

Department of Psychological and Behavioural Science

Issues In Organisational and Social Psychology – Organisational Life

PB 424 (Half Unit)

2019-2020

Fridays, 12:00-13:00.

Course Convenors

Dr Barry M. Rogers

Email: B.M.Rogers@lse.ac.uk

Office Hours: 09:45-11:45, Friday (Lecture weeks)

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Teaching Arrangements:

PB 424 is a 10-week course taught in Lent Term (LT). The lectures (1-10) will take place in **CGB 1.03** each Friday of Lent term from **12.00 –13.00** hours.

The seminar will take place immediately after the lecture each Friday from **13.00 to 14.00, and 14.00 to 15.00** in **CGB 1.03**

Availability and Restrictions:

PB 424 is a half unit option for students in MSc students within the Department of Psychological and Behavioural Science. Graduates on degree programmes without a psychology or media component may also attend subject to numbers, their degree regulations and at the discretion of the teacher responsible.

1. Lectures & Seminars: Summary

Lent Term

Day	Start	End	Room	Course	Weeks
Friday	12:00	13:00	CBG.1.03*	PB424 Lecture	1,2,3,4,5,7,8,9,10,11
Friday	13:00	14:00	CBG.1.03*	PB424 Seminar Group 1	1,2,3,4,5,7,8,9,10,11
Friday	14:00	15:00	CBG.1.03*	PB424 Seminar Group 2	1,2,3,4,5,7,8,9,10,11

2. Introduction to PB 424: Organisational Life

Mission

PB 424 seeks to provide an insightful perspective on *emerging* aspects of organisational life by (a) grounding understanding of these processes from a theoretical perspective and (b) meaningfully connecting with organisational practice.

Backdrop to the program

For many the traditional organisation was nurtured and developed in the 25 years immediately after World War II.

Whether this image was ever a reality is the source of much debate. Within academia much of our theoretical understating of organisations is locked within this mindset with the quest for understanding stymied by interminable debates over the binary choice between rigour and relevance. At the other extreme, popular publications, fuelled by the latest 'fad', forget the past in an instant and scream change without any sense of subtlety or nuance. Neither of these perspectives do justice to the reality of emerging organisational life. PB 424, in a small way, looks to fill this gap.

Aims and Objectives

The aim of PB 424 is to help unravel the complexity surrounding contemporary organisational life. It seeks to achieve this by equipping students with a *pracademic perspective*. We define a *pracademic* as someone who actively bridges the realm of academia and practice. They call upon an understating of diverse theoretical perspectives to help *deliver* insightful, relevant and practical solutions in an organisational setting. By focusing on the need for practical action they recognise the qualitative differences between the realms of academia and practice and consequently, the requirement to *translate* between these realms.

The course will be informed throughout by a dual mandate. On the one hand it is built around a rigorous approach to theory. At the same time it is developed within the context of contemporary organisational issues and current topics of debate.

The course is guided by a particular approach to learning. It believes that emerging issues in organisational life are best understood through developing a critical and reflective perspective that fuels educated judgement (not a template of readymade solutions). As such it aims to provide students with a flexible theoretical toolbox as opposed to a defined training. This, it is contended, is the most suitable basis for effective action in a world increasingly defined by continuity, change and complexity.

Coursework and Assessment

Essay Title

Student performance on PB 424 will be assessed in **two** ways

Formative Assignment: A written assignment (maximum 500 words). This formative assignment will comprise a detailed Essay Plan that will later be developed by the student into the Essay to be submitted as the summative assignment. Further information about the format and content of the Essay Plan will be provided by Barry Rogers in week 1 and week 3.

Summative Assignment: The summative assessment for PB 424 will reflect the dual nature of the course e.g. connecting the rigour of theory with the relevance of practice. As part of your assignment you will prepare 3 documents that explore the process of bridging these realms – a case outline, a theoretical document and an executive summary

Formative due: Tuesday 10th March at noon (Feedback by 31st March)

Summative due: Tuesday 21st April at noon (Feedback by 29th May)

Please consider the following as the backdrop/context to your assignment.

You are an external consultant that has been asked by a key client to address an emerging phenomena/issue relating to the changing world of work. For the purposes of the assignment this is an issue of your choosing that connects to the core topics and themes of PB 424. This topic will initially be set out by you in your formative submission, and developed further in your summative submission.

Please keep in mind your underlying motivation as a pracademic throughout the formative and summative process e.g. to deliver insight that seeks to navigate practical relevance and theoretical rigour.

1) Case outline

Description (Summative, 500 words max)

- Describe/explain an emerging phenomena of organisational life that has practical significance for the world of work.
- Reference this phenomena to real-life contemporary issue and examples (e.g. recent newspaper articles)
- Briefly describe the organisation and setting in which you are operating (150 words max)

Intended Learning Objective

- To identify and outline an emerging phenomena of organisational life that has practical significance for the world of work
- To connect the phenomena with issues of contemporary relevance (e.g. our daily activity on PB 424 'Revisited' on Facebook)
- To link these issues to the core topics and themes of PB 424

2) Theoretical document

Description (Summative, 2000 words)

- Critically explore the theoretical background to the problem/phenomena that you have identified
- Establish the foundations for a potential approach/solution to this phenomena

Intended learning objective

- To address the designated phenomena from a rigorous, theoretical perspective
- To appreciate the subtlety and nuance associated with differing theoretical perspectives surrounding the phenomena
- To connect the phenomena with lectures/class discussions on PB 424
- To ground a credible theoretical 'position' in relation to the phenomena

3) Executive summary

Description (Summative, 500 words)

- You now need to present your approach back to the client. Prepare a 'document' - in **any** relevant format – that outlines your suggested approach in a way that is
 - faithful to your theoretical exploration yet
 - *connects* with the 'world' of the client (e.g. focus on practical needs, language, temporal orientation)

Intended learning objective

- To summarize the key features of your potential solution and approach
- To recognise the need for *active* translation between the domains of theory and practice.

- To practice the art of organisational translation

Academic Support and Feedback

A. Feedback

You will receive formative feedback on your work in seminars and on your mini-essay. You will also receive summative feedback on your essay, within four term weeks of submission. Please keep in mind that feedback is not limited to marks! You should actively seek feedback from teachers (and from other students). This could involve a range of approaches such as:

- Asking for an answer to a simple question (e.g., 'I think concept X means p, q, r ... am I on the right lines?')
- Asking for a view of the way you have handled a presentation of a topic or argument during a seminar
- Reading and, if you wish, asking questions about the more formal feedback you receive for your formative or summative essay.
- Engaging in a more general dialogue with one or more teachers

To gain a picture of your progress on the course, it will be useful for you to try to integrate the information you gain from all forms of feedback. Meeting with your Academic Adviser can help you in this. Meetings in Reading and Feedback Week are designed to help you to understand your over-all progress in this way.

Please keep in mind that it is your responsibility to be sure that you understand the feedback you receive and to use it to understand your own strengths and weaknesses. Read the written comments you are given, and think about the oral comments you receive, rather than focusing only on your mark. Try to understand your feedback comments in the light of the assessment criteria, perhaps even to understand the criteria better. You may want to use feedback to improve the piece of work, or to plan a future piece of work. You can take on this work independently or, better yet, with your study group or other colleagues – as well as with the seminar leaders and your Academic Adviser.

B. Office Hours

Your Academic Adviser and course teachers have office hours to meet with you to discuss any questions or concerns you may have. Please do not hesitate to get in touch if you feel you need study support or advice. **Barry Rogers will have office hours during Lent Term at the Department visiting teachers office from 10:15 to 11:45.**

There are many other sources of support for LSE students, and your academic adviser and teachers, among others, can help you find what you need. You make office hour appointments via **LSE for You**.

There is a 'Reading week' in week 6 of the Lent Term. The aim of this week is to help you to review your progress thus far and consider plans for future course and research choices. During

this week there will be no lectures or seminars.

Academic Advisers will hold office hours during this week.

Sign up to meet your Academic Adviser during this week in order to:

- Discuss plans for your Dissertation topic
- Consider your plans for auditing specialist Methods courses in Lent Term
- Confirm your plans for your specialist half unit option courses for Lent Term
- Talk about your overall experience of the programme

3. Lectures and Seminars

Overview

Lectures

The lectures (1-10) will take place in **CGB 1.0.3** each Friday of Lent term from **12.00 –13.00** hours

A detailed lecture outline and reading list appears below. Where relevant and appropriate, additional references and readings will be allocated throughout the course.

Seminars

The seminars for PB 424 are an essential element of the course. They are designed to complement the lectures by exploring the theory and practice aspects of the course in greater detail.

The first seminar (to unpack the themes and topics discussed in the lecture) will take place immediately after the lecture each Friday from **13.00 to 14.00, 14.00 to 15.00** in **CGB 1.0.3**

Please keep in mind that **seminar performance** is assessed but does *not* make a formal contribution to the final grade of the course. Although attendance at seminars is not compulsory, it is highly recommended and is monitored – those not attending seminars on a regular basis will be asked to account for their absence.

[a] LSE PB 424 Revisited on Facebook

'Life can only be understood backwards but needs to be lived forward'
[Soren Kierkegaard, 1813-1853]

The Facebook page is an attempt to stay connected with students before, during and after the programme by engaging in an on-going dialogue around course themes and topics. In particular it aims to harness the views of PB 424 alumni as they *navigate* understating and use within a day-to-day work setting and, in the words of Kierkegaard, live their lives *forward*.

[b] **'Vignettes'**

On a weekly basis students will be *actively* encouraged to connect the session topic with developments within the news and media. Students are strongly encouraged to post any relevant stories, observations and reflections to the Facebook site or the Hub on a weekly basis.

[c] **'You decide'**

An academic programme is, by its nature, built around a collection of predetermined topics and themes. It is often difficult however to make a connection between these themes and what we see unfolding around us on a daily basis. The knowledge *production* process can add to this perceived distance - the time elapsed from idea to publication (via writing, refining, peer review etc) can be considerable. This often creates the misleading impression of a trade-off between (academic) rigour and (everyday) relevance. We will open up a 'space' to counter this tendency within PB 424.

Students with special needs

Any student who feels that their learning throughout this course might be disadvantaged by a particular situation or condition should make themselves known to Barry Rogers at the earliest opportunity. These approaches will be treated in the strictest confidence.

In addition, students with an existing (or suspected) disability are also strongly encouraged to make contact with the LSE Disability Office. Once again, this should take place at the earliest opportunity.

Lecture Outlines: Week-by-Week

WEEK 1: FRIDAY, 24TH JANUARY, 2020

A brave new world – constructing working lives and organisations

Barry Rogers

Outline: To understanding the *brave* new world of work we need, as a first step, to achieve some reflective distance. As the organizational world, and its environment becomes more complex I will suggest that what we see in our study of work and organisations depends on the *lens* we use. How do these different approaches shed light on the emerging organisation and its diverse relationships? This is crucial for us academics – seeking to bridge the gap between the rigor of the LSE and the relevance required in everyday corporate life. At the same time the sands beneath us are shifting. We are working increasingly in a VUCA world. There is a call to be 'agile' in this setting. But what does this mean for each of us personally - how do we successfully navigate organisational lives and careers. How do we construct organisations that are 'fit for

purpose’ making sure that we are not using yesterdays frame (what Beck calls ‘Zombie’ categories) to understand, and most of all **act on** emerging issues in the real world.

Aims:

- To explore the personal, organizational and societal backdrop to PB 424
- To understand how PB 424 fits into a more VUCA world
 - To address the *Why*: the logic and rationale for PB 424.
 - To address the *What*: the themes and topics that make up the core content.
 - To address the *How*: the approach(s) that bridge theory and practice.
 - To address the *Who*: Our role as psychologists at the intersection of understanding and use.
- To appreciate the role of theory in helping to illuminate the complexity of practice in the changing context

Outcomes:

- An appreciation of the practical dynamics underpinning action in the *brave* new world of work
- A recognition of the inherently partial, but illuminating role of theory
- An understanding of the drivers, requirements and expectations associated with the PB 424 learning journey

Readings:

Elkington, R., Steege, M. van der, Glick-Smith, J., & Breen, J. M. (Eds.). (2017). *Visionary Leadership in a Turbulent World: Thriving in the New VUCA Context*. United Kingdom ; North America: Emerald Publishing Limited [Chapter 1]

Forstmann, M., Burgmer, P., & Mussweiler, T. (2012). “The Mind Is Willing, but the Flesh Is Weak”: The Effects of Mind-Body Dualism on Health Behavior. *Psychological Science*, 23(10), 1239–1245. <https://doi.org/10.1177/0956797612442392>

Hoffman, A. J. (2016). Reflections: Academia’s Emerging Crisis of Relevance and the Consequent Role of the Engaged Scholar. *Journal of Change Management*, 16(2), 77–96. <https://doi.org/10.1080/14697017.2015.1128168>

Hoffman, C. (2019, August 28). How to Stop Slack From Taking Over Your Life. *The New York Times*. <https://www.nytimes.com/2019/08/28/smarter-living/how-to-stop-slack-from-taking-over-your-life.html>

Horney, N., Pasmore, B., & O’Shea, T. (2010). Leadership Agility: A Business Imperative for a VUCA World. *People & Strategy*, 33(4), 32–38.

Jain, A. (2019). Understanding the Future of HRM Through the VUCA Lens. *NHRD Network Journal*, 12(2), 80–86. <https://doi.org/10.1177/2631454119852860>

Langenberg, S., & Wesseling, H. (2016). Making Sense of Weick's Organising. A Philosophical Exploration. *Philosophy of Management*, 15(3), 221–240. <https://doi.org/10.1007/s40926-016-0040-z>

Lyons, D. (2017). *Disrupted: My Misadventure in the Start-Up Bubble* (Reprint edition). Hachette Books.

Millar, C. C. J. M., Groth, O., & Mahon, J. F. (2018). Management Innovation in a VUCA World: Challenges and Recommendations. *California Management Review*, 61(1), 5–14. <https://doi.org/10.1177/0008125618805111>

Millar, C. C. J. M., Chen, S., & Waller, L. (2017). Leadership, knowledge and people in knowledge-intensive organisations: Implications for HRM theory and practice. *The International Journal of Human Resource Management*, 28(2), 261–275. <https://doi.org/10.1080/09585192.2016.1244919>

The Craft of Translation: An Interview With Malcolm Gladwell. (2011). Retrieved July 19, 2013, from <http://libsta28.lib.cam.ac.uk:2219/docview/203317849/13F5D3C3B381EF16770/12?accountid=9851>

*Weick, K.E. (2003). 'Theory and Practice in the Real World' In: Tsoukas, H. & Knudsen, C. (eds.) *The Oxford Handbook of Organizational Theory*. London: OUP, pp 453-476.

Woodman, D., Threadgold, S., & Possamai-Inesedy, A. (2015). Prophet of a new modernity: Ulrich Beck's legacy for sociology. *Journal of Sociology*, 51(4), 1117–1131. <https://doi.org/10.1177/1440783315621166>

WEEK 2: FRIDAY, 31TH JANUARY, 2020

Why we work – from employment to engagement

Barry Rogers

Outline: The meaning(s) associated with work differs hugely over time and space. In recent years the 'traditional' psychological contract between employer and employee has been called into question. The rise of the 'gig' and the relentless march of technology and globalisation appear to have significant implications for the nature of the employment relationship. That said, does this represent a fundamental change? Is there evidence for a generational shift in work related values? To what extent are we moving from an age of employment to one of engagement, and beyond? What does this mean for us, our work and how we design meaningful connections with organisations (e.g. recruit and retain)?

Aims:

- To appreciate the changing meanings associated work (over both the 'long' and 'recent' past)
- To explore the notion of work values and place 'emerging' conceptions of values within a wider conceptual framework
- To consider the profound implications for the nature of the connection between organisations and their people, and where we fit in

Outcomes:

- An appreciation of the role work values play in framing conceptions of reward, commitment and motivation
- A recognition that generational change challenges many of the traditional approaches to employee 'engagement'
- An understanding of what this means for how we recruit and retain key 'talent' across the generations

Readings:

Conway, N., & Briner, R. B. (2006). *Understanding Psychological Contracts at Work: A Critical Evaluation of Theory and Research*. Oxford ; New York: Oxford University Press, U.S.A.

Grint, K. (1991). 'What is work?' In: *The Sociology of Work*. Cambridge: Polity Press. 7-47.

Inglehart, R. (1990). *Culture Shift in Advanced Industrial Society*. Princeton: Princeton University Press [Chapter 3 & 4]

Jahoda, M. (1982). *Employment and Unemployment: a social psychological analysis*, Cambridge: Cambridge University Press.

Jirasevijinda, T. (2018). Bridging the generation gap in the workplace: How I learned to stop worrying and love working with the millennial generation. *Journal of Communication in Healthcare*, 11(2), 83–86. <https://doi.org/10.1080/17538068.2018.1485830>

*Joshi, A., Dencker, J.C., Franz, G. & Martocchio, J.J. (2010). 'Unpacking Generational Identities in Organizations'. *Academy of Management Review*. 35.3:392-414.

Knight, R. (2014). Managing People from 5 Generations. Retrieved January 6, 2016, from <https://hbr.org/2014/09/managing-people-from-5-generations>

Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Käsälä, M., Saari, E., & Isaksson, K. (2017). Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis. *Work & Stress*, 31(2), 101–120. <https://doi.org/10.1080/02678373.2017.1304463>

Ozkan, M., & Solmaz, B. (2015). The Changing Face of the Employees – Generation Z and Their Perceptions of Work (A Study Applied to University Students). *Procedia Economics and Finance*, 26, 476–483. [https://doi.org/10.1016/S2212-5671\(15\)00876-X](https://doi.org/10.1016/S2212-5671(15)00876-X)

Parry, E. (Ed.). (2014). *Generational Diversity at Work: New Research Perspectives*. Routledge.

*Parry, E., & Urwin, P. (2017). The Evidence Base for Generational Differences: Where Do We Go from Here? *Work, Aging and Retirement*, 3(2), 140–148. <https://doi.org/10.1093/workar/waw03>

Sanderson, H. (2018, September 13). Diamonds rock for millennials and Generation Z. Retrieved September 14, 2018, from Financial Times website: <https://www.ft.com/>

Schein, E. H. (1980). *Organizational Psychology*. London: Prentice Hall. (Chapter 5)

Twenge, J. M. (2017). *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us*. New York: Atria Books.

Wefald, A.J.& Downey, G.R. (2009). 'Job engagement in organizations: fad, fashion, or folderol'. *The Journal of Organizational Behaviour*. 30: 141-145.

WEEK 3: FRIDAY, 7TH FEBRUARY, 2020

Attention and intention – emerging aspects of organisational time

Barry Rogers

Outline: Time is a 'hidden' yet powerful driver of organizational life. From '9 to 5' via time and motion, long hours culture to flexibility, fragmentation and the 'end' of retirement – it is, paradoxically, everywhere and nowhere. Time, I will contend, is socially constructed. We have distinct representations of working time by generation, gender and culture. Yet as the gap between stimulus and response is becoming increasingly diminished in the workplace what does this mean for our attention - how do we realistically reflect in order to learn and develop? Time is also central to the work/life debate as we navigate the first, second and third shifts of our daily lives. Yet is the desire for balance a myth? Should a focus on the *qualitative* aspects of

time change our perspective from *implied* separation towards *active* integration of work and life? What does this mean for the boundaries in our working lives?

Aims:

- To appreciate the powerful – but often invisible - role of time in the history of organising and crucially present day organisational life
- To consider alternative approaches to making sense of time
- To recognise the contemporary impact of non-linear time on working lives
- To be aware of cultural, generational and gender perspectives on organisational time

Outcomes:

- An ability to think critically about an elemental, taken for granted, aspect of formal organisation
- A greater sensitivity to the dynamics of traditional organisational life through the lens of emerging non-standard arrangements
- An ability to *unpack* a key dynamic of non-standard work arrangements and consider practical solutions surrounding non-linear time from a wider, more sustainable perspective.

Readings:

*Adam, B. (1995). *The Social Analysis of Time*. Oxford: Polity. (Chapters 1, 2 and 3)

Flaherty, M. (2011). *The Textures of Time: Agency and Temporal Experience*. Philadelphia, Pa: Temple University Press, U.S.

Fritz, C., Sonnentag, S., Spector, P.E. & McInroe, A. (2010). 'The weekend matters: relationships between stress recovery and affective experiences'. *Journal of Organizational Behaviour*. 31: 1137-1162.

Hassard, J. (1996). 'Images of Time in Work and Organizations' In. S. Clegg, C. Hardy & W. R. Nord (eds.). *Handbook of Organization Studies*. London: Sage.

Holley, D., Jain, J., & Lyons, G. (2008). Understanding Business Travel Time and Its Place in the Working Day. *Time & Society*, 17(1), 27–46. <https://doi.org/10.1177/0961463X07086308>

Kaufman-Scarborough, C. (2006). Time Use and the Impact of Technology: Examining workspaces in the home. *Time & Society*, 15(1), 57–80. <https://doi.org/10.1177/0961463X06061782>

Leroy, S. (2009). Why is it so hard to do my work? The challenge of attention residue when switching between work tasks. *Organizational Behavior and Human Decision Processes*, 109(2), 168–181. <https://doi.org/10.1016/j.obhdp.2009.04.002>

Levine, R. (2006). *A Geography of Time: The Temporal Misadventures of a Social Psychologist*. Oxford: One Books.

Moran, C. (2015). Time as a social practice. *Time & Society*, 24(3), 283–303.
<https://doi.org/10.1177/0961463X13478051>

*Newport, C. (2016). *Deep Work: Rules for Focused Success in a Distracted World*. Piatkus.

Wajcman, J. (2015). *Pressed for Time: The Acceleration of Life in Digital Capitalism*. Chicago: University of Chicago Press.

WEEK 4: FRIDAY, 14TH FEBRUARY, 2020

From the workplace to workspace

Barry Rogers

Outline: The social sciences have neglected the field of physical space...yet our relationship with place and space is a defining feature of the zeitgeist. Information and communication technology allows us to move beyond the physical boundaries of the traditional organisation to craft new forms of *organizing* – for many knowledge workers we are constructing lives in a post-*WeWork* world! This has led to a blurring of spatial and temporal boundaries with implications for behaviour, identity and power. Yet the rhetoric of 'locational independence' is far from unproblematic. In these spatial *shadows* what constitutes a legitimate discourse that allows us to make sense of this new reality? How do we equip ourselves - and others - to navigate these increasingly boundaryless settings to construct new forms of organising

Aims:

- To elaborate the role of *place* in working lives
- To consider our understanding of place within the context of a shift to *workspace*
- To appreciate the social and psychological issues associated with these processes of change
- To see the quest for solutions as a grounded concept

Outcomes:

- A recognition of the need to avoid simplistic *reductionism* when approaching this emerging field
- An ability to throw a *reflective light* back onto traditional organisational life
- A sensitivity to a more nuanced approach to workspace solutions

Readings:

Ashkanasy, N. M., Ayoko, O. B., & Jehn, K. A. (2014). Understanding the physical environment of work and employee behavior: An affective events perspective. *Journal of Organizational Behavior*, 35(8), 1169–1184. <http://doi.org/10.1002/job.1973>

Bernstein, E. S., & Turban, S. (2018). The impact of the 'open' workspace on human collaboration. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 373(1753). <https://doi.org/10.1098/rstb.2017.0239>

Bernstein, E., Bunch J., Canner, N., Lee, M. (2016). 'Beyond the Holacracy Hype'. Harvard Business Review. <https://hbr.org/2016/07/beyond-the-holacracy-hype> [Accessed on 14/12/2016]

Brocklehurst, M. (2001). 'Power, Identity and New Technology Homework: Implications for 'New Forms' of Organizing' *Organization Studies*. 22, 3:445-466.

Clegg, S.R. & Kornberger, M. [eds.] (2006). *Space, Organization and Management Theory*. Copenhagen: Liber & Copenhagen Business School. (Chapter 4)

Doorley, S., Witthoft, S., University, H. P. I. of D. at S., & Kelley, D. (2012). *Make Space: How to Set the Stage for Creative Collaboration* (1 edition). Hoboken, N.J: John Wiley & Sons.

Elsbach, K. D. (2003). Relating Physical Environment to Self-Categorizations: Identity Threat and Affirmation in a Non-Territorial Office Space. *Administrative Science Quarterly*, 48(4), 622–654

Fleming, P., & Spicer, A. (2004). 'You Can Checkout Anytime, but You Can Never Leave': Spatial Boundaries in a High Commitment Organization. *Human Relations*, 57(1), 75–94. <https://doi.org/10.1177/0018726704042715>

Hatch, M. J. (1997). The Physical Structure of Organizations In: M. J. Hatch. *Organization Theory: Modern, Symbolic and Postmodern Perspectives*. London: Oxford University Press.

Khazanchi, S., Sprinkle, T. A., Masterson, S. S., & Tong, N. (2018). A Spatial Model of Work Relationships: The Relationship-Building and Relationship-Straining Effects of Workspace Design. *Academy of Management Review*, 43(4), 590–609. <https://doi.org/10.5465/amr.2016.0240>

Kersh, N. (2015). Rethinking the learning space at work and beyond: The achievement of agency across the boundaries of work-related spaces and environments. *International Review of Education*, 61(6), 835–851. <https://doi.org/10.1007/s11159-015-9529-2>

Kim, J., & de Dear, R. (2013). Workspace satisfaction: The privacy-communication trade-off in open-plan offices. *Journal of Environmental Psychology*, 36, 18–26. <https://doi.org/10.1016/j.jenvp.2013.06.007>

Orum, A. (2005). 'All the World's A Coffee Shop: Reflections on Place, Community and Identity'. *Reconstruction*. 5, 3.

*Paoli, D. D., Sauer, E., & Ropo, A. (2019). The spatial context of organizations: A critique of 'creative workspaces.' *Journal of Management & Organization*, 25(2), 331–352.
<https://doi.org/10.1017/jmo.2017.46>

Veitch, J. A., Charles, K. E., Farley, K. M., & Newsham, G. R. (2007). A model of satisfaction with open-plan office conditions: COPE field findings. *Journal of Environmental Psychology*, 27: 177-189.

*Venkatraman, M., & Nelson, T. (2008). From servicescape to consumptionscape: A photo-elicitation study of Starbucks in the New China. *Journal of International Business Studies*, 39(6), 1010–1026.

Werning, S. (2019). Walk-Through Corporate Aesthetics: Design Affordances in Tech Workspaces. *Open Cultural Studies*, 3(1), 428–441. <https://doi.org/10.1515/culture-2019-0036>

WEEK 5: FRIDAY, 21TH FEBRUARY, 2020

Reimagining Organizational Purpose

Barry Rogers

Outline:

Rarely in recent history has the purpose of the organisation been called so much into question – in the 2020's Milton Friedman's comment that the sole responsibility of the firm is to its shareholders feels a long way off. But what is the broader mission of the firm and is it possible to craft a symbiotic relationship between the firm and personal goals and values? Most of all how do you locate ourselves in this emerging debate and what does it mean for how we connect with organisations?

Aims:

- To move beyond the (traditional) rhetoric of organisational mission and purpose
- To equip ourselves with a credible (grounded) approach to make a meaningful contribution to this emerging debate

Outcomes:

- The ability to shape the debate surrounding organizational purpose

Readings:

Alegre, I., Berbegal-Mirabent, J., Guerrero, A., & Mas-Machuca, M. (2018). The real mission of the mission statement: A systematic review of the literature. *Journal of Management & Organization*, 24(4), 456–473. <https://doi.org/10.1017/jmo.2017.82>

*Berg, J. L. (2015). The role of personal purpose and personal goals in symbiotic visions. *Frontiers in Psychology*, 6. <https://doi.org/10.3389/fpsyg.2015.00443>

*Brickson, S. L. (2005). Organizational Identity Orientation: Forging a Link between Organizational Identity and Organizations' Relations with Stakeholders. *Administrative Science Quarterly*, 50(4), 576–609. <https://doi.org/10.2189/asqu.50.4.576>

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Matten, D. & Moon, J. (2008). ' "Implicit" and "Explicit" CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility'. *The Academy of Management Review*, 33, 2: 404-424.

White, A., Yakis-Douglas, B., Helanummi-Cole, H., & Ventresca, M. (2017). Purpose-Led Organization: "Saint Antony" Reflects on the Idea of Organizational Purpose, in Principle and Practice. *Journal of Management Inquiry*, 26(1), 101–107. <https://doi.org/10.1177/1056492616647481>

Wingerden, J. V., & Stoep, J. V. der. (2018). The motivational potential of meaningful work: Relationships with strengths use, work engagement, and performance. *PLOS ONE*, 13(6), e0197599. <https://doi.org/10.1371/journal.pone.0197599>

WEEK 6: READING WEEK (FRIDAY 28TH)
NO LECTURES OR SEMINARS

WEEK 7: FRIDAY, 8TH FEBRUARY, 2020

Hashtags are not enough – 'Diversity' in a post MeToo world
Barry Rogers

Outline: #MeToo and its aftermath acted as a wake-up call for many of the taken-for-granted assumptions underpinning the way we work. But to what extent has there been a fundamental shift in the organisational landscape? Is the rallying cry for change a matter of reality or rhetoric? Increasingly the fear is that explicit forms of discrimination and bias have just gone 'underground' and are now manifesting themselves in subtle, implicit forms. Can we ever create a level playing field at work without going 'beneath the surface' to unearth the invisible 'other'? In the end is the inclusive organisation a convenient myth or a credible emerging reality? Ultimately what are the sustainable practices that can make a meaningful difference to peoples lives?

Aims:

- To go beyond the model of a 'one size fits all' organization
- To appreciate frameworks aimed at creating more *inclusive* organisations
- To explore alternative notions of, and practicalities surrounding, *deep* organisational change

Outcomes:

- An understanding of the difference between policy (on paper) and the granularity of day-to-day practice: reality versus organisational rhetoric
- An enhanced understanding of deep organisational change as meaningful only in terms of effecting the *lived experience* of employees
- An ability to construct sustainable solutions based on firmer theoretical foundations

Readings:

*Cortina, L.M. (2008). 'Unseen Injustice: incivility as modern discrimination in organizations'. *Academy of Management Review*. 33,1: 55-75.

Choi, S. (2019). Breaking Through the Glass Ceiling: Social Capital Matters for Women's Career Success? *International Public Management Journal*, 22(2), 295–320.
<https://doi.org/10.1080/10967494.2018.1425225>

*Meyerson, D.E. & Kolb, M. (2000). 'Moving out of the "armchair": Developing a framework to bridge the gap between feminist theory and practice'. *Organization*. 7,4: 553-571.

Roberts, J. (2003) 'The Manufacture of Corporate Social Responsibility: Constructing Corporate Sensibility', *Organization*. 10, 2, pp 249-265.

Weick, K. (1984). 'Small wins: Redefining the scale of social problems'. *American Psychologist*, 39, 1: 40-49.

*Solal, I., & Snellman, K. (2019). Women Don't Mean Business? Gender Penalty in Board Composition. *Organization Science*, 30(6), 1270–1288. <https://doi.org/10.1287/orsc.2019.1301>

Verniers, C., & Vala, J. (2018). Justifying gender discrimination in the workplace: The mediating role of motherhood myths. *PLOS ONE*, 13(1), e0190657.
<https://doi.org/10.1371/journal.pone.0190657>

WEEK 8: FRIDAY, 13TH MARCH, 2020

Power, politics and influence - Engaging stakeholders to get things done
Barry Rogers

Flatter organisations has seen power and politics become more distributed. At the same time linear conceptions of power have moved off the agenda just when the role of influence has become so important to activity (e.g. 'getting things done'). We highlight the role of metaphor (and other tropes) in *seeing* organisational life in different ways and from different perspectives. This opens up alternative ways of thinking about power, politics and influence. The concepts are intimately tied-up with stakeholders and how we engage with them. Who is relevant to what needs to be achieved? In an increasingly VUCA world how do we engage, as oppose to *manage*, key *relationships* in an intentional and meaningful manner to deliver results.

Cornelissen, J.P. & Kafouros, M. (2008). 'The Emergent Organization: Primary and Complex Metaphors in Theorizing Organizations'. *Organization Studies*, 29, 7: 957-978

Crane, A., & Ruebottom, T. (2011). Stakeholder Theory and Social Identity: Rethinking Stakeholder Identification. *Journal of Business Ethics*, 102(1), 77–87.
<https://doi.org/10.1007/s10551-011-1191-4>

Jarrett, M. (2017). The 4 Types of Organizational Politics. *Harvard Business Review*. <https://hbr.org/2017/04/the-4-types-of-organizational-politics>.

Foucault, M. (1991). *Discipline and Punish*. London: Penguin.

*Lehtinen, J., Aaltonen, K., & Rajala, R. (2019). Stakeholder management in complex product systems: Practices and rationales for engagement and disengagement. *Industrial Marketing Management*, 79, 58–70. <https://doi.org/10.1016/j.indmarman.2018.08.011>

Lucas, J. W., & Baxter, A. R. (2012). Power, Influence, and Diversity in Organizations. *The ANNALS of the American Academy of Political and Social Science*, 639(1), 49–70.
<https://doi.org/10.1177/0002716211420231>

Luscher, L.S. & Lewis, W, M. (2008). 'Organizational Change and Managerial Sensemaking: Working through Paradox'. *Academy of Management Journal*. 52, 2: 221-240.

*Omisore, B. O., & Nweke, A. N. (2014). The Influence of Power and Politics in Organizations (Part 1). *International Journal of Academic Research in Business and Social Sciences*, 4(7), Pages 164-183. <https://doi.org/10.6007/IJARBS/v4-i7/997>

Oswick, C., Keenoy, T. & Grant, D. (2002). 'Metaphor and Analogical Reasoning in Organisation Theory'. *Academy of Management Review*. 27,2: 294-303.

Singh Amarjit. (2009). Organizational Power in Perspective. *Leadership and Management in*

Engineering, 9(4), 165–176. [https://doi.org/10.1061/\(ASCE\)LM.1943-5630.0000018](https://doi.org/10.1061/(ASCE)LM.1943-5630.0000018)

Walker, D. H. T., Bourne, L. M., & Shelley, A. (2008). Influence, stakeholder mapping and visualization. *Construction Management and Economics*, 26(6), 645–658.
<https://doi.org/10.1080/01446190701882390>

WEEK 9: FRIDAY, 20TH MARCH, 2020

The Leadership dilemma: shaping the future

Barry Rogers

Outline: Leadership is one of the most abused fields of study surrounding organisations. An industry has been created around the concept...but the traditional prescriptions for the heroic leader seem of little use as we grapple with shaping organisational life in volatile and ambiguous situations. The ability of transitioning 'leaders' (at any level) to act out new role(s) in changing practices would seem crucial to reposition the concept. These activities are intimately tied to identity management and the changing story emerging leaders tell about, and to, themselves. All the while leaders, distributed through the organisation, have an obligation and responsibility to make sense-maker of VUCA situations and act as front –line sense-givers to others. In any career it is never too early to create these informal moments of transition. How do we shape our working lives to show up as the leaders we choose/need to be?

[Note form Barry: this section is longer than many other weeks as I will call on readings from this section to supplement some of the themes in other weeks]

Aim:

- To challenge the traditional conception of leadership and its use in emerging situations

Outcome:

- To equip ourselves with a practical mind-set and approach to make a meaningful difference in our working lives and settings

Alvesson, M., & Spicer, A. (2012). Critical leadership studies: The case for critical performativity. *Human Relations*, 65, 367–390.
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Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
<https://doi.org/10.1080/135943299398410>

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Caligiuri, P. (2006). Developing global leaders. *Human Resource Management Review*, 16(2), 219–228. <https://doi.org/10.1016/j.hrmr.2006.03.009>

Caligiuri, P., & Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. *Journal of World Business*, 47(4), 612–622. <https://doi.org/10.1016/j.jwb.2012.01.014>

Goldsmith, M. (2008). *What Got You Here Won't Get You There: How successful people become even more successful*. Profile Books.

Ibarra, H. (2004). *Working Identity: Unconventional Strategies for Reinventing Your Career*. Harvard Business Review Press.

Ibarra, H. (2015). *Act Like a Leader, Think Like a Leader* (01 edition). Harvard Business Review Press.

Keller, S., & Meaney, M. (2018). *How to get leadership transition right | McKinsey*. <https://www.mckinsey.com/business-functions/organization/our-insights/successfully-transitioning-to-new-leadership-roles>

Knippenberg, D. van, & Sitkin, S. B. (2013). A Critical Assessment of Charismatic—Transformational Leadership Research: Back to the Drawing Board? *The Academy of Management Annals*, 7(1), 1–60. <https://doi.org/10.1080/19416520.2013.759433>

Kotter, J. P. (1990). *Force For Change: How Leadership Differs from Management*. The Free Press.

Luscher, L., Lewis, M., & Ingram, A. (2006). The social construction of managerial change paradoxes. *Journal of Organizational Change Management*, 19, 491–502. <https://doi.org/10.1108/09534810610676680>

*MacKillop, E. (2018). Leadership in organisational change: A post-structuralist research agenda. *Organization*, 25(2), 205–222. <https://doi.org/10.1177/1350508417733137>

McMahon, M., & Watson, M. (2013). Story telling: Crafting identities. *British Journal of Guidance & Counselling*, 41(3), 277–286. <https://doi.org/10.1080/03069885.2013.789824>

Pfeffer, J. (2015). *Leadership BS: Fixing Workplaces and Careers One Truth at a Time*. HarperBusiness.

Platow, M. J., Haslam, S. A., & Reicher, S. D. (2017). The social psychology of leadership. In *The Oxford handbook of social influence* (pp. 339–357). Oxford University Press.

*Wood, M., & Dibben, M. (2015). Leadership as Relational Process. *Process Studies*, 44(1), 24–47.

WEEK 10: FRIDAY, 27TH MARCH, 2020

The 'Holy Grail': From information to insight in the workplace

Barry Rogers

Outline: Bridging theory and practice has been a defining feature of the course. But to what extent is this relationship the 'holy grail' of learning? How do we take academic insight from the LSE back to the action, traction and distraction of our everyday workplaces? We investigate the alternative frameworks for understanding the theory-practice relationship. We build on the conception of theory and practice as semi-autonomous domains constituted by different *discourses* ('language games') and temporal *orientations*. We propose the process of *translation* as a potential means of bridging the gap and connect with how we make a practical difference in the workplace based on grounded insight as opposed to general information.

Aims:

- To understand the qualitative difference between the realm of academia and practice
- To appreciate the need for active translation between these realms

Outcomes:

- An understating of the process of translation associated with the production of relevant, insightful 'knowledge'
- A recognition and sensitivity to the requirements of active translation in the role of the pracademic
- An increased ability to deliver meaningful and insightful solutions

Readings:

Astley, W.G. & Zummuto, R.F. (1992). 'Organization Science, Managers, and Language Games'. *Organization Science*, 3: 443-60.

Björck, V., & Johansson, K. (2019). Problematising the theory–practice terminology: A discourse analysis of students' statements on Work-integrated Learning. *Journal of Further and Higher Education*, 43(10), 1363–1375. <https://doi.org/10.1080/0309877X.2018.1483016>

Cascio, W.F.(2008). 'To prosper, organizational psychology should...bridge application and scholarship'. *Journal of Organizational Behaviour*. 29: 455-468.

Eden, C., & Ackermann, F. (2018). Theory into practice, practice to theory: Action research in method development. *European Journal of Operational Research*, 271(3), 1145–1155.
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Kieser, A. (1997). 'Rhetoric and myth in Management Fashion'. *Organization* 4, 1: 49-74.

Markides, C. (2007). 'In search of ambidextrous professors'. *Academy of Management Journal*. 50, 4:762-768.

*McLaren, P. G., & Durepos, G. (2019). A Call to Practice Context in Management and Organization Studies. *Journal of Management Inquiry*, 1056492619837596.
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<https://doi.org/10.1080/09585192.2016.1244919>

Mintzberg, H. (1980). *The Nature of Managerial Work*. New Jersey: Prentice Hall. pp 28-53.

Posner, P. L. (2009). The Pracademic: An Agenda for Re-Engaging Practitioners and Academics. *Public Budgeting & Finance*, 29(1), 12–26. <https://doi.org/10.1111/j.1540-5850.2009.00921.x>
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*Sutcliffe, K. M., & Wintermute, T. P. (2016). Gladwell as Sensegiver. *Journal of Management Inquiry*. Retrieved from <https://doi.org/10.1177/1056492606294865>

The Craft of Translation: An Interview With Malcolm Gladwell. (2011). Retrieved July 19, 2013, from
<http://libsta28.lib.cam.ac.uk:2219/docview/203317849/13F5D3C3B381EF16770/12?accountid=9851>

Vermuelen, F. (2007). 'I shall not remain insignificant: adding a second loop to matter more'. *Academy of Management Journal*. 50, 4:754-761

*Weick, K.E. (2003). 'Theory and Practice in the Real World' In: Tsoukas, H. & Knudsen, C. (eds.) *The Oxford Handbook or Organizational Theory*. London: OUP, pp 453-476.

[For Heidegger] *Winograd, T., & Flores, F. (1990). '*Understanding computers and cognition: a new foundation for design*'. New Jersey: Ablex. [Chapter 2 & 3]

Barry Rogers

Outline: In week 5 we collectively agreed on a topic of contemporary organisational resonance (e.g. a dominant theme in the media) that we wanted to investigate further. Since then we have grounded this topic from a theoretical perspective with the intention of providing a comprehensive overview (e.g. set of readings, 'narrative') in this lecture and seminar.

Aims:

- To fill any 'gaps' in the formal/pre-determined lecture schedule
- To elaborate and refine a grounded approach to a topic of immediate contemporary resonance to organizational life

Outcomes:

- An appreciation of the ability to apply a pracademic lens to matters of immediate relevance in organizational life – to develop solutions where none are currently available
- Highlighting the on-going role of *insight over information* – the benefits of connecting theoretical rigour with practical relevance (the essence of PB 424)

As an initial idea...

'Leading tomorrows organisations - Climate change and how we should work (and live)'

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Winn, M., Kirchgeorg, M., Griffiths, A., Linnenluecke, M., & Günther, E. (2011). Impacts from Climate Change on Organizations: A Conceptual Foundation. *Business Strategy and the Environment*, 20, 157–173. <https://doi.org/10.1002/bse.679>

