

Organisational Psychology

Undergraduate Third Year Option:

C8041

15 credits



Module Convenor: Karen Long

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MODULE DESCRIPTION

The module explores the application of psychology to a wide range of issues relating to work organisations. Theories from mainstream psychology will inform detailed discussion of key topics in organisational psychology. The course will be delivered through a mixture of lectures and seminars. Lectures will introduce key theoretical positions and debates. These will be explored in more depth in seminars, which will also entail consideration of the practical application of organisational psychological theory in workplace contexts. Individual and group activities in seminars will enable students to explore their understanding of the course material and to reflect on their own relevant experience (where appropriate).

AIMS

- To familiarise students with theory and research in key areas of contemporary Organisational Psychology.
- To develop critical, discursive, and written skills on the basis of literature-based research.

LEARNING OUTCOMES

By the end of the module, students should be able to:

- Summarise theory and research in key areas of contemporary organisational psychology
- Evaluate the relationship between organisational psychological theory and research findings and organisational practice
- Assess and integrate organisational psychology theories and research evidence.

SUMMARY OF MODULE TOPICS

Wk 1	Introduction to the module (lecture only, no seminars this week)
Wk 2	Personnel Selection
Wk 3	Organisational Structure and Culture
Wk 4	Work and Motivation
Wk 5	Theories of Leadership
Wk 6	Work Groups
Wk 7	Case study workshops (no lecture this week)
Wk 8	Submission week (no classes)
Wk 9	Gender and Work
Wk 10	Organisational Change
[Easter break]	
Wk 11	Diversity ((lecture only, no seminars this week)
Wk11& 12	Individual meetings to discuss extended essay

Teaching and Learning

Seminars

The module will be taught via weekly lectures, which provided an overview of the relevant theory; and 1-2 hour seminars in groups comprising about 15-20 students. You are required to do sufficient reading to enable you to make a constructive contribution to seminar discussion. Your tutor may also set short exercises for you to do in preparation for seminars. As a rough guide, you should expect to be working independently for this course for about 10 hours each week in addition to your attendance at lectures and seminars.

Please refer to your timetable for details of where and when your seminars will be.

There will be a **preliminary meeting** in **Week 1**, in the form of an Introductory Lecture, check your timetable for details.

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

The university has an 80% attendance policy in place, so it's really important that you let us know if you are ill or cannot attend classes so that we can register this as a notified absence.

If you are unable to attend your seminars or workshops, you need to send an email to psychologyabsence@sussex.ac.uk setting out the following information:

- Seminar(s) / workshop(s) that you will be absent from (list all of them)
- Tutor name
- Brief reason for absence

Please see the following link for further information:

<http://www.sussex.ac.uk/psychology/internal/students/attendance>

Assessment

Please consult your assessment deadlines timetable on Sussex Direct;
<https://direct.sussex.ac.uk>

Assessed coursework: (Case Study) Report (30%)

Each student is required to submit one 2,000 word case study. You should submit your work via the e-submission system on the module Study Direct site. More detailed information about this assignment will be distributed during the module, please also see the case study document on Study Direct.

Formal assessment: (Extended) Essay (70%)

This module will be assessed by a 3000 word extended essay, to be submitted in the summer term. This counts for 70% of your overall mark.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Very Important Note: Appropriately completing and submitting formally assessed work is your responsibility. If you are in any doubt about the rules concerning submissions check with the Psychology office.

(Non-Contributory) Assessment

You are required to submit a plan of your extended essay (2 sides of A4 maximum) by the end of the module (i.e. end of spring term) so that your tutor can give you feedback. You also need to complete a Title Registration Form, which can only be signed by your module tutor; you will need this in order to hand in your essay. These forms are available from the Psychology School Office, and should be handed in with your essay plan; your tutor will sign it and return it to you once she has checked your plan. You are also entitled to a one-to-one meeting with your tutor to discuss your extended essay. You can use her student feedback sessions or book one of the dedicated appointment slots set up for this purpose in weeks 11 & 12.

SUBMISSION RULES

Overlap

There ***should not be overlap between*** your assessed work for this module. In other words, your case study and extended essay should be on **different topics**. If you have any doubts regarding possible overlap between your pieces of work, please check with the module tutor.

FEEDBACK TO YOU

You will receive detailed feedback on your case study as well as your mark (which does not take any possible penalties into account), **within 15 working days** of submission. Working days exclude weekend and vacation days. As mentioned above, you are strongly encouraged to meet with your tutor on order to receive feedback on a plan of your extended essay towards the end of term.

FEEDBACK FROM YOU

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

MODULE TUTOR CONTACT DETAILS:

Karen Long

Office : Pevensey I, 2C6
Phone : 01273 (87)7073,
Email : k.m.long@sussex.ac.uk

My student feedback sessions for the spring term will be posted on Sussex Direct

READING MATERIAL

If you wish to buy a textbook, one of the following would be suitable:

- Huczynski A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. (NB. Earlier edition has authors in reverse order)
- L.J. Mullins (2013) *Management and Organisational Behaviour*, 10th edition, FT-Prentice Hall. (This has more of a business school emphasis). The library has ***an e-book of the previous edition*** which students can access.

Alternatively,

- L.J. Mullins (2010) *Essentials of Organisational behaviour* 3rd Edition. FT Prentice Hall. This is essentially an abridged version of the main Mullins text, and contains all but one of the key chapters for this module. It is also slightly cheaper than the other two, and thus may be more practical.

Note: The library has some copies of the previous editions, but also many copies of the editions before that, which are only a few years older, and are perfectly adequate for the module. I have listed relevant chapters from the current editions in the reading list. Mullins was re-organised between the 7th and 8th editions, so chapter numbers will be different in older copies. Buchanan & Huczynski has also changed the chapter structure in the most recent edition, I will list the relevant chapters for the previous editions as these have been stable until now. For both texts, where specific page numbers are listed, these are likely to be different in the earlier editions, use the index to locate the appropriate material.

It is important that you do preparatory reading prior to each seminar so that you can be an **informed participant**. If you are unable to get hold of any of the texts recommended on the reading list, do use the key phrases to find other relevant material in the library. You are also encouraged to source your own (relevant) additional material for your coursework and may find the following journals useful. All can be accessed electronically. I have listed the relevant databases, but **Note**: the library does change its subscriptions to databases from time to time. If you can't find the Journal you are looking for through the database listed below, do look it up in the electronic journals index to check for alternative access routes.

- *Academy of Management Review, Academy of Management Journal* EBSCOhost Business Source Premier
- *Applied Psychology: An international Review* Print from 2001, electronic access from 1999 onwards through several databases
- *Harvard Business Review* EBSCOhost Business Source Premier
- *Human Relations.* ABI/Inform to 2003, or Sage
- *Journal of Management* EBSCOhost Business Source Premier
- *Journal of Applied Psychology,* PyscArticles
- *Journal of Occupational and Organisational Psychology,* EBSCOhost
- *Journal of Organisational Behaviour,* ABI/Inform
- *Leadership Quarterly,* Science Direct
- *Personnel Psychology.* ABI/Inform

Week 1 : Introductory Lecture

Introduction and module overview

Week 2 : Personnel Selection

This topic deals with resource planning and recruitment procedures. Its main focus lies on the evaluation of selection procedures such as selection interviews and assessment centres. (Asterisked readings are the most important)



Recommended reviews:

*Anderson, N. & Cunningham-Snell, N. (2000). Personnel Selection. In N. Chmiel (Ed.) *Introduction to Work and Organizational Psychology*. Blackwell. HC8400 Int alternatively:

Anderson, N., Salgado, J., Schinkle, S. , & Cunningham-Snell, N, (2008). An introduction to personnel selection and assessment. In N. Chmiel (Ed.) *Introduction to Work and Organizational Psychology: A European Perspective. Second Edition* Blackwell. HC8400 Int

Huczynski, A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. HR. Management pp28-33 Selection methods pp. 207 – 213]. HC4000 Buc

*Mullins L.J. (2010). *Management and Organizational Behaviour*. 9th. edn. London: FT Prentice Hall. Chapter 13 HC 8410 Mul.(NB. Earlier editions Chapter 20 (and 19).

*Salgado, J.F. (1999). Personnel selection methods. In C.L. Cooper & I.T. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 14, 1 - 54. Chichester: Wiley. HC 800 Int

*Warr, P.B. (Ed) (2002). *Psychology at Work*, 5th edn. Harmondsworth: Penguin. Chapter 5. HC 8400 Psy

Additional Reading:

Anderson, N., Born, M., & Cunningham-Snell, N, (2002). Recruitment and Selection: Applicant perspectives and outcomes. In N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 1: Personnel Psychology* Sage HC 8400 Han

Baron, H., & Janman, K. (1996). Fairness in the assessment centre. In C.L. Cooper and I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 11, 61-113. Chichester: Wiley. HC 800 Jou

Bartram, D. (2004). Assessment in organizations. *Applied Psychology: An International Review*, 53, 237-259.

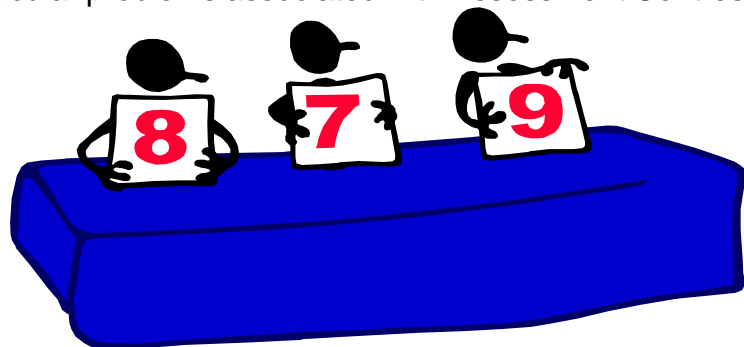
Breaugh, J. & Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. *Journal of Management*, 26, 405-34.

- Hausknecht, J.P., Day, D.V., & Thomas, S.C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*, 57, 639-683
- Lievens, F., & Klimoski, R.J. (2001). Understanding the assessment centre process: Where are we now? In C.L. Cooper & I.T. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 16, 245-286. Chichester: Wiley. HC 800 Int
- Murphy, K.R., Cronin, B.E., & Tam, A.P. (2003). Controversy and consensus regarding the use of cognitive ability testing in organizations. *Journal of Applied Psychology*, 88, 660-671.
- Newell, S., & Tansley, C. (2001). International uses of selection methods. In C.L. Cooper & I.T. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 16, pp195-213 HC 800 Int
- Pulakos, E.D., et al. (1996). Individual differences in interviewers' ratings: the impact of standardisation, consensus discussion and sampling error on the validity of a structured interview. *Personnel Psychology*, 49, 85-102.
- Robertson, I.T., & Smith, M. (2001). Personnel Selection. *Journal of Occupational and Organizational Psychology*, 74, 441-472.
- Salgado, J.F., Viswesvaran, C., & Ones, D.S. (2001). Predictors used for personnel selection: An overview of constructs, methods and techniques. In N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 1: Personnel Psychology* Sage HC 8400 Han
- Schmidt, F.L., & Hunter, J.E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-74.
- Wright, P. (1990). The structured interview: Additional studies and a meta-analysis. *Journal of Occupational Psychology*, 62, 191-200.

Learning Outcomes:

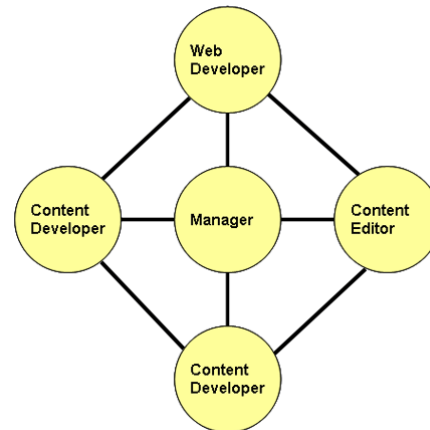
After studying this topic students should:

- Have an appreciation of the role of Human Resource planning
- Be able to evaluate the range of selection methods available and their strengths and weaknesses
- Understand the issues of validity and reliability of selection methods
- Be able to suggest measures to improve the effectiveness of recruitment interviews
- be able to explain the particular problems associated with Assessment Centres



Week 3 : Organisational Structure and Culture

This topic concerns general characteristics of organizations (e.g. hierarchy, organisational specialization). Also, in this seminar we discuss the classical management theory which was strongly influenced by Max Weber and Henri Fayol and contrast it to the contingency approach. We will also discuss some of the key ideas regarding organisational culture



Recommended reviews:

- Huczynski, A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. Chapters 4, 14, and 15. HC 4000 Buc
- Mullins L. J. (2010). *Management and Organizational Behaviour*. 9th edn. London: FT-Prentice Hall. Chapters 14, 15 and 19 pp737-748. (Chapters 15, 16 and 19 pp. 721-731 in 8th edn). HC 8410 Mul
- Mullins, L. J. (2010). *Essentials of Organisational Behaviour* 3rd Edition. FT Prentice Hall. Ch 10 and part of 12 pp464-474
- Schein, E.H. (2004). *Organizational Culture and Leadership*. 3rd edn. San Francisco: Jossey-Bass (see also second edition 1992) HC8410 Sch
- Warr, P.B. (Ed) (2002). *Psychology at Work*, 5th edn. Harmondsworth: Penguin. Chapter 14 and 15. HC 8400 Psy

Additional Reading

- Askanasy, N. M., & Jackson, C.R.A. (2001). Organizational culture and climate. In N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 2: Organizational Psychology* HC 8400 Han
- Askanasy, N. M., Wilderom, C.P.M., & Peterson, M.K. (2000). *Handbook of Organizational Culture and Climate*. Thousand Oaks, CA: Sage HS 21300 Han
- Cooper, C. L., Cartwright, S., & Earley, C. (Eds.) (2001). *International Handbook of Organizational Culture and Climate*. Chichester: Wiley. HS 21300 Int
- Furnham, A., & Gunter, B. (1993). Corporate culture: Definition, diagnosis and change. In C. Cooper & I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 8, 233-262. Chichester: Wiley. HC 800 Int
- Handy, C. B. (1993). *Understanding Organizations*. Fourth edn. Harmondsworth: Penguin. HC 4000 Han
- Hofstede, G., Neuijen, B., Ohayv, D.D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 35, 286-316.
- Ogbanna, E., & Harris L.C. (2006). Organisational culture in the age of the internet: An exploratory study. *New Technology, Work & Employment*, 21 (2) 162-175.
- Pugh, D.S. (Ed.) (1997). *Organization Theory: Selected Readings*. Harmondsworth: Penguin. Chapters 5, 6, 24 and 26, by Handy, Burns, Senge and Peters. HC 4000 Pug

van den Berg, P.T, & Wilderom, C.P.M. (2004). Defining, measuring and comparing organisational cultures. *Applied Psychology: An International Review*, 53, 570-582.

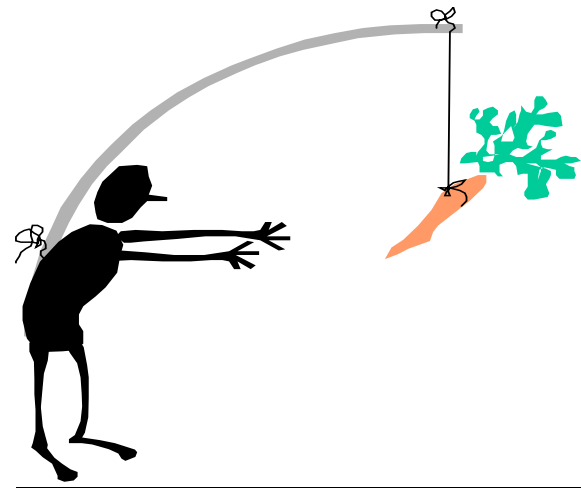
Learning Outcomes:

After studying this topic students should be able to:

- compare and contrast the classical management theory of organisational structure with the contingency approach.
- discuss the strengths and weaknesses of each approach
- define organisational culture
- Understand what factors influence organisational culture and how.
- reflect on how organisational culture can be encouraged/imposed

Week 4 : Work and Motivation

This week's topic covers the concept of motivation. It discusses several 'content' theories (e.g. Herzberg's theory) as well as 'expectancy' theories (e.g. Vroom's theory) on motivation. Here, various aspects (e.g. the effects of peers, nature of task, personal values) are also investigated.



Recommended Reviews:

- Huczynski, A. & Buchanan D. (2013) *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. Chapter 9. HC 4000 Buc
- Mullins L.J. (2010). *Management and Organizational Behaviour*. 9th edition. London: Pearson. Chapter 7). HC 8410 Mul
- Mullins, L. J. (2010). *Essentials of Organisational Behaviour* 3rd Edition. FT Prentice Hall. Ch 5
- Oldham, G. (1996). Job design. In C. Cooper & I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 11, 33-60. Chichester: Wiley. HC 800 Int
- Warr, P.B. (Ed.) (2002). *Psychology at Work*, 5th edn. Harmondsworth: Penguin. Chapter 1 & 11. HC 8400 Psy

Additional Reading:

- Abrams, D., & Randsley de Moura, G. (2001). Organisational identification: Psychological anchorage and turnover. In M. A. Hogg & D. J. Terry (Eds.) *Social identity processes in organizational contexts* (pp. 131-148). Hove: Psychology Press. HC 4000 Soc
- Donovan, J.J. (2001). Work motivation. In: N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 2: Organisational Psychology* HC 8400 Han
- Ellemers, N. (2001). Social identity, commitment and work behaviour. In M. A. Hogg & D. J. Terry (Eds.) *Social identity processes in organizational contexts* (pp. 101-114). Hove: Psychology Press. HC 4000 Soc
- Foster, J.J. (2000). Motivation in the workplace. In: N. Chmiel (Ed.) *Introduction to work and organizational psychology*. Blackwell. HC 8400 Int
- Harvard Business Review (2003), 81, no1: Special Issue- Motivating People: How to get the best from your organization HS20100 Har
- Haslam, S.A. (2004). *Psychology in organizations: The social identity approach*. Second Edition. London: Sage. Chapter 4. HC 8400 Has
- Judge, T. A., Thoresen, C. J, Bono, J, E, & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127, 376-407.
- Kanfer, R. (1990). Motivation theory and industrial and Organizational Psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol.1, 2nd ed., 75-170. Palo Alto: Consulting Psychologists Press. HC 8400 Han
- Latham, G.P., & Pinder C.C. (2005). Work motivation theory and research at the dawn of the 21st century. *Annual Review of Psychology*, 56, 485-516.
- Parker, S.K., & Wall, T.D. (2001). Work design: Learning from the past and mapping a new terrain. In N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 1: Personnel Psychology*. Sage HC 8400 Han
- Stajkovic, A.D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124, 240-261.
- **Wood, R.E. (2000) (Ed.). Special issue on work motivation: Theory, research and practice. *Applied Psychology: An International Review*, 49, (3). Papers by Locke; Wegge; Ilgen & Davis and others
- **See also *Academy of Management Review* 2004 vol 29 Special issue on work motivation.

Learning Outcomes:

After studying this topic students should be able to describe, evaluate and apply the following key motivational theories:

- Herzberg's Two-factor theory
- Expectancy Theory (both Vroom and Porter & Lawler)
- Equity Theory
- Job Characteristics Model

and

- be able to evaluate the effectiveness of job redesign interventions in improving motivation

Week 5 : Theories of Leadership

This topic briefly covers the relationship of management and leadership and then focuses on several approaches to leadership. Early studies and theories of leadership (e.g. the Ohio State studies) focus on impact of behaviour on leadership. Later theories point to contextual influences on leadership such as power of the leader, nature of the task as well as the follower's attributes.

Recommended Reviews:

- * Huczynski, A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. Chapter 19 HC 4000 Buc
- *Mullins L.J (2010) *Management and Organizational Behaviour*. 9th edn. London: FT Prentice Hall. Chapter 10. HC 8410 Mul
- *Mullins, L.J. (2008) *Essentials of Organisational Behaviour* 2nd Edition. FT Prentice Hall. Ch 7
- *Warr, P.B. (2002) (ed) *Psychology at Work*, 5th edn. Harmondsworth: Penguin. Chapter 12. [alternatively Warr, P.B. *Psychology at Work* (1996) 4th edn. Chapter 9] HC 8400 Psy

Additional Reading:

- Andriessen, E.J.H. & Drenth, P.J.D. (1998). Leadership: theories and models. In P.J.D. Drenth, H. Thierry, & C.J. de Wolff (Eds). *Handbook of Work and Organizational Psychology, Vol 4, Organizational Psychology*. Hove, UK: Psychology Press.
- Avolio, B.J., Sosik, J.J., & Berson, Y. (2013). Leadership models, methods, and applications: progress and remaining blind spots. In N.W. Schmitt & S. Highhouse (Eds). *Handbook of Psychology, Vol 12, Industrial & Organizational Psychology*. 2nd ed. Hoboken, NJ: Wiley
- Brodbeck, F.C., Frese M. et al. (2000). Cultural variation of leader prototypes across 22 European countries. *Journal of Occupational and Organizational Psychology*, 73, 1-29. HC 800Jou
- Broznick, S. & Godenhar, D. (2008) 21st Century Women's Leadership Report. Available at <http://wagner.nyu.edu/leadership/resources/reports.php>
- Bryman, A. (1992). *Charisma and Leadership in Organisations*. London: Sage. HC 8410 Bry
- Chemers, M.M. & Ayman, R. (Eds.) (1993). *Leadership Theory and Research*. San Diego: Academic Press. Chapters 1, 3 & 4. HC 3100 Lea
- Fletcher, J.K. (2002). The greatly exaggerated demise of heroic leadership: Gender, power and the myth of female advantage. In R.J. Ely, E.G. Foldy & M.A. Scully, (Eds.) *Reader in Gender, Work and Organization*. Blackwell. HR2420 Rea. See also <http://www.simmons.edu/about-simmons/centers-organizations-and-institutes/cgo/publications/cgo-insight-briefing-notes>
- Haslam, S.A., Reicher, S.D., & Platow, M.J. (2011). *The new psychology of leadership*. New York: Psychology Press.
- Hogg, M.A. & van Knippenberg (2003). Social identity and leadership processes in groups. *Advances in Experimental Social Psychology*, 35, 1-52. HC 3000 Adv
- Hogg, M. A., van Knippenberg, D., & Rast, D. E. III. (2012). The social identity theory of leadership: Theoretical origins, research findings, and conceptual developments. *European Review of Social Psychology*, 23, 258-304.
- Judge, T.A. et al. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87 (4) 765-780.

- Judge, T.A. & Piccolo, R. (2004). Transformational and transactional leadership: A metaanalytic test of their relative validity. *Journal of Applied Psychology*, 89 (5) 755-768.
- Judge, T.A., Piccolo, R.F. & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *Leadership Quarterly*, 20(6), 855-875.
- * Meindl J.R. (1990). On leadership: An alternative to the conventional wisdom. In B.M. Staw & L.L. Cummings (eds.) *Research in Organizational Behaviour*, 12, 159-204.
HC 400 Res
- Neck, C.P. & Manz, H.P. (1994). From groupthink to teamthink: Toward the creation of constructive work patterns in self-managing work teams. *Human Relations*, 47, 929-952. HA 10 Hum
- Rumsey, M.G. (Ed). (2013). *The Oxford Handbook of Leadership*. Oxford: Oxford University Press.
- *Yukl G.A. (2010). *Leadership in Organizations*. 7th edn. Englewood Cliffs: Prentice-Hall.

Learning Outcomes:

After studying this topic students should be able to

- Describe the main *perspectives* on leadership
- Distinguish between individual agency, interpersonal process, and group process perspectives on leadership
- Evaluate the influence of *context* on leadership and identify those aspects of context that are most significant
- Critically discuss contemporary theories of leadership, e.g., social identity theory of leadership, gender and leadership, culture and leadership



Week 6: Work Groups

This topic is about people working in groups or teams. It deals with processes that take place within work groups (e.g. role prescriptions, 'groupthink', communication) and with contextual factors (e.g. diversity, nature of task, team composition).



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Recommended:

- *Guzzo, R. A. & Dickson, M.W. (1996). Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology*, 47, 307 – 338
QZ10 Ann
- Haslam, S.A. (2004). *Psychology in Organizations: The social identity approach*. Second Edition. London: Sage Chapters 6 & 9. HC 8400 Has
- * Huczynski, A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. Chapters 10-13 plus Problems with group decision-making pp.702-712. HC 4000 Buc
- *Ilgen, D. (1999). Teams embedded in organizations: Some implications. *American Psychologist*, 54, 129 – 139.
- *Mullins L.J. (2010). *Management and Organizational Behaviour*. 9th edition. London: FT Prentice Hall. Chapters 8 & 9 HC 8410 Mul
- Mullins, L.J. (2008). *Essentials of Organisational Behaviour* 2nd Edition. FT Prentice Hall. Ch 6
- *Warr, P.B. (Ed.) (2002). *Psychology at Work*, 5th edition. Harmondsworth: Penguin Chapter 13. [alternatively Warr, P.B. (1996) 4th edn. Chapter 13] HC 8400 Psy

Additional Reading:

- Belbin, R. M. (2010). *Team Roles at Work* (2nd edition). Elsevier (Electronic resource)
- Campion, M.A., Medsker, G.J., & Higgs, A.C. (1993). Relations between workgroup characteristics and effectiveness: Implications for designing effective work groups. *Personnel Psychology* 46 823-850
- Cohen, S.G. & Bailey D.E. (1997). What makes teams work? Group effectiveness from the shop floor to the executive suite, *Journal of Management*, 23, 239-90

- Early, P.C. & Mosakowski, E.M. (2000). Creating hybrid team cultures: An empirical test of international team functioning. *Academy of Management Journal*, 43, 26 – 49
- Furnam, A., Stele, H. & Pendelton, D. (1993). A psychometric assessment of the Belbin team role inventory *Journal of Occupational and Organisational Psychology*, 66, 245-257.
- Karau, S.J., & Williams, K.D. (1995) Social loafing: Research findings, implications and future directions. *Current Directions in Psychological Science*, 4,132-140.
- Kirkman, B.L. & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42, 58 – 75.
- Kozolowski, S.W.J. & Illgen, D.R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7 (3) 77-124.
- Mullen, B. & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological Bulletin*, 115, 210 – 227.
- Salas, E., Stagl, K.C. & Burke, C.S. (2004). 25 Years of team effectiveness in organizations: Research themes and emerging needs. *International Review of Industrial and Organizational Psychology*, 19,47-91.
- Sundstrom, E., McIntyre, M., Halfhill, T. & Richards, H. (2000). Work groups; From the Hawthorne studies to work teams of the 1990s and beyond *Group Dynamics: Theory, Research and Practice.*, 4, (1) 44-67
- Unsworth, K.L. & West, M.A. (2000) Teams: The challenges of co-operative work. In: N. Chmiel (ed) *Introduction to Work and Organizational Psychology*. Blackwell. HC8400 Int
- van Knippenberg, D. & Ellemers, N. (2003) Social identity and group performance: Identification as the key to group-oriented effort. In S.A. Haslam, et al. (eds) *Social Identity at Work: Developing Theory for Organizational Practice*. Hove: Psychology Press HC 8100 Soc
- West. M. (2008) Effective teams in organizations. In In N. Chmiel (Ed.) *An Introduction to Work and Organizational Psychology: A European Perspective. Second Edition* Blackwell

**Human Relations: Special Issue on Team Working (2000), 53, no. 11

Learning Outcomes:

After studying this topic students should be able to:

- Identify which characteristics of a work group facilitate or hinder job performance and job satisfaction of the members
- Describe and evaluate the impact of organisational structure, group structure and task characteristics on group behaviour and performance.
- Discuss the potential impact of intra-group and inter-group processes on teams in the workplace

Week 7: Case Study Clinic/Workshops

No lecture this week. Instead of seminars, there will be workshop sessions in which you can look at previous examples of case studies and will be able to discuss your coursework assignment with the module tutor.

Week 8: Gender at Work



To what extent is it still true that there are gender inequalities at work?

How may these best be explained?

Recommended Reviews

- Barreto, M., Ryan, M.K. & Schmitt, M. T. (2009). In the glass ceiling still relevant in the 21st century? In M. Barreto, M.K. Ryan & M.T. Schmitt, (Eds.). *The glass ceiling in the 21st Century: Understanding barriers to gender equality*. (pp3-18) APA
- Eagly, A.H. & Carli, L.L. (2007). Women and the labyrinth of leadership. *Harvard Business Review* (September) 63-71
- Lyness, K.S & Terrazas, J.M.B. (2006) Women in Management: An update on their progress and persistent challenges. *International Review of Industrial and Organisational Psychology*, 21, 267-294.
- Mullins L.J. (2005) *Management and Organizational Behaviour*. 7th edn. London: FT Prentice Hall. pp. 366-380. HC 8410 Mul NB: Less coverage in recent editions. Use index to find relevant material

Additional Reading:

- Journal of Social Issues* 2001 57 (4) Special issue on Gender and leadership. See especially papers by Ridgeway, Heliman, Schein*, Rudman.
- Journal of Social Issues* 2004 60 (4) another special issue on women and work, including several papers on parenthood and work.
- Adler N.J. (1993). An international perspective on the barriers to the advancement of women managers. *Applied Psychology: An International Review*, 42(4), 289-300.
- Atwater. L.E et al. (2004). Men's and women's perceptions of the gender typing of management subroles. *Sex Roles*, 50, 191-199.
- Barreto, M., Ryan, M.K. & Schmitt, M. T. (2009). *The glass ceiling in the 21st Century: Understanding barriers to gender equality*. APA
See chapters by Eagly on stereotyping, Ryan et al on the glass cliff & more
- Cassell, C. & Walsh, S. (1997). Organizational cultures, gender management strategies and women's experience of work. *Feminism & Psychology*, 7, 224-230.

- Davidson, M.J. & Burke, R.J. (Eds.) (2000). *Women in management: Current research issues*. Vol 2, London: Sage, HC 6400 Wom See especially chapters by Powell, Cassell, Collinson & Hearn
- Eagly, A., Karau, S. & Makhijani, M. (1995). Gender and the effectiveness of leaders. *Psychological Bulletin*, 117, 125-145.
- Ellemers, N., Rink, F., Derks, B. & Ryan, M.K. (2012) WEomen in high places: When and why promoting women into top positions can harm them individually and as a group (and how to prevent this). *Research in Organisational Behavior*, 32, 163-187.
- Ely, R.J., Foldy, E.G. & Scully, M.A. (Eds.) (2003) *Reader in Gender, Work and Organization*. Blackwell. See especially chapters by Fletcher, Kram & McCollum Hampton, Calas & Smircich HR2420 Rea
- Hakim C. (1995). Five feminist myths about women's employment, *British Journal of Sociology*, 46(3), 429-455. HA 10 Bri (See also replies to this article by Breugel & Ginn et al in *British Journal of Sociology*, 1996 47(1)
- Heilman, M.E. (2012). Gender stereotypes and workplace bias. *Research in Organisational Behavior*, 32,113-135.t
- Ibarra, H. (1993). Personal Networks of Women and Minorities in Management: A Conceptual Framework, *Academy of Management Review*, 18 (1), 56 – 87.
- Koenig, A.M., Eagly, A.H., Mitchell, A.A. & Ristikari,T. (2011) Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological Bulletin*, 137 (4) 616-642.
- Lyness, K.S. & Heilman, M.E. (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91 (4) 777-785.
- Marshall J. (1993). Organisational cultures and women managers: Exploring the dynamics of resilience. *Applied Psychology: An International Review*, 42(4), 313-322.
- Myerson, D.E. & Fletcher, J.K. (2000). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, Jan/Feb 127-36 also reprinted in Ely et al (2003) ibid
- Powell G.N., & Butterfield D.A. (1994). Investigating the glass ceiling phenomenon: An empirical study of actual promotions to top management. *Academy of Management Journal*, 37, 68-86.
- Ridgeway, C.L. (2002). Gender, status and leadership: *Journal of Social Issues*, 57, 637-655.
- Schein, V.E. et al. (1996). Think manager-think male: A global phenomenon? *Journal of Organizational Behavior*, 17, 33-41.
- Simpson, R. (2004). Masculinity at work: the experience of men in female dominated occupations. *Work, Employment and Society*, 18, 349-368.

Commission for equality and human rights web site

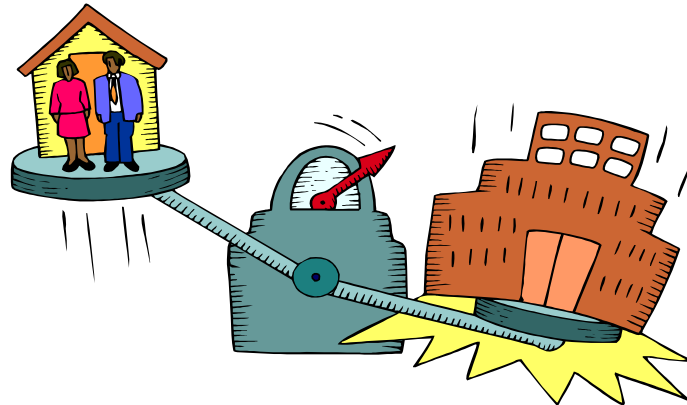
<http://www.equalityhumanrights.com/en/Pages/default.aspx>

Learning Outcomes

After studying this topic students should be able to:

- outline the main differences in men and women's experiences in the workplace
- critically discuss the factors contributing to the 'glass ceiling' effect

- appreciate the relationship between societal factors & gender issues in the workplace



Week 9 : Organisational Change and Development

There is an extensive literature on the need for organisations to change in response to the rapidly changing environments of today. What do we know about ways of introducing change and how effective they are?

Recommended Reviews

- * Huczynski, A. & Buchanan D. (2013). *Organizational Behaviour: An Introductory Text*, 8th Edition FT-Prentice Hall. Chapter 18
- *Mullins, L.J. (2010). *Management and Organizational Behaviour*. 9th. Edn. London: FT Prentice Hall. Chapter 19 pp.751-66
- Mullins, L.J. (2008). *Essentials of Organisational Behaviour* 2nd Edition. FT Prentice Hall. Ch 12 pp.476-489
- Senior, B. (2000). Organisational change and development. In: N. Chmiel (Ed.) *Introduction to Work and Organizational Psychology*. Blackwell.
- *Warr, P.B. (Ed.) (2002). *Psychology at Work*. 5th edn. Harmondsworth: Penguin. Chapter 16 [alternatively Warr, P.B. (1996) 4th edn. Chapter 15]. HC 8400 Psy

Additional Reading:

- *Anderson, N. & King, N. (1993). Innovation in organizations. In C. Cooper & I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, 8, 1-34. Chichester: Wiley.
- *Cummings, T.G. & Worley, C.G. (2005). *Organisational Development and Change*. 8th edn. Minneapolis: West. HC 8410 Cum
- Denison, D. (2001). Organizational culture: Can it be a key lever for driving organizational change? In C.L. Cooper, S. Cartwright & C. Earley (Eds.) *International Handbook of Organizational Culture and Climate* Chichester: Wiley
- Ellemers, N. (2003). Identity, culture and change in organizations: A social identity analysis and three illustrative case studies. In S.A. Haslam, D. van

- Knippenberg, M.J. Platow & N. Ellemers (Eds.) *Social Identity at Work: Developing Theory for Organizational Practice* (pp.191-203). Hove: Psychology Press HC 8100 Soc
- Gowler, D. et al (Eds.) (1993). *Case studies in Organizational Behaviour*. London: Chapman. Cases 3, 11, 16 in particular. HS 21305 UK (Cas)
- *Kotter, J.P. & Schlesinger, L.A. (2008). Choosing strategies for change. *Harvard Business Review*, July_August, 132-139. (This is a reprint of their classic 1979 paper)
- *Kanter, R.M. (1983). *The Change Masters*. Counterpoint. Part 4. HS 21102 USA (Kan)
- *Mabey, C. & Mayon-White, B. (Eds) (1993). *Managing Change*, 2nd ed. Milton Keynes: Open University Press. Chapters by Coghlan; Iles & Auluck; Leonard-Barton & Kraus; Walsham. HC 8410 Man
- van Dam, K. Oreg, S. & Schyns, B. (2007). Daily work contexts and resistance to organisational change: The role of leader-member exchange, development climate and change process characteristics. *Applied Psychology*, 57 (2) 313-334.
- Weick, K. & Quinn, R. (1999). Organizational change and development. *Annual Review of Psychology*, 50, 361-86.
- West, M.A. & Anderson, N.R. (1996). Innovation in top management teams. *Journal of Applied Psychology*, 81, 680-693.
- ***Academy of Management Journal* (2001) vol 44 Special issue on organizational change.

NB: *Journal of Change Management* has many relevant articles

Learning Outcomes

After studying this topic students should be able to:

- identify the main external and internal triggers of organisational change
- Understand the nature of and reasons for resistance to change and suggest how to overcome it.
- Identify the key factors contributing to successful organisational change, especially in the context of increasing workforce diversity
- Outline contemporary debates regarding trends in organisational change

Week10: Diversity



Recognising diversity means understanding how people's differences and similarities can be mobilised for the benefit of the individual, the organisation and society as a whole. Different groups of people offer different skills that can improve an organisation's ability to deliver goods and services, adding value and sustainable competitive advantage. This holds true for all organisations whether they are large or small, public or private or not for profit sectors (quoted from One workplace equal rights website). This topic draws on several of the other areas we have studied on the course such as organisational culture, organisational change, and work place team effectiveness.

Recommended Reviews:

- Christian, J., Lyman, W., Moffit, P. & Moffit G. (2006). Workplace diversity and group relations: An overview. *Group Processes and Intergroup Relations*, 9, 459-466. (This is the introduction to a special issue featuring several other articles of interest)
- Mannix, E. & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organisations. *Psychological Science in the Public Interest*, 6 (2) 31-55.
- Mullins, L.J. (2010). *Management and Organizational Behaviour*. 9th. Edn. London: FT Prentice Hall. Chapter 4 pp. 151-164
- Shore, L.M. et al. (2009). Diversity in organisations: Where are we now and where are we going? *Human Resource Management Review*, 19, 117-133.
- van Knippenberg, D & Schippers, M.C. (2007) Work group diversity. *Annual Review of Psychology*, 58 515-541

Additional Reading:

- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1199–1228.

- Homan, A. C., van Knippenberg, D., van Kleef, G. A., & De Dreu, C. K. W. (2007). Bridging faultlines by valuing diversity: Diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology, 92*, 1189–1199.
- Jackson, S. E. & Joshi, A. (2001). Research on domestic and international diversity in organisations: A merger that works? In: N. Anderson et al. (Eds.) *Handbook of Industrial, Work & Organizational Psychology Volume 2: Organisational Psychology*
- Kandola, R. (1995). Managing diversity: New broom or old hat? In C. Cooper & I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology, 10*, 132-167. Chichester: Wiley. HC 800 Int
- Kandola, B. (2008) Creating inclusive organisations. In N. Chmiel (Ed.) *An Introduction to Work and Organizational Psychology: A European Perspective. Second Edition* Blackwell HC 8400 Int
- Milliken, F. J. & Martins, L.L. (1996) Searching for common threads: Understanding the multiple effects of diversity in organizational groups, *Academy of Management Review, 21*, 402 – 433.
- Pant, N. & Singh, K. (2001). In diversity is there strength? Ruminations on changing faces in business. IN C.L. Cooper, S. Cartwright & C. Earley (Eds.) *International Handbook of Organizational Culture and Climate* Chichester: Wiley
- Pendry, L., Driscoll, D.M. & Field, S.C.T. (2007) Diversity training: Putting theory into practice. *Journal of Occupational and Organizational Psychology, 80*, 27-50.
- Phillips, K. W., & Lewin Loyd, D. (2006). When surface and deep-level diversity collide: The effects of dissenting group members. *Organizational Behavior and Human Decision Processes, 99*, 143–160.
- Rink, F. & Ellemers, N. (2007), The role of expectancies in accepting task-related diversity: Do disappointment and lack of commitment stem from actual differences or violated expectations? *Personality and Psychological Bulletin, 33* (6) 842-854
- Rink, F. & Ellemers, N. (2010) Benefiting from deep-level diversity: How congruence between knowledge and decision rules improves team decision making and team perceptions. *Group Processes and Intergroup Relations, 13*, 345-359.
- Swann, W. B., Jr., Polzer, J. T., Seyle, D. C., & Ko, S. J. (2004). Finding value in diversity: Verification of personal and social self-views in diverse teams. *Academy of Management Review, 29*, 9–28.
- Thomas, D.A & Ely, R.J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, sep/Oct 79-90. Also reprinted in Ely, R.J., Foldy, E.G. & Scully, M.A. (2003) *Reader in Gender, Work and Organization*. Blackwell

Learning Outcomes

After studying this topic students should be able to:

- Distinguish between surface-level and deep-level diversity
- Outline the benefits of diversity in the workplace
- Provide examples of diversity management strategies

EXTENDED ESSAY TITLES

These are a few examples from previous years, but it is preferable for you to ***develop your own*** title for your extended essay, ***in consultation with me***. You will need to get me to sign a title registration form, which I will only do ***once you have submitted an essay plan and/or discussed the content of the essay with me in person or via email***.

How may organisations best ensure that they recruit and retain people with the required skills?

What are the key threats to the validity of assessment centres or interviews?

Is the concept of organisational commitment preferable to that of job satisfaction?

Under what conditions can organisational structures contribute to organisational success?

Discuss the ways in which organisations develop and maintain organisational cultures.

How relevant are the notions of charismatic or visionary leadership to the problems of contemporary management?

'Leadership traits are the most important determinant of leadership effectiveness'. Discuss.

Discuss the relationship between work group composition and group performance.

What are the threats to work group effectiveness and how can they be counteracted?

What evidence is there that men and women have different experiences in work organisations and what might account for these differences?

How may organisations benefit from employee diversity?

How can organisations best adapt to increasing rates of environmental and technological change?