



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'alaie Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8154-01-7

Course Title: Organizational Psychology

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring 2020

Course Credits: 3

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00am - 12:00pm

Class Location: Hale Hoaloha Rm. 303

Instructor Name: Rick Trammel, Ph.D.

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Phone: 808.739-4613

Cell: 808.295-6379

Office Location: Brogan Hall 116

Office Hours: Tuesdays 1:00pm- 4:00pm; Wednesdays 12:00-4:00pm; Thursdays 10:00am-12:00pm other times by appointment

University Catalog Course Description

This course will provide an introduction to Industrial and Organizational Psychology, a scientific discipline that studies human behavior in the workplace. This course will provide a practitioner-scientist view of the discipline. Through lectures, research and class discussions, students will learn the scientific basis of human behavior in organizations and the workplace as they relate to the process of hiring, developing and managing and supporting employees. The course will also examine how organizational psychologists help institutions manage, develop, and support employees, and align employee efforts with business needs.

Course Overview

This course will explore the theoretical, empirical, and practical applications of industrial/organizational psychological and consultation, and organization development in business, mental health settings, schools, other community based organizations, and communities. The course will also address the issues faced by underserved and marginalized populations in a variety of communities and settings, and the barriers/access to care and service issues they may face. The purpose of the course is to explore the role of psychologists as agents of change and consultation in a variety of service delivery settings (e.g., business, industry, community mental health agencies, consulting firms). In addition, the readings and lectures will integrate and focus on psychologists' roles in creating diverse and multicultural settings wherever they work, specifically examining underrepresentation of women, ethnic minorities, and LGBTQ employees in businesses and organizations.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes

- Students will be able demonstrate a basic awareness of professional, philosophical, ethical, theoretical, and empirical issues in Industrial and Organizational Psychology. (Competencies 1)
- Students will demonstrate understanding of the applications of a variety of roles taken on by professional psychologists in organizations. (Competencies 2, 9)
- Students will demonstrate understanding of diversity issues in Industrial and Organizational Psychology. (Competency 4)
- Students will demonstrate competence in the development, packaging, and presentation of an organizational development/consulting workshop. (Competencies 2, 9)

Required Learning Materials

Textbooks

Aamodt, M. (2016). *Industrial/Organizational Psychology: An applied approach*. (8th ed.). Cengage Learning.

Jex, S., & Britt, T. (2014). *Organizational Psychology: A scientist-practitioner approach*. (3rd ed.). Wiley: New York.

Journal Articles

Abildgaard, J., Simonsen, J., Nielsen, K., & Sverke, M. (2018). Can job security be managed? Evaluating an organizational-level intervention addressing the negative effects of restructuring. *Work & Stress*, 32(2), 105-123.

Di Stasio, V., & van de Werfhorst, H. (2016). Why does education matter to employers in different institutional contexts? A vignette study in England and the Netherlands. *Social Forces*, 95(1), 77-106.

Febriani, D., & Yancey, G. (2019). The effect of integration approaches and human resources initiatives on changes in organizational culture and employee attitudes during a merger. *The Psychologist-Manager Journal*, 22(2), 108-131.

- Hartnell, C., Ou, A., Kinicki, A., Choi, D., & Karam, E. (2019). A meta-analytic test of organizational culture's association with elements of an organization's system and its relative predictive validity on organizational outcome. *Journal of Applied Psychology, 104*(6), 832-850.
- Kilburg, R., & Donohue, M. (2011). Toward a grand unifying theory of leadership: Implications for consulting psychology. *Consulting Psychology Journal: Practice and Research, 63*(1), 6-25.
- Knesek, G. (2015). Creating a feedback-rich workplace environment: Lessons learned over a 35+ year career in human resources. *The Psychologist-Manager Journal, 18*(3-4), 109-120.
- Lang, J., Bliese, P., & Lang, J.W. (2011). Work gets unfair for the depressed: Cross-lagged relations between organizational justice perceptions and depressive symptoms. *Journal of Applied Psychology, 96*(3), 602-618.
- Langhinrichsen-Rohling, J., Snarr, J., Smith-Slep, A., Heyman, R., & Foran, H. (2011). Risk for suicidal ideation in the US Air Force: An ecological perspective. *Journal of Clinical and Consulting Psychology, 79*(5), 600-612.
- Leskin, E., Cortina, L., & Kabat, D. (2011). Gender harassment: Broadening our understanding of sex-based harassment at work. *Law and Human Behavior, 35*, 25-39.
- Schabram, K., Robinson, S., & Cruz, K. (2018). Honor among thieves: The interaction of team and member deviance on trust in the team. *Journal of Applied Psychology, 103*(9), 1057-1066.
- Schumaker, D. (2016). Leadership and its impact on organizations. *Federal Probation, 80*(3), 39-44.
- Walsh, B. et al. (2010). A Multilevel Model of the effects of equal opportunity climate on job satisfaction in the military. *Journal of Occupational Health Psychology, 15*(2), 191-207.
- Wingate, T., Lee, C., & Bourdage, J. (2019). Who helps and why? Contextualizing organizational citizenship behavior. *Canadian Journal of Behavioural Science, 51*(3), 147-158.

Grading

Course Requirements/Methods of Evaluation

- 1) **Attendance and Participation (15 points)** Students are expected to attend classes, arrive on time, complete all assigned readings, actively participate in class discussions, and assume professionalism at all times. Unexcused absences, tardiness, lack of preparation/participation, and/or inappropriate or unprofessional behavior may result in a reduction of the overall score for the course. Two or more unexcused absences may require additional work and may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of projective assessment within the clinical practice of psychology.
- 2) **Midterm (100 points)**
- 3) **Final exam (100 points)**
- 4) **Journal Article presentation (25 points)** Each student will either choose one of the journal articles listed in the syllabus and present and lead a classroom discussion of the material for 20-30 minutes, with accompanying PowerPoint slides for the class along with any relevant video clips to support the journal research. Classroom activities and participation of the class is recommended.
- 5) **Consulting Team Project/Presentation (100 points)** Each student will participate in a "Consulting Team," and research, develop and present in class an organizational development/consulting workshop, e.g., to a community, community mental health agency or larger helping professional community, or a business/management training workshop. Projects and presentations should reflect the broad range of diversity issues and groups present in Hawaii and on the mainland. In a "real work world" setting the workshop/training/seminar, would be presented as a one or two day meeting. For the purposes of the class, the presentation should take no more/less than 60 minutes of class time. In essence your team is presenting an executive summary of a larger process, e.g., you are presenting to a group of managers or the CEO of the organization in an hour what you would propose to do for their employees/members over the course of one or two days. The Team will be responsible to develop:
 1. **A facilitator's guide.** The team should develop a facilitator's guide. The curriculum of the seminar/training, mission statement of your organization or consulting group, objectives of the seminar/training, PowerPoints with any accompanying video clips, resources, and reference

material, in addition, to giving detailed instructions to the actual facilitator/training person how to present the material to their target audience.

2. A **participant guide**. The team should develop a participant's guide of the material/body of the training/seminar consisting of such things as handouts, PowerPoints of the major topics to be presented. This is the take away for each participant. Please make a copy of the participant's guide for each class member.

Grading Criteria

Midterm	100
Final Exam	100
Journal Article Presentation	25
Team Presentation	100
<u>Attendance/Participation</u>	<u>15</u>
100% Total	340

Grade Points Earned

A	305-340
B	271-304
C	237-270
F	<237

Course Policies

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time will take place up to 2 days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 or email counselingcenter@chaminade.edu for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the *American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 7th Edition for thesis and paper format.

Scholarly writing: The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program: For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or

Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version). 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Schedule

Date	Topics and Assignments
1/8/20 Class 1	<p>Orientation to Course Introductions/Why study Organization Psychology and Consulting Consulting Teams Assignments; Team Building exercise "NASA Exercise" Film: The Social Network Reading (for following week): Jex & Britt Ch. 1-2; Aamodt Ch. 1</p>
1/15/20 Class 2	<p>Jex & Britt Ch. 1-2 Introduction to Organizational Psychology & Research Methods. Aamodt Ch. 1 Introduction to I/O Psychology Myers Briggs Type Indicator in Organizations. Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 13 & 15; Aamodt Ch. 14</p>
1/22/20 Class 3	<p>Jex & Britt Ch. 13 Organizational Theory and Design/Organizational Change and Development Aamodt Ch. 14 Organizational Development Journal Article Presentation _____ Abildgaard, J., Simonsen, J., Nielsen, K., & Sverke, M. (2018). Can job security be managed? Evaluating an organizational-level intervention addressing the negative effects of restructuring. <i>Work & Stress, 32</i>(2), 105-123. Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 3; Aamodt Ch. 2 & 8</p>
1/29/20 Class 4	<p>Jex & Britt Ch. 3 Attraction and Socialization Aamodt Ch. 2 Job Analysis; Ch. 8 Evaluating Training Programs Journal Article Presentation _____ Di Stasio, V., & van de Werfhorst, H. (2016). Why does education matter to employers in different institutional contexts? A vignette study in England and the Netherlands. <i>Social Forces, 95</i>(1), 77-106. Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 4; Aamodt Ch. 3</p>
2/5/20 Class 5	<p>Jex & Britt Ch. 4 The Work-Nonwork Interface Aamodt Ch. 3 Legal Issues in Employee Selection Journal Article Presentation _____ Lang, J., Bliese, P., & Lang, J.W. (2011). Work gets unfair for the depressed: Cross-lagged relations between organizational justice perceptions and depressive symptoms. <i>Journal of Applied Psychology, 96</i>(3), 602-618. Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 5; Aamodt Ch. 6</p>
2/12/20 Class 6	<p>Jex & Britt Ch. 5 Productive Behavior in Organizations Aamodt Ch. 6 Evaluating Selection Techniques and Decisions Journal Article Presentation _____ Knesek, G. (2015). Creating a feedback-rich workplace environment: Lessons learned over a 35+ year career in human resources. <i>The Psychologist-Manager Journal, 18</i>(3-4), 109-120. Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 6; Aamodt Ch. 7</p>
2/19/20 Class 7	<p>Jex & Britt Ch. 6 Counterproductive Behavior in Organizations Aamodt Ch. 7 Evaluating Employee Performance Journal Article Presentation _____</p>

	<p>Langhinrichsen-Rohling, J., Snarr, J., Smith-Slep, A., Heyman, R., & Foran, H. (2011). Risk for suicidal ideation in the US Air Force: An ecological perspective. <i>Journal of Clinical and Consulting Psychology, 79</i>(5), 600-612.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 7; Aamodt Ch. 15</p>
2/26/20 Class 8	<p>Midterm Jex & Britt Ch. 7 Occupational Stress and Employee Health and Well-Being Aamodt Ch. 15 Stress Management Journal Article Presentation _____ Leskin, E., Cortina, L., & Kabat, D. (2011). Gender harassment: Broadening our understanding of sex-based harassment at work. <i>Law and Human Behavior, 35</i>, 25-39.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 8; Aamodt Ch. 10</p>
3/4/20 Class 9	<p>Jex & Britt Ch. 8 Beliefs and Attitudes About Work and the Organization – Job Satisfaction Aamodt Ch. 10 Employee Satisfaction Journal Article Presentation _____ Walsh, B. et al. (2010). A Multilevel Model of the effects of equal opportunity climate on job satisfaction in the military. <i>Journal of Occupational Health Psychology, 15</i>(2), 191-207.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 9-10; Aamodt Ch. 9</p>
3/11/20 Class 10	<p>Jex & Britt Ch. 9 Theories of Motivation/Organizational Application of Motivation Theory Aamodt Ch. 9 Employee Motivation Journal Article Presentation _____ Wingate, T., Lee, C., & Bourdage, J. (2019). Who helps and why? Contextualizing organizational citizenship behavior. <i>Canadian Journal of Behavioural Science, 51</i>(3), 147-158.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 11; Aamodt Ch. 12</p>
3/18/20 Class 11	<p>Jex & Britt Ch. 11 Leadership and Influence Processes Aamodt Ch. 12 Leadership Journal Article Presentation _____ Kilburg, R., & Donohue, M. (2011). Toward a grand unifying theory of leadership: Implications for consulting psychology, <i>Consulting Psychology Journal: Practice and Research, 63</i>(1), 6-25. Schumaker, D. (2016). Leadership and its impact on organizations. <i>Federal Probation, 80</i>(3), 39-44.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 12; Aamodt Ch. 13</p>
3/25/20 Class 12	<p>Jex & Britt Ch. 12 Team Dynamics and Processes Within Organizations Ch. 13 Group Behavior, Teams, Conflict Journal Article Presentation _____ Schabram, K., Robinson, S., & Cruz, K. (2018). Honor among thieves: The interaction of team and member deviance on trust in the team. <i>Journal of Applied Psychology, 103</i>(9), 1057-1066.</p> <p>Consulting Team Meeting Reading (for following week): Jex & Britt Ch. 13; Aamodt Ch. 11</p>
4/1/20 Class 13	<p>Jex & Britt Ch. 14 Organizational Culture and Climate Aamodt Ch. 11 Communication Journal Article Presentation _____ Febriani, D., & Yancey, G. (2019). The effect of integration approaches and human resources initiatives on changes in organizational culture and employee attitudes during a merger. <i>The Psychologist-Manager Journal, 22</i>(2), 108-131.</p> <p>Consulting Team Meeting</p>
4/8/20 Class 14	<p>Review for the final exam Video on consultation and the workplace Journal Article Presentation _____</p>

	Hartnell, C., Ou, A., Kinicki, A., Choi, D., & Karam, E. (2019). A meta-analytic test of organizational culture's association with elements of an organization's system and its relative predictive validity on organizational outcome. <i>Journal of Applied Psychology</i> , 104(6), 832-850. Consulting Team Meeting
4/15/20 Class 15	Final exam
4/22/20 Class 16	Group Presentations