” sections.

Self-Help Exercises

A practice “examination” will accompany each lesson. You are to complete each exercise without looking at the answers (appendix). You will be responsible for the content of self-help exercises as well as other material on the midcourse and final examinations.

Written Assignments

Assignments will vary, requiring you to answer questions, define and give examples of terms, diagram models, and discuss perspectives. **Typed or computer-generated assignments are preferred.** If, however, you have no access to a typewriter or computer, I will accept handwritten assignments as follows: in ink, and on only one side of a sheet of paper. Please insure legibility and correct university-level neatness, grammar, spelling, and punctuation.

Answer questions with **more** data rather than **less**. I have no way of knowing your grasp of concepts, terms, and other material unless you show me in your assignments.

Do not plagiarize. This means that you should always answer questions **in your own words**, even though there may be perfectly good definitions in the text. Refer to the academic honesty policy on the following pages.

Examinations

You must take closed-book midcourse and final examinations. Questions on the midcourse examination will be divided equally among material in Lessons One through Five. Ninety percent of the final examination will cover Lessons Six through Ten; the remaining ten percent will be comprehensive (including material in Lessons One through Five).

Examinations will include discussion and objective questions (multiple choice, true/false, matching). Objective questions will count one point each; discussion questions will usually count from four to ten points each.

Three hours will be allowed to complete each examination. At your testing site, you will be provided with a blue book for use in answering questions.

Typed or computer generated assignments are preferred.

Grading Criteria

Your grade for the semester will be determined as follows:

Written assignments 1 through 10	200 points (20 points each)
Midcourse examination	100 points
Final examination	<u>100 points</u>
Total	400 points

Based on a 400-point scale, your letter grade will be as follows:

360 - 400 points	A
320 - 359 points	B
280 - 319 points	C
240 - 279 points	D
239 points or below	F

Please note that *plus* and *minus* grades are not used as final grades.

You must pass the final examination with a grade of 60 or higher to receive credit in the course.

Academic Honesty Policy

As stated in the Texas State *Official Student Handbook and Code of Conduct*,

Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

If you are found guilty of academic dishonesty, which includes, but is not limited to, cheating on an examination or other academic work, plagiarizing, or colluding with others, then you will be subject to disciplinary action.

Academic work means the preparation of an essay, thesis, report, assignment, or other project, which is to be submitted for purposes of grade determination.

You must pass the final exam with a grade of sixty or higher to receive credit in the course.

Texas State
Academic
Honesty Policy

Cheating means:

- copying from another student's test paper, laboratory report, other report or computer files, data listing, and/or other programs;
- using unauthorized materials during an exam;
- collaborating without authorization with another person during an exam or in preparing academic work;
- knowingly and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in part or whole, the content of an unadministered exam;
- substituting for another student—or permitting another person to substitute for you—when taking an exam or preparing course work;
- bribing another person to obtain an unadministered exam or information about an unadministered exam.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work.

Collusion means the unauthorized collaboration with another person in preparing written work.

CORRESPONDENCE NOTE:

Students should fill out the personal study schedule immediately to create a realistic plan for finishing the course.

Diversity In Organizations

Reading Assignment

Chapter One, *Introduction to Organizational Behavior*

Objectives

After completing this lesson, you should be able to do the following:

- discuss categories of diversity;
- point out the importance of understanding diversity, particularly in larger, multi-national organizations; and
- name and define core competencies identified by professionals and managers.

Discussion

This course, the study of complex organizations, is slanted toward interactions within small or large companies and employs a social psychological approach. The text discusses numerous, important personality, perception and attitude differences that impact everyday operations within organizations.

While many of the examples used in the text refer to large, often multi-national operations, most U.S. businesses are small (local, state or regional chains and one-of-a-kind operations), and the application of recommended procedures will vary depending on a company's size and purpose.



Review these objectives again after completing the lesson.

The text categorizes types of diversity as either primary or secondary

Key Issue Facing Organizations

The impact and importance of diversity in today's business world cannot be over-stressed. Many new companies are formed annually; large corporations are growing ever larger. This means that people with varied skills and education are employed on a continuing basis. Many new employees are ethnically diverse or non-Caucasian, and more women are being employed in the business world.

Diversity encompasses every attribute of human nature that causes people to be different from one another. Some *ethnocentric* people fail to understand beliefs and lifestyles that differ from their own. In the business world, however, diversity issues must be faced positively. The text (Figures 1.1 and 1.2, pp. 6-7) categorizes types of diversity as either primary or secondary.

Primary categories are generic and include such characteristics as follow:

- age,
- race,
- ethnicity,
- gender (male or female),
- physical abilities, and
- sexual orientation.

Secondary categories include those we learn, experience, achieve or otherwise attain. These categories are important to almost everyone. They include the following:

- education,
- work experience,
- income, and
- geographic location.

While the preceding categories are important to everyone, the following affect some individuals considerably more than others:

- marital status,
- religious beliefs, and
- parental status.

With the growing number of large, multi-national corporations, understanding diversity has become especially important. Three challenges always present for multi-national organizations are as follows:

- *language differences* (employees must be able to communicate with one another);
- *ethnic groupings* (employees often seek out others of similar ethnicity and form cliques, sometimes to the detriment of an organization's need for a united goal orientation); and
- *cultural differences* (values and attitudes).

Sexual Diversity

One's sex (gender) is also recognized as a potential problem area, especially if the employee is female. While the U.S. work force is almost half women (forty-six percent in 1996), only three to five percent have been able to rise to the top of corporate ladders. Part of this imbalance may be due to the number of "traditional" older working women who did not see the necessity of earning a university degree or attaining other specialized training, but certainly a widespread explanation regarding the inequality involves the concept of a "*glass ceiling*," . . . "a barrier so subtle that it is transparent, yet so strong that it prevents women and minorities from moving up in management."

Racial and Ethnic Diversity

Other "diverse" categories of workers are racial and ethnic minorities. These minorities comprise about one-third of all new workers. When minorities are unable to penetrate the glass ceiling, racism (a belief that one's own race is better than any other) is usually involved. The text identifies three types of racism:

- *individual* – a person's own beliefs and prejudices;
- *cultural* – beliefs that one race's cultural attainments are far superior to all others; and
- *institutional* – rules, laws and other norms which contribute to the *status quo*.

Diversity in Age

A third category of workers is identified as "baby boomers." Born during and shortly after World War II, this large number of men and women are reaching middle age and many are holding management positions. The current trend by businesses to cut middle management layers is having a particularly negative effect on the baby boomers. Added to their problems is the continuing demand for cross-training or retraining in new, marketable fields, a step that is often harder for middle-aged and older workers to undertake.

Core Competencies

Other issues facing organizations involve what the text refers to as the need for *core competencies*:

- quality in products and management;
- expertise in the choice and use of technological equipment;
- a global outlook;
- ethics in organizational operations;
- proper management of personnel; and
- an ability to communicate.

Of these core competencies, ethics and communication are especially relevant. *Ethics* involves both organizational and individual values and attitudes. One individual's perception of right or wrong may differ considerably from that of someone else. In the business arena, conflicting demands often challenge a person's values, resulting in *ethical dilemmas*. Ethical dilemmas are defined as instances involving competing values—when any decision will result in bending or breaking one's ethical codes. (For a good example of worldwide ethical dilemmas, read "Ethics in Practice," pp. 20–21.)

Good *communication* involves multiple skills:

- an ability to communicate one-on-one (interpersonal communication);
- an ability to understand what someone else is trying to say (listening);
- an ability to speak clearly and competently (oral communication); and
- an ability to transmit thoughts and ideas in writing (written communication).

Organizational Structure

The success of an organization is based not only on attainment of core competencies among its personnel, but also on positive interaction with the external environment. Organizations are *open systems*, meaning that they cannot survive without adequate environmental support. (Closed systems, which do not exist in the business world, do not interact with or require resources from the external environment.) External forces that affect organizational success or failure include the following:

- raw materials,
- labor force availability,

For a good example of worldwide ethical dilemmas, read "Ethics in Practice," pp. 20-21.

- stakeholders,
- investment capital,
- competitors, and
- customers.

Concluding Comments

As you conclude Chapter One, pay careful attention to the chapter summary and key terms, pp. 30-31.

Self-Help Exercise One

Do not submit for grading. For each item, select the letter of the response that best completes the statement or answers the question. Answers are located in the Appendix. Complete this exercise before you proceed to the written assignment.

Match regarding categories of diversity:

1. age
2. income
3. geographic location
4. ethnicity
5. parental status
6. "Surface" competencies include
 - a. primary category
 - b. secondary category
7. Approximately ____ of the work force in the U.S. are women.
 - a. 10%
 - b. 25%
 - c. 46%
 - d. 64%
8. Cultural racism refers to
 - a. an individual's cultural beliefs
 - b. laws that give dominance and control to one group
 - c. how much money a person earns
 - d. giving higher status to the cultural patterns of one group than to those of another
9. To be defined as a "cybercorp," an organization must be global.
 - a. true
 - b. false
10. Risk taking is considered to be a positive characteristic associated with innovation and change.
 - a. true
 - b. false

11. The Pareto chart
 - a. measures one product against another
 - b. plots variables over time
 - c. is a bar graph ranking the importance of variables
 - d. is an ethical standard

12. All organizations are open systems.
 - a. true
 - b. false

CORRESPONDENCE NOTE:

If you have any questions for your professor, type them up and submit them along with your written assignments.

Written Assignment One



Complete this assignment on your own paper and submit for grading. **Be sure to fill out and attach an assignment cover sheet from the back of the study guide. Also, for this first assignment, don't forget to include your instructor's Record Card.**

Answer each of the following in detail:

1. List and define the characteristics identified as “primary categories” of diversity. (10 points)
2. Discuss the “glass ceiling” as related to gender, race, ethnicity, and age. (4 points)
3. What is an ethical dilemma? Give two examples not included in the text or study guide. (2 points)
4. Identify and discuss the four processes in the “organizational behavior framework.” (4 points)

CORRESPONDENCE NOTE:

Read the lesson objectives carefully. Accomplishing the objectives marks the difference between students who have learned the subject and those who have not. Test yourself with the objectives.