Request for Offering an Existing Course

Department: Management  
Course Rubric & Number: MGT 7203  
College: E.J. Ourso College of Business  
Date: December 3, 2015

PRESENT COURSE DESCRIPTION

Title: Development of Management Thought

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
  Lecture:_____  Lab/Sem/Rec:_____  Repeat Credit Max. (if repeatable):  
  Graduate Credit?  X Yes  No

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
  Lecture  Lab  Seminar  Recitation  Intern  Res/Ind  Clin/Prac
  _____  _____  _____  _____  _____  _____  _____

Total Weekly Contact Hours:  

Grading System: Letter Grade  X  Pass/Fail  

Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)
Mgt 7203, Development of Management Thought
Origin and growth of managerial concepts; contributions of leaders associated with major schools of management thought, including: scientific management, management process, empirical, human behavior, social system, decision theory and quantitative methods

PROPOSED COURSE DESCRIPTION

Title: Development of Management Thought

Short Title: D E V M G T T H O U G H T

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
  Lecture:_____  Lab/Sem/Rec:_____  Repeat Credit Max. (if repeatable):  
  Graduate Credit?  X Yes  No

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
  Lecture  Lab  Seminar  Recitation  Intern  Res/Ind  Clin/Prac
  _____  _____  _____  _____  _____  _____  _____

Total Weekly Contact Hours: 3

Grading System: Letter Grade  X  Pass/Fail  

Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)
Mgt 7203, Development of Management Thought
Origin and growth of selected managerial concepts and topics and associated research methodologies

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected?  Yes  X  No  N/A

Is this course included in any curricula, concentrations, or minors?  Yes  X  No  X  If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses?  Yes  X  No  X  If yes, list courses; use separate sheet.

Is this course on the General Education list?  Yes  X  No

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS

Department Faculty Approval Date: 12/03/2015  
Department Chair Signature: [Signature] (date)

Graduate Dean Signature: Michelle A. Marsé (4/6/16)

College Faculty Approval Date: 4/11/16  
College Dean Signature: [Signature] (date)

Chair, FS C&C Committee: [Signature] (date)

Academic Affairs Approval: [Signature] (date)
Justification:
Due to the retirement of the faculty member usually responsible for this course we are expanding the focus of the seminar to include a broader range of potential topics.
THE DEVELOPMENT OF MANAGEMENT THOUGHT

MGT 7203

INSTRUCTOR:  Arthur G. Bedeian

OFFICE:  3149 Taylor Hall - Suite B
PHONE:  578-6141
OFFICE HOURS:  11:30 AM-12:30 PM Tuesday
CLASS HOURS:  8:30 AM -11:30 AM Tuesday
CLASSROOM:  1114 Taylor Hall
E-MAIL:  abede@lsu.edu

Course Objectives

1. Establish an historical baseline for appreciating the continuing development of management theory across time.

2. Provide an historical perspective for understanding the present state of management theory.

3. Establish an intellectual baseline for appreciating future developments in management theory.

4. Establish an historical foundation to aid in framing questions for the teaching, research, and practice of management.

5. Provide a conceptual framework for building and integrating the field of management.

6. Recognize and appreciate “our place in history.”

Text

Course Overview

Readings have been assigned for each class meeting. At least one major reading will have an assigned discussion leader. This discussion leader will be responsible for summarizing the major reading, identifying its contributions and weaknesses, and leading the class in a discussion of the reading and related materials.

Each class participant will be required to prepare a major manuscript during the semester. Topics are to be individually selected subject to my counsel and consent. As an example of an acceptable paper that has been previously prepared for this course, see: J. Michael Gotcher, “Assisting the Handicapped: The Pioneering Efforts of Frank and Lillian Gilbreth,” *Journal of Management*, 1992, *J8*(1), 5–13. (A copy of this article is available on the course Moodle website). The intent of this requirement is to produce a manuscript of publishable quality. Important dates relating to this assignment include:

- **September 20:** Topic selected
- **October 18:** Detailed topic outline due
- **November 8:** Penultimate draft manuscript due
- **November 15:** Manuscript peer reviews due
- **November 29:** Manuscripts due – Late manuscripts will be docked one letter grade daily.

**Grading:**

- Examination: 100 points
- Manuscript: 100 points
- Classwork:* 50 points
  \[ \frac{50}{250} \] points

*Includes discussion leader role and class participation. A discussion leader is not someone who reads from a hand-out or slide. Passive listening is unacceptable. Active listening and participation is expected of all class members. Class members who do not participate are unlikely to receive a satisfactory grade. Students are expected to to engage other class members, stimulate discussion, and carefully evaluate ideas.
Class Schedule

August 23
Introduction

August 30
Beginnings – Module 1

Film: “Industrial Supremacy: 1875-1906” (26:39 mins.)

Daniel A. Wren, “Years of Good Beginnings: 1886-1936,” in Daniel A.
Wren & John A. Pearce II, Papers Dedicated to the Development of Modern

Henry A. Towne, “The Engineer as an Economist,” Transactions, American
Society of Mechanical Engineers, 1886, 7, 428-432.


Joseph Litterer, “Systematic Management: The Search for Order and

Arthur G. Bedeian, “Exploring the Past,” Journal of Management History,

Arthur G. Bedeian, “The Gift of Professional Maturity,” Academy of

View video “Ford Historic Model T” (5:17 mins.)

September 6
Frederick W. Taylor and Scientific Management – Module 2

W & B, Ch. 7 - The Advent of Scientific Management

Film: “Modern Times” (15 mins.)

“Clockwork” (24 mins.)

Spencer Klaw, “Frederick Winslow Taylor: The Messiah of Time and

Harlow S. Person, “The Genius of Frederick W. Taylor,” Advanced

Frederick W. Taylor, “Principles of Scientific Management,” Bulletin of the


**September 13**

**Frederick W. Taylor and Scientific Management – Module 3**

**Films:** “The Man Who Revolutionized Management: Frederick Winslow Taylor” (20-25 mins.)
“Management History Research” (5 mins.)
“On the Trail of the Taylor Myth” (21 mins.)

**September 20**

**The Gilbreths /Scientific Management: Selected Major Players/Taylorism Worldwide – Module 4**

**Manuscript Topic Selected**

W&B, Ch. 8 - Spreading the Gospel

**Film:** “Original Films of Frank B. Gilbreth” (25 mins.)
I. The Gilbreths


II. Scientific Management: Selected Major Players


III. Taylorism Worldwide


September 27

**Industrial Psychology/Social Psychology – Module 5**

W&B, pp.197-200

**Tape:** Harold Burtt Interview (26 mins.)

**Films:** "Morris Viteles Interview" (3 mins.)
  "The Power of the Situation" (6:20 mins.)
  "Cognitive Dissonance" (5 mins.)
  "I Was Only Following Orders" (15 mins.)
  "Experimental Prison" (15 mins.)

I. Industrial Psychology


Visit the following URL: www.psych.upenn.edu/history/vitelestext.htm


II. Social Psychology


Visit the following URL: http://aschcenterblogs.brynmawr.edu/about/


Visit the following URLs: www.prisonexp.org/index.html www.stanleymilgram.com/
October 4

Henri Fayol/Luther H. Gulick/Max Weber – Module 6


Film: “Luther H. Gulick Interview” (14 mins.)

Tape: Luther H. Gulick “Looking Back to 1915” (12.5 mins.)

I. Henri Fayol


II. Luther H. Gulick


III. Max Weber


View video “Max Weber Visits America,” Part 1, 2006 (23:01 mins.)


October 11

The Hawthorne Studies – Module 7

W&B, Ch. 13 - The Hawthorne Studies
   Ch. 17 - Human Relations in Concept and Practice

Films: “Al Bolton on the Hawthorne Studies” (6 mins.)
   “Hawthorne Symposium” (59 mins.)
   “On the Trail of the Hawthorne Myth” (8 mins.)


View video “Boogie Woogie” (1:18 min.)

October 18

Mary P. Follett/Lyndall F. Urwick – Module 8

Detailed Manuscript Topic Outline Due

W&B, pp. 309-322

Film: “Urwick on the Management Pioneers” (26 mins.)

I. Mary P. Follett


**II. Lyndall F. Urwick**


**October 25**

**Chester I. Barnard/Kurt Lewin – Module 9**

W&B, pp. 322-330 and pp. 335-337

**Film:** “Experimental Studies in the Social Climate of Groups” (30 mins.)

**Tape:** Chester Barnard Interview (8 mins.)

**I. Chester I. Barnard**


II. Kurt Lewin


November 1

Industrial Sociology & Informal Groups/Systems Theory – Module 10

W&B, pp. 200-203 and pp. 482-483

I. Industrial Sociology & Group/Informal Relations


**II. Systems Theory**


**November 8**

Abraham H. Maslow/Frederick Herzberg – Module 11

**Penultimate Draft Manuscript Due**

**Films:** “Being Abraham Maslow” (30 mins.)
“KITA – Or, What Have You Done For Me Lately?” (23 mins.)

**I. Abraham H. Maslow**


II. Frederick Herzberg


November 15  
David C. McClelland/B. F. Skinner – Module 12

Manuscript Peer Reviews Due

*Films:* “The Need to Achieve” (30 mins.)  
“A Conversation with B. F. Skinner” (20 mins.)  

I. David C. McClelland


II. B. F. Skinner


View videos “Little Albert” (4:05 mins.) and “Skinner – Operant Conditioning” (4:46 mins.)

**November 22**

**Rensis Likert – Module 13**

**Film:** “Stogdill Symposium” (Likert; 10 mins.)


**November 29**

**Final Exam Returned (Take Home)**

**Manuscripts Due – Late manuscripts will be docked one letter grade daily.**
Request for CREDIT OR RECOGNITION of an Existing Course

Department: Management
Course Rubric & Number: MGT 7212
College: E.J. Ourso College of Business
Date: December 3, 2015

PRESENT COURSE DESCRIPTION

Title: Seminar in Contemporary Management Topics

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for Lecture: _____ Lab/Sem/Rec: _____
Repeat Credit Max. (if repeatable): 6
Graduate Credit? Yes X No _____

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture Lab Seminar Recapitation Intern Res/Ind Clin/Pract 3 3 3 3 3 3
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail

Course Description:
(Include course number, title, etc. as it appears in the General Catalog)
Management 7212, Seminar in Contemporary Management Topics
Prereq.: consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary

PROPOSED COURSE DESCRIPTION

Title: Seminar in Contemporary Management Topics

Short Title: SEM CONTEMP TOPICS

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for Lecture: _____ Lab/Sem/Rec: _____
Repeat Credit Max. (if repeatable): 12
Graduate Credit? X Yes No

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture Lab Seminar Recapitation Intern Res/Ind Clin/Pract 3 3 3 3 3 3
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail

Course Description:
(Include course number, title, etc. as it appears in the General Catalog)
Management 7212, Seminar in Contemporary Management Topics
Prereq.: consent of instructor. May be taken for a max. of 12 hrs. of credit when topics vary

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

1. Has this change been discussed with and approved by all departments/colleges affected? Yes X No N/A
2. Is this course included in any curricula, concentrations, or minors? Yes X No If yes, please list on a separate sheet.
3. Is this course a prerequisite or corequisite for other courses? Yes X No If yes, list courses; use separate sheet.
4. Is this course on the General Education list? Yes X No

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS

Department Faculty Approval Date: 12/03/2015
Department Chair Signature: [signature]
Graduate Dean Signature: [signature] 4/20/16
College Faculty Approval Date: 4/11/16
College Dean Signature: [signature] 4/12/16
Chair, F.S.C.C. Committee: [signature] 4/20/16
Academic Affairs Approval: [signature] 5/2/16
College Contact: E-mail
Instructions for Request for Changing a Course

Justification: We are increasing the number of topics covered in this course. Students should therefore be able to take the course up to four times
Organizational Culture and Climate (MGT 7212)
Thursday 1:00 – 3:50pm, 2500 BEC

Instructor: Jeremy M. Beus, Ph.D.
Office: BEC 2713
Office Hours: By appointment
Office Phone: 225-578-6150
Email: jbeus@lsu.edu

Course Overview:
Organizational culture and climate are ubiquitous and interrelated organizational phenomena with broad application to organizational behavior research and theory. The purpose of this course will be to integrate these literatures and cover the theory, empirical evidence, and methodologies of organizational culture and climate with particular focus on organizational climate, which represents the more observable and quantifiable manifestation of organizational culture.

Course Objectives:
The goals of this course are to: (1) provide students with an overview of classic and current research on organizational culture and climate; (2) enhance critical thinking and research skills through discussion and critique of organizational theories and empirical research; (3) translate these skills into effective writing through class assignments; and (4) help students formulate new ideas for research projects.

Course Readings:
Students will be able to access all assigned course readings through the LSU library. I will provide access to any readings that are unavailable through the library.

Course Requirements:
Specific requirements for this course include the following:

Participation and attendance. [15% total]: Students are expected to attend all classes. Because this is a seminar, active participation by all students is critical. Students are expected to read all required materials before class, having thoughtfully considered the implications and contributions of each reading individually and collectively. Both the quantity and quality of student contributions will be evaluated. Recommendations for effective class participation include (but are not limited to) the following: (1) outline each paper before class to be more familiar with the general purpose, methodology, results, strengths/weaknesses, and contributions of the paper; (2) participate constructively by listening and posing questions or comments that elicit discussion; and (3) contribute additional value to discussions by integrating material and playing devil’s advocate (in a civil, respectful way). In addition to in-class participation, you will have the following weekly assignments which are designed to facilitate class discussions:

Weekly discussion questions. By Wednesday at 8:00pm each week, students will be required to electronically disseminate at least one discussion question to facilitate Thursday’s class discussion. Questions should demonstrate that students
have read and considered the assigned readings and will be evaluated based on their quality and thoughtfulness—simply submitting a question will not be enough to satisfy this requirement.

**Article summaries.** Each week, students will be assigned to be an “expert” on one of the assigned readings. A key part of this requirement will be to write a bulleted summary of the assigned reading to disseminate to the class. At a minimum, summaries should address: (1) the purpose of the reading, (2) the theory or theories that were used as a conceptual basis, (3) the reading’s core hypotheses or research questions if applicable, (4) the methodology employed to test the hypotheses if applicable, (5) the paper’s primary conclusions, (6) the strengths/weaknesses of the paper, and (7) how the paper relates to or fits in with the other assigned readings. Students may be asked to present their summaries briefly in class. Article summaries must be disseminated to the class (including myself) by Wednesday at 8:00pm each week unless otherwise noted.

**Discussion leadership.** [10%]: Each student will be required to select a class for which they will act as the discussion leader on the assigned topic for that day. Discussion leaders have the responsibility of facilitating discussion by helping to summarize, compare/contrast, integrate, and consider the theoretical or practical implications of the assigned readings; the discussion leader will also be required to compile classmates’ discussion questions and present them in an organized way. Discussion leaders should plan ahead by forming their own questions and creating activities, debates, and so forth to facilitate meaningful class discussion; they should also be aware of any recently published papers on the topic to inform the class of any new research developments. Students will select their topic preferences on the first day of class.

**Research proposal.** [40% total]: Students will write an empirical research proposal on a topic of interest that is relevant to course material. Papers will take the form of the first half of an empirical research paper and include (1) an introduction that outlines relevant literature and theory and sets the stage for grounded, well-reasoned hypotheses; (2) a method section that outlines actionable steps for addressing the proposed hypotheses with typical subsections such as sample/participants, measures, and research design/procedure; and (3) a “proposed analysis” section as part of the method that outlines how the data would be analyzed. Papers should not exceed 20 double-spaced pages in length (not including title page, references, tables, or figures) and should follow Academy of Management Journal or APA style guidelines. Papers must be students’ original work and should NOT be something that has already been completed or used in another class. Students are expected to submit both electronic and hard copies of their research proposals. Milestones associated with completing this research proposal are as follows:

**Proposal idea.** Students will write a short (up to 3 pages double-spaced) summary of their research idea that describes why the proposed project would be value-adding to the research literature and that briefly outlines the proposed method. Supporting citations and references are required.
First draft. [10%]. Students will submit a complete first draft of their papers. I will grade these and provide generalized feedback to facilitate edits on the final draft.

Final draft. [20%]. Students will submit a final draft that incorporates recommended revisions and any other necessary improvements on the first draft. Students must include a title page but no abstract is required.

Proposal presentation. [10%]. Students will present their research proposals in class and field questions from me and fellow classmates. Like a typical academic conference presentation, proposal presentations should be between 10-12 minutes in length.

Mid-term exam. [15%]: An in-class mid-term essay exam will be given on March 10th. Exam questions will be designed to be similar in scope and challenge to questions found in comprehensive exams. The exam will be closed note and citations will be expected to be given from memory.

Final exam. [20%]: A cumulative final essay exam will be given during our scheduled final exam time. Exam questions will be designed to be similar in scope and challenge to questions found in comprehensive exams. The exam will be closed note and citations will be expected to be given from memory.

Summary of course requirements: Participation (15%), Discussion leadership (10%), Research proposal (40%), Mid-term exam (15%), Final exam (20%)

Grading System: The grading scheme is as follows: A+ = 100-97%; A = 96.9-93%; A- = 92.9-90%; B+ = 89.9-87%; B = 86.9-83%; B- = 82.9-80%; C+ = 79.9-77%; C = 76.9-73%; C- = 72.9-70%; D+ = 69.9-67%; D = 66.9-63%; D- = 62.9-60%; F = below 60%.

Communication: Students should use my campus email address (jbeus@lsu.edu) when communicating with me outside of class or office hours. I will make every effort to respond to student emails within a 24-hour period.

Academic integrity: I will enforce the university’s policy on cheating and plagiarism. Please refer to the Academic Integrity Policy for more details: http://saa.lsu.edu/academic-integrity.

Students with disabilities: I will work with any student who feels that he or she has a condition that requires special accommodation to successfully participate in this course. Students requesting accommodations for disabilities should be registered with Disability Services and provide me with appropriate documentation at the start of the semester. Please refer to the Disability Services website for more information: http://disability.lsu.edu.

Classroom behavior and respect: I do not tolerate remarks that are sexist, racist, homophobic, or that otherwise ridicule people. All cell phones should be on silent during class. Students who do not follow this guideline may be asked to leave class.
Course Readings

Each week’s required readings are listed in the order in which they should be read. Optional readings are provided to give you a sense for other relevant papers on a topic and are provided to specifically help in studying for comprehensive exams or for students who are particularly interested in a certain topic. Discussion leaders should be familiar with the optional readings for their assigned topic and present to the class any relevant additional information from those readings.

Below are some general questions to consider when reading papers for this course (Note: these questions are most applicable to empirical papers, but similar variations to these questions likewise apply to conceptual/review papers):

1. What questions does this paper try to answer and why are they important?
2. What theory was used as the conceptual basis for hypotheses/expectations? Do you agree with the theory used? Is there an alternative theory that could have been used?
3. What research design was implemented and what are its strengths/weaknesses?
4. What were the study’s main findings? Were they expected/unexpected?
5. What were the paper’s intended/actual contributions?
6. At what level(s) of analysis were this paper’s hypotheses tested? Would results generalize to other levels? Why or why not?
7. What are the implications of this study for both theory and practice?
8. Do you find this study’s results/conclusions to be compelling or useful?

In addition to thinking about the assigned articles individually, the set of readings should be considered as a whole using questions such as the following:

1. How do the assigned articles compare in terms of the theoretical approaches used, methods employed, and empirical findings?
2. Do the articles build on each other?
3. What are “next steps” for this research area? That is, what questions still need to be answered?
4. How would you design a study to move this field of inquiry forward?
5. What do you know about the assigned topic now that you didn’t know before reading these articles? Was anything unexpected/counter-intuitive?
6. How does this week’s topic relate to other topics we’ve covered this semester?
7. What implications does this topic have for your own research interests?
8. Based on this set of readings, what would you tell a lay person (e.g., manager, news reporter, family member) about this field of study?
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Introduction</td>
<td>--</td>
</tr>
<tr>
<td>January 21</td>
<td>Overview of Culture and Climate</td>
<td>No summaries</td>
</tr>
<tr>
<td>January 28</td>
<td>The Etiology of Culture and Climate – Part 1</td>
<td>--</td>
</tr>
<tr>
<td>February 4</td>
<td>The Etiology of Culture and Climate – Part 2</td>
<td>--</td>
</tr>
<tr>
<td>February 11</td>
<td>The Content of Culture and Climate</td>
<td>--</td>
</tr>
<tr>
<td>February 18</td>
<td>Conceptualizing Climate – Debates and Controversy</td>
<td>--</td>
</tr>
<tr>
<td>February 25</td>
<td>Culture – Qualitative Research</td>
<td>Proposal idea due</td>
</tr>
<tr>
<td>March 3</td>
<td>Conceptualizing multilevel constructs</td>
<td>No summaries</td>
</tr>
<tr>
<td>March 10</td>
<td>Midterm Exam</td>
<td>--</td>
</tr>
<tr>
<td>March 17</td>
<td>Conducting multilevel research</td>
<td>No summaries</td>
</tr>
<tr>
<td>March 24</td>
<td>Spring Break!</td>
<td>--</td>
</tr>
<tr>
<td>March 31</td>
<td>Climate Strength</td>
<td>Proposal rough draft due</td>
</tr>
<tr>
<td>April 7</td>
<td>Climates for Something – Safety</td>
<td>--</td>
</tr>
<tr>
<td>April 14</td>
<td>Climates for Something – Miscellaneous</td>
<td>--</td>
</tr>
<tr>
<td>April 21</td>
<td>Climate in other constructs’ clothing?</td>
<td>--</td>
</tr>
<tr>
<td>April 28</td>
<td>Final Exam</td>
<td>--</td>
</tr>
<tr>
<td>May 5</td>
<td>Proposal Presentations</td>
<td>Proposal final draft due</td>
</tr>
</tbody>
</table>
Course Readings
*This reading list is subject to change*

January 21st – An overview of organizational culture and climate


Optional Reading:


January 28th – The etiology of culture and climate: ASA model and event system theory


Morgeson, F. P., Mitchell, T. R., & Liu, D. 2015. Event system theory: An event-oriented approach to the organizational sciences. Academy of Management Review, 40: 515-537. [Note: If people make climates/cultures according to Schneider, then this paper suggests that events make climates/cultures]

Optional Reading:


February 4th – The etiology of culture and climate: Social interaction and leadership


Optional Reading:


[Note: Stop reading on p. 230]

February 11th – The content of culture and climate


Optional Reading:


February 18th – Conceptualizing climate: Debates and controversy


February 25th – The qualitative examination of culture


Optional Reading:

March 3rd – Conceptualizing multilevel constructs


Optional Reading:


March 17th – Conducting multilevel research


*Note: After completing these readings, select an empirical climate paper published in the last 10 years and critique its methods. Consider the following questions and be prepared to share your critique in class:
  a. Did the climate conceptualization match its individual and group-level operationalizations? Did the authors take the Schneiderian or Jamesian approach (or something else)?
  b. What multilevel or group-level validity evidence (if any) was provided for climate?
  c. How were aggregation decisions made? Were these decisions justified?
  d. Knowing what you know now, what would you have done differently in this study from a multilevel perspective (conceptual and/or empirical)?

Optional Reading:

March 31st – Climate strength


*Note:* Start on p. 663 at the heading “Implications and Research Directions” and read until “Culture and climate change” on p. 667.


Dickson, M. W., Resick, C. J., & Hanges, P. J. 2006. When organizational climate is unambiguous, it is also strong. *Journal of Applied Psychology, 91*: 351-364.


Optional Reading:


April 7th – Climates for something: Safety


Optional Reading:


April 14th – Climates for something: Miscellaneous


Optional Reading:


[Note: See Tables 2-13 on pp. 641-689 for an extensive summary of facet-specific climate studies]


April 21st – Climate in other constructs’ clothing?


