



MANAGEMENT OF ORGANISATIONS (MG130)

Course duration: 54 hours lecture and class time (Over three weeks)

Summer School Programme Area: Business and Management

LSE Teaching Department: Department of Management

Lead Faculty: Dr. Xiaoran Hu and Dr. Kathy Sun (Dept. of Management)

Pre-requisites: None. However, some knowledge of psychology or management is recommended.

Course Overview

Organisational behaviour is the study of human behaviour in organisations. The topics we study in MG130 are critical to people management in contemporary organisations, for example, leadership and team processes that enhance individual, team, and organisational performance. This course provides a comprehensive exploration of the psychological, social, and behavioural aspects of individuals and teams within the context of organizational settings. In the classes, students will engage in the research questions both relating to their personal lives and future work. Some examples of the questions include: "Is conflict always detrimental to team and organisational performance?" "Can subtle changes in resumes affect hiring decisions?" "Does the type of food people consume shape different cultures?" This course aims to help students gain a science-based understanding of some of the most intriguing phenomena in organisations and societies. It will draw upon scientific research from various disciplines, including psychology, economics, sociology, history, and anthropology, to critically examine topics such as motivation, creativity and innovation, leadership, cross-cultural differences, management and artificial intelligence.

Aims of the Course

1. To introduce students to a wide range of theoretical perspectives and research about the management of individuals and groups in organisations;
2. To help students understand organisational behaviour and management practices by examining sociological and social psychological principles;
3. To facilitate a critical evaluation of organisational practices and their impact on work behaviours, attitudes, and performance, through aiding students to assess the contributions and limitations of theoretical perspectives and engage in a critical consideration of the empirical evidence;
4. To bring cutting-edge theories and research on organisations to students' attention and facilitate a novel understanding of emerging phenomena in the modern era.

Learning Outcomes

1. To learn and understand key theories of Organisational Behaviour;
2. To be able to analyse how these theories and empirical evidence can help to understand contemporary organisational issues;
3. To apply theories to practical problems in organisations in a critical manner.
4. To build a novel perspective towards emerging cutting-edge issues.

The course aims at providing students with an understanding of current popular OB theories and cutting-edge ones. The approach taken in the course will expose students to sociological and social



psychological theories that will enable them to gain insight into behaviour in organisations. The course is ideally suited to those who wish to develop a critical understanding of human behaviour in organisations and understand how humans interact with technology to shape the future of work.

Topic Overview

WEEK 1

Lecture 1: Introduction to the Course
Lecture 2: “Positive” Behaviours at Work
Lecture 3: “Negative” Behaviours at Work
Lecture 4: Individual Differences and Diversity
Lecture 5: Motivation

WEEK 2

Lecture 6: Creativity and Innovation
Lecture 7: Teams and Groups
Lecture 8: Power and Influence
Lecture 9: Leadership Theories
Lecture 10: Negotiation

WEEK 3

Lecture 11: Culture and Management
Lecture 12: Artificial Intelligence and the Future of Work

Course Structure

36 lecture hours
18 class hours

Teaching and Learning

The format of the course is a combination of lectures and small-group seminars, which include interactive discussions and various class activities.

Class Aims

Class sessions will be devoted to class discussion or debate, which will permit students to exercise their critical judgment in terms of the theories as they apply to understanding behaviour in organisations. Students are expected to actively participate in class discussions to facilitate their learning and that of their classmates.

Course Reading

No textbook covers all the topics in this course. Students could choose one of the following textbooks as reference:

Robbins, S.P. and Judge, T.A. (2015). *Essentials of Organisational Behaviour* (13th Global Edition). Harlow, Essex: Pearson.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (Eds.). (2018). *The Oxford handbook of organizational citizenship behavior*. Oxford University Press.



The readings on the course are primarily taken from journals or from papers presented at recent conferences. The following are some of the key journals that frequently appear in the reading list.

Administrative Science Quarterly
Academy of Management Journal
Academy of Management Review
Academy of Management Annals
Journal of Applied Psychology
Organization Science

Method of Assessment

Summative Assessment

The grades for the course will be computed from the components as follows:

Class Participation 15%

Assignment (85%), including:

Class Presentation 15%

Final Essay 70%

Class Participation

Full preparation for each class is essential. On Day One we will discuss how students will need to prepare for lectures and classes. Below is the framework for assigning marks to class participation. A mark will be assigned to each student after each class, and averaged out at the end of the course to provide an overall seminar class mark. Students who are absent due to illness will receive a mark based only on the number of sessions for which they were present, as long as the class teacher is notified *beforehand* of the absence and any absences of two or more consecutive classes are substantiated by a doctor's note.

Evaluation	Marks received	Contribution made to class activity / discussion
Excellent	80 to 100	Evidence of thorough preparation for activity / discussion. Shows familiarity with content of all of the assigned readings. Student has gone beyond course readings to search for relevant material (e.g., industry examples, news stories). Successfully makes connections across lecture topics and synthesizes ideas. Clearly demonstrates awareness of contextual issues relevant to the topic. Shows independent thought with regard to analysis of a particular topic.

Good	60 to 80	Evidence of preparation for activity / discussion. Shows familiarity with content of most of the assigned readings. Likely to have gone beyond course readings to search for relevant material (e.g., industry examples, news stories). Attempts to make connections across lecture topics and to synthesize ideas. Some awareness of contextual issues relevant to the topic.
Satisfactory	40 to 59	Some evidence of preparation for the activity / discussion, but student is unlikely to have completed the assigned readings. No attempt made to go beyond course content to seek out additional, relevant material. Little evidence of attention paid to contextual issues relevant to the topic.
Unsatisfactory	0 to 39	Little to no evidence of preparation for the activity / discussion. Student demonstrates little familiarity with the assigned readings. Nature of contribution to discussion may not be relevant to the specific context of the topic. Or, student is absent / does not participate in discussion.

Assignment

Students will be expected to work on their assignment throughout the term and will be given time in lectures/seminars to receive feedback from peers (study groups will be formed in the Day 1 class) and the course instructors. More information will be provided in the first class. The whole mark will include following two components: Class Presentation and Final Essay.

Class Presentation

An oral presentation (and printed version of their slides), will constitute 15% of the assessment. Students are expected to choose their topic based on their interests. This is an important opportunity for students to get feedback on their developing project, and to practice expressing ideas orally.

The objectives of this assignment are four-fold:

- (1) to demonstrate mastery of theories and concepts introduced on MG130,
- (2) to apply those theoretical concepts to a practical case,
- (3) to polish your project with your study group, and
- (4) to deliver a highly effective oral presentation.

Below is the framework for assigning marks to oral presentations across different quality criteria. Overall, these add up to 100, and the score of 100 will constitute the overall mark for the group project.

Criteria for the Group Presentation	Marks allocated
Subject Knowledge Was the student knowledgeable of its OB-topic (i.e., explained the main concepts and main theories clearly)?	40
Synthesis and Soundness Does the presentation bring together relevant literature/theory to address the real-life situation?	30
Clarity of structure Is the presentation well organised and logically constructed?	15
Visuals and Presentation Style Was the visual support good (slides visually appealing, good balance text/visuals, appropriate density of text/visuals on each slide)? Did the student give a good presentation (i.e., clear and audible communication styles, professional approach, good eye contact with the audience, ability to take questions)?	15

Final Essay

The purpose of the final essay is to develop a theory-based approach to understand phenomena under the theme of “organisational behaviour”. First, you need to identify an interesting phenomenon at the workplace and organizations. Second, you need to describe the phenomenon (i.e., “WHAT”) and elaborate why it is important and why we should pay attention to it (i.e., “WHY”). Third, you need to propose a theoretical model to explain it. In this section, you should describe (a) the relevant past theories and empirical research and (b) propose the model and provide theoretical justification based on relevant research.

Note: in the report, you should cite **at least 8 journal articles** to support your arguments. These can come from class readings, but you may also source articles from your school’s library databases (e.g., PsycInfo).

Reading List

WEEK ONE

Day 1 – Lecture 1: Introduction to the Course

Readings

Introduction chapter, Robbins, S.P. and Judge, T.A. (2015). *Essentials of Organisational Behaviour* (13th Global Edition). Harlow, Essex: Pearson.



Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*, 344, 603-608.

Day 2 – Lecture 2: “Positive” Behaviours at Work

Readings

Bolino, M. C., & Grant, A. M. (2016). The bright side of being prosocial at work, and the dark side, too: A review and agenda for research on other-oriented motives, behavior, and impact in organizations. *Academy of Management Annals*, 10(1), 599-670.

Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. *Journal of Applied Psychology*, 91, 636-652.

Day 3 – Lecture 3: “Negative” Behaviours at Work

Readings

Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. *Harvard Business Review*, 89, 58-65.

Zhong, R., Lian, H., Hershcovis, M. S., & Robinson, S. L. (2022). Mitigating or magnifying the harmful influence of workplace aggression: An integrative review. *Academy of Management Annals*,

Day 4 – Lecture 4: Individual differences and diversity

Readings:

Manzi, F., & Heilman, M. E. (2021). Breaking the glass ceiling: For one and all? *Journal of Personality and Social Psychology*, 120(2), 257–277. <https://doi.org/10.1037/pspa0000260>

Harrison, J. S., Thurgood, G. R., Boivie, S., & Pfarrer, M. D. (2019) [How a CEO’s personality affects their company’s stock price.](#) *Harvard Business Review*.

Day 5 – Lecture 5: Motivation

Readings:

Deci, E. L., Olafsen, A. H., Ryan, M. R.. (2017). Self-determination theory in work organizations: the state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19-43.

Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 76(3), 109-119.



WEEK TWO

Day 6 – Lecture 6: Creativity and Innovation

Readings

Xu, L., Liu, Z., Ji, M., Dong, Y., & Wu, C. H. (2022). Leader perfectionism—Friend or foe of employee creativity? Locus of control as a key contingency. *Academy of Management Journal*, 65(6), 2092-2117.

Parke, M. R., Seo, M. G., Hu, X., & Jin, S. (2022). The creative and cross-functional benefits of wearing hearts on sleeves: Authentic affect climate, information elaboration, and team creativity. *Organization Science*, 33(2), 600-623.

Day 7 – Lecture 7: Teams and Groups

Readings

Simons, T., & Peterson, R. (2000). Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust. *Journal of Applied Psychology*, 85, 102-111.

Horwitz, S. K., & Horwitz, I. B. (2007). The effects of team diversity on team outcomes: A meta-analytic review of team demography. *Journal of Management*, 33, 987-1015

Day 8 – Lecture 8: Power Influence

Readings

Van Kleef, G. A., & Lange, J. (2020). How hierarchy shapes our emotional lives: Effects of power and status on emotional experience, expression, and responsiveness. *Current opinion in psychology*, 33, 148-153.

Magee, J. C., & Galinsky, A. D. (2008). Social hierarchy: The self-reinforcing nature of power and status. *Academy of Management annals*, 2(1), 351-398.

Day 9 – Lecture 9: Leadership

Readings

Eva, N., Robin, M., Sendjaya, S., Van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111-132

Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 40(1), 82-111.



Day 10 – Lecture 10: Negotiation

Readings

Kim, P. H., & Fragale, A. R. (2005). Choosing the path to bargaining power: an empirical comparison of BATNAs and contributions in negotiation. *Journal of Applied Psychology, 90*(2), 373.

Malhotra, D. (2014). 15 Rules for negotiating a job offer. *Harvard Business Review, 92*(4), 117-120.

WEEK THREE

Day 11 – Lecture 11: Culture and Management

Readings

Meyer, E. (2017). Being the Boss in Brussels, Boston, and Beijing: If You Want to Succeed, You'll Need to Adapt. *Harvard Business Review, 95*(4), 70–77.

Daniels, M. A., & Greguras, G. J. (2014). Exploring the Nature of Power Distance: Implications for Micro- and Macro-Level Theories, Processes, and Outcomes. *Journal of Management, 40*(5), 1202–1229.

Day 12 – Lecture 12: Artificial Intelligence and the Future of Work

Readings

Glikson, E., & Woolley, A. W. (2020). Human trust in artificial intelligence: Review of empirical research. *Academy of Management Annals, 14*(2), 627-660.

Jia, N., Luo, X., Fang, Z., & Liao, C. (2023). When and How Artificial Intelligence Augments Employee Creativity. *Academy of Management Journal*.

Day 13: Revision classes / No lecture

Day 14: No classes / No lecture

Day 15: Final Essay Due



Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three or four credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk