

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**BUS 651**  
**Work, Organisation and**  
**Management**

**Semester 1, 2012**

*Department of Marketing and Management*

## FACULTY OF BUSINESS AND ECONOMICS UNIT GUIDE

**Year and Semester: 2012, Semester 2**

**Unit convenor: Alison Barnes**

**Credit points: 4**

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

### ABOUT THIS UNIT

- Welcome to Work, Organisation and Management! This unit provides students with a contemporary introduction to theories, concepts, processes, practices and debates in fields such as human resource management, industrial relations and management.
- The unit aims to address the development of current and on-going issues confronting employees and employers in the context of the modern world of work. In the workplace as well as the academic literature, debates about these issues are on-going and often heated. An aim of the course is to introduce and critically examine a range of topics that include:
  - The changing nature of work and organisations,
  - the development of modern labour management thought,
  - key management roles and functions,
  - different organisational structures,
  - gender and work, interconnections between paid and unpaid work,
  - the relationship between work and identity, technological change and
  - ethics and fairness in organisations.

### TEACHING STAFF

- Convenor Dr Alison Barnes
- Phone: 9850-1148
- Email: [alison.barnes@mq.edu.au](mailto:alison.barnes@mq.edu.au)
- Building E4A (Room 640A)

### CONTACTING STAFF

- **Consultation times: Monday 3.00 – 4.00**

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct consultations by email. You may, however, phone staff during their consultation hours.

In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

- **Other ways of contacting staff**

**In this Unit, if you need to consult with a member of the academic staff and are unable to meet during the set consultation hours, please email the course coordinator to request an alternative appointment time.**

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

## CLASSES

- Number and length of classes: 3 hours face-to-face teaching per week consisting; 1 x 2 hour lecture and a 1 hour tutorial
- A statement that: The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- **Warning: You must attend at least 10 of the 12 tutorials. Failure to do this may affect your final mark.**

## PRIZES

- None other than occasional lollies.

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Bratton, J., Sawchuk, P., Forshaw, C., Callinan, M. & Corbett, M. (2010), *Work & Organisational Behaviour*, 2nd edition, Palgrave MacMillian, United Kingdom.
- This text is compulsory and can be purchased from the Macquarie University Co-op Bookshop.
- Students are encouraged to read a good daily newspaper such as *The Sydney Morning Herald*, *The Australian* or *The Australian Financial Review*. Required and recommended texts can be purchased from the Macquarie University Co-op Bookshop.

- Journals
- Apart from books, students will find it valuable to get into the practice of reading relevant articles from journals. Below students will find a list of journals as well as some suggested articles to start their reading. Those suggested can all be found within the university library system.
  
- Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Australian Journal of Management
- California Management Review
- Employee Relations
- Gender, Work and Organisation
- Harvard Business Review
- Human Resource Management Journal
- International Journal of Employment Studies
- International Journal of Human Resource Management
- International Journal of Manpower
- Labour & Industry
- New Technology, Work and Employment
- Personnel Journal
- Personnel Management
- Personnel Review
- Sloan Management Review
- The Journal of Industrial Relations
  
- Some useful websites:
- <http://www.ahri.com.au>
- <http://www.ilr.cornell.edu/>
- <http://www.shrm.org>
- <http://www.deewr.gov.au>
- <http://www.wrc.org.au>
- <http://www.ilo.org/>
- <http://www.ihrim.org/>

- <http://www.hreoc.gov.au/>
- <http://www.actu.org.au>
- <http://www.fwa.gov.au>

### **TECHNOLOGY USED AND REQUIRED**

- Technology used: iLearn
- Students will find resources to assist their study on iLearn, such as lecture notes and other resources. Please check iLearn regularly for announcements.

### **UNIT WEB PAGE**

- Course material is available on the learning management system (iLearn)  
<http://ilearn.mq.edu.au>
- There is no web page for this unit.

### **LEARNING OUTCOMES**

The learning outcomes of this unit are:

1. Identify the key issues that influence our understanding of work and appreciate how these change over time;
2. Compare different perspectives on and approaches to work and management and assess their implications;
3. Demonstrate logic and reasoning in critical assessment of how identity and culture affect organisational implications;
4. Critique current debates and practice regarding gender, ethical practice, flexibility, organisational structure and organisational change
5. Explore how these issues affect management and organisations;
6. Demonstrate skills relevant to graduate study, including verbal and written communication, independent research, critical analysis, self-reflection and problem-solving.

### **GRADUATE CAPABILITIES**

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

- 1 Discipline Specific Knowledge and Skills\*
- 2 Critical, Analytical and Integrative Thinking
- 3 Problem Solving and Research Capability
- 4 Creative and Innovative

- 5 Effective Communication
- 6 Engaged and Ethical Local and Global citizens
- 7 Socially and Environmentally Active and Responsible
- 8 Capable of Professional and Personal Judgement and Initiative
- 9 Commitment to Continuous Learning

## LEARNING AND TEACHING ACTIVITIES

The unit is taught using a combination of lectures & tutorials.

### What is expected from students?

- Students are expected to participate in lecture and tutorial activities, respond to questions raised in lectures and read the newspaper in order to keep abreast of current workplace issues.
- Students are expected to attend lectures and tutorials.
- The lecture sets the context for tutorial work in the following week and will also highlight the key concepts and skills that will form the basis upon which you will be assessed in examination and assessment.
- Students are expected to read and prepare in advance for tutorials. If you have not prepared adequately, you will not benefit from the learning opportunities provided by a small class.
- Tutorials are not intended to provide you with the content presented in the textbook or to rehash the lecture but rather to build on this material to achieve better understanding of concepts developed in this Unit. Tutorials should be interactive, dynamic and fun! But it is ultimately up to you as a student to make your tutorials dynamic by coming prepared to contribute.
- Attendance will be taken in the tutorials.
- **Warning: You must attend at least 10 of the 12 tutorials. Failure to do this may affect your final mark.**
- Students are expected to arrive on time and not to leave until the class ends.
- Students are expected to treat other students with respect.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Students are provided with reading lists comprising textbooks, journals, websites and other relevant reading materials related to the unit. Students will be required to **critically read** in order to further develop concepts and ideas referred to in the unit. Reading materials may also be used in tutorials and assessment tasks.

	<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>
Title/Name	<i>Class test</i>	<i>Major essay</i>	<i>Final Examination</i>
Description ( <i>including length or similar if applicable</i> )	This test will examine material covered in lectures and tutorials during weeks 1-3	See assessment section	More information will be provided during the examination briefing.
Due date	Week 4	After the mid semester break	
% Weighting	15%	40%	45%
Grading method - marking criteria/ standards - expectations in relation to presentation - referencing requirements	The class test will be 1 hour in duration. More details will be given in class. Feedback provided by lecturer.	See assessment section.	See assessment section.
Submission method	In class to lecturer	In class to lecturer	n/a
Feedback ( <i>type, method, date</i> )	Written and verbal feedback.	Written and verbal feedback.	n/a
Estimated student workload (hours)	15	35	45
Learning outcomes assessed			
1	Demonstrate skills relevant to graduate study, including verbal and written communication, independent research, critical analysis, self-reflection and problem-solving.	Compare different perspectives on and approaches to work and management and assess their implications or Critique current debates and practice regarding gender, ethical practice, flexibility and organisational change.	Identify the key issues that influence our understanding of work and appreciate how these change over time;
2			Compare different perspectives on and approaches

	<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>
			to work and management and assess their implications;
3			Demonstrate logic and reasoning in critical assessment of how identity and culture affect organisational implications
Graduate capabilities assessed			
2	Critical, Analytical and Integrative Thinking	Critical, Analytical and Integrative Thinking	Critical, Analytical and Integrative Thinking
3		Problem Solving and Research Capability	Problem Solving and Research Capability
4			Effective Communication



Extension requests: The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

- Late submissions: will have 2% deducted per day late, including weekend days. Late assignments should be submitted to BESS in building E4B to be date stamped and forwarded to your tutor for marking. Note, electronic assignments will NOT be marked.
- Attendance: **You must attend at least 10 of the 12 tutorials. Failure to do this may affect your final mark.**
- Examinations

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

A **3 hour** final examination for this unit will be held during the University Examination period.

The University Examination period in First Half of 2012 is from June 12<sup>th</sup> to 29<sup>th</sup>.

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at:

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:  
<http://www.mq.edu.au/policy/docs/examination/policy.htm>

## **ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at  
[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## **GRADES**

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction  
D - Distinction  
CR - Credit  
P - Pass  
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:  
<http://www.mq.edu.au/policy/docs/grading/policy.html>

## **GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and

the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

[http://www.businessandconomics.mq.edu.au/new\\_and\\_current\\_students/undergraduate\\_current\\_students/how\\_do\\_i/grade\\_appeals](http://www.businessandconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals)

## **SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

## **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Support Services. Details of these and other services for students can be accessed at <http://www.student.mq.edu.au>.

[Individual Unit Convenors may wish to add Unit/ Faculty specific support eg BESS, Room, PAL, E4B Consultation Room.]

## **IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when using University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved units is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

## Lecture Program

<b>Week</b>	<b>Week Commencing</b>	<b>Topic</b>
<b>Week 1</b>	<b>27/2/2012</b>	<b>Introduction to unit and the development of modern labour management thought, and the theoretical foundations for understanding behaviour in the workplace</b>
<b>Week 2</b>	<b>5/3/2012</b>	<b>Key management roles and functions and current trends in management methods</b>
<b>Week 3</b>	<b>12/3/2012</b>	<b>The key actors</b>
<b>Week 4</b>	<b>19/3/2012</b>	<b>Class test</b>
<b>Week 5</b>	<b>26/3/2012</b>	<b>The changing nature of work and organisations</b>
<b>Week 6</b>	<b>2/4/2012</b>	<b>Currents trends in management methods: HRM</b>
	<b>9/4 until 22/4</b>	<b>MID SEMESTER BREAK</b>
<b>Week 7</b>	<b>23/4/2012</b>	<b>Currents trends in management methods: Organisational culture</b>
<b>Week 8</b>	<b>3/10/2012</b>	<b>The relationship between work and identity</b>
<b>Week 9</b>	<b>10/10/2012</b>	<b>Gender and work</b>
<b>Week 10</b>	<b>10/10/2012</b>	<b>The impact of technology and technology and change</b>
<b>Week 11</b>	<b>17/10/2012</b>	<b>Ethics and fairness in organisations</b>
<b>Week 12</b>	<b>24/10/2012</b>	<b>Different organisational structures</b>
<b>Week 13</b>	<b>7/6/2012</b>	<b>Examination briefing and unit review</b>

## Week 1

- **Introduction to the unit and the development of modern labour management thought, and the theoretical foundations for understanding behaviour in the workplace**

### This lecture will

- Provide a broad overview of the unit's aims, underpinnings and structure;
- Outline the requirements of the unit;
- Explain the unit's assessment;
- Discuss what is expected of students;
- Explore both the theoretical foundations for understanding workplace behaviour and development of modern labour management thought;
- Consider the impact of key figures such as Henry Ford and Frederick Taylor;
- Provide the background for understanding current trends in managerial methods.

### No Tutorials in Week 1

- **Required Reading:** Bratton et al. (2010), Chapter 3 and pp 39-51.

**Additional Reading:** *These readings are useful for understanding the enduring influence of Ford and Taylor but will also contribute to your understanding of current trends in management methods.*

- Royle, T. (2006), 'McWork in Europe' in Ritzer, G. (ed), *McDonaldization: The Reader*, Pine Forge Press, Thousand Oaks, CA.
- Taylor, P. and Bain, P. (1999), "'An Assembly Line in the Head": Work and Employee Relations in the Call Centre', *Industrial Relations Journal*, 30 (2): 101-117.
- Bratton et al.(2010), chapter 1 provides a useful starting point for understanding issues raised throughout the semester.

## **Week 2**

- **Key management roles and functions and Currents trends in management methods**

### **This lecture will**

- Critically explore management's key roles and functions;
- During the rest of the course we will be looking at current trends in management methods and the factors that shape these developments.

### ***Tutorial activity:***

- ❖ Q1. Does theory matter? Can it tell us anything about the contemporary organisation?
- ❖ Q2. 'What is meant by the suggestion that theory cannot be separated from management practice?'
- ❖ Introduction and administration - This provides an opportunity for students and the tutor to get to know each other and for students to ask any questions they may have.
- ❖ After reading the unit outline, think of any questions you might have about the unit. This could include questions about assessment, subject matter, or how to access material.

### ***Required Reading:***

- Bratton et al. (2010), pp14-17, 309, 320-321

### ***Additional Readings:***

- Fleming, P., Harley, B. and Sewell, G. (2004), 'A Little Knowledge is a Dangerous Thing: Getting Below the Surface of the Growth of "Knowledge Work" in Australia', *Work, Employment and Society*, 18 (4): 725-747.
- Warhurst, C. and Thompson, P. (2006), 'Mapping knowledge in work: proxies or practices?', *Work, Employment and Society*, 20 (4): 787-800.

### ***Other information:***

**Tutorials will cover the previous week's lecture material.**

## **Week 3**

- **The key actors**

### **This lecture will**

- This week we will look at key actors such as the State, Unions and Management and how they shape organisations and the nature of work.

### ***Tutorial activity:***

- ❖ Q1. Do we live in a knowledge economy? Define and provide evidence to support your answer.
- ❖ Briefly discuss week 4's in-class examination. This week we will discuss issues raised in the last three lectures to help you prepare for your examination. Feel free to ask questions.

***Required Reading: Chapter one of your text book if you have not already read it.***

### ***Additional Reading:***

- Bramble, T. (2008), *Trade Unionism in Australian: A History from Flood to Ebb Tide*, Cambridge University Press, Cambridge (Chapter 9).
- Teicher, J. and Bryan, R. (2002), 'The Australian State and the Global Economy', in Teicher, J. Holland, P. And Gough R. (eds), *Employee Relations Management: Australia in a Global Context*, Pearson Education, Sydney.

## **Week 4**

- **Class test**

### **This lecture will:**

- **This week a test will be held during the lecture;**
- Watch a DVD.

### ***Tutorial activity:***

- ❖ We will discuss your major essay.



## Week 5

- **The changing nature of work and organisations.**

### **This lecture will**

- Begin our exploration of the changing nature of work.
- Explain some of the key changes that have occurred in the wider environment within which work occurs such as the challenges and opportunities created by globalisation, and its impact and the changing nature of the Australian labour market;
- Critically explore claims made about the changing nature of work.

### **Tutorial activity:**

- What issues did the DVD raise for you?

### **Required Reading:**

- Bratton et al. (2010), pp52-65; this reading is also helpful for understanding issues raised in other weeks. See also pp-490.

### **Additional Reading:**

- Noon, M. and Blyton, M. (2007), *The Realities of Work*, 3rd edition, Palgrave, Hampshire (Chapter 2).
- Herod, A. (2001), 'Labour Internationalism and the Contradictions of Globalization: Or, Why the Local is Sometimes Still Important in a Global Economy', *Antipode*, 33 (3): 407-26.
- Bray, M., Waring, P., and Cooper, R. (2009,) *Theory and Practice: Employment Relations*, McGraw-Hill Irwin, Sydney (Chapter 4).
- Holmes, B. (2008), 'Making Flexibility Work', *Human Resources Bulletin*, Issue 50: 14. April, 2008.
- Lansbury, R. and Callus, R.,(2006) 'The future of work and employee relations', in Teicher, Holland and Gough (eds), *Employee Relations Management*, 2nd edition. Prentice Hall Sydney, chapter 16.
- Pocock, B. (2003), *The Work/Life Collision*, Federation Press, Sydney (Chapter 7).
- van Wanrooy, B. and Wilson, S. (2006), 'Convincing the toilers? Dilemmas of long working hours in Australia', *Work, Employment and Society*, 20 (2); 349-368.

## **Week 6**

- **Currents trends in management methods: Human Resource Management**

### **This lecture will**

- Examine the development of Human Resource Management;
- Critically explore the role it plays in organizations.

### ***Tutorial activity:***

### ***Tutorial activity:***

- ❖ What role does HRM play in organisations?
- ❖ Do HR practices generate superior organisational performance?

### ***Required Reading:***

- Bratton et al. (2010), Chapter 17.

## Week 7

- Currents trends in management methods: Organisational Culture

### This lecture will

- Focus on organisational culture;
- Critically examine the concept of culture;
- Critically explore the role of organisational culture in generating competitive advantage;
- Discuss the impact of culture on organisations and their employees.

### Tutorial activity:

- ❖ What role does HRM play in organisations?
- ❖ Do HR practices generate superior organisational performance?

### Required Reading:

- Bratton et al. (2010), Chapter 12.

### Additional Readings:

- Casey, C. (1999), "Come Join Our Family": Discipline and Integration in Corporate Organizational Culture', *Human Relations*, 52 (2): 155-178.
- Ogbonna, E. and Harris, L. (1998), 'Managing Organizational Culture: Compliance or Genuine Change?', *British Journal of Management*, 9: 273-288.
- Palthe, J. and Kossek, E. (2003), 'Subcultures and employment modes: translating HR strategy into practice', *Journal of Organizational Change Management*, 16 (3): 287-308.
- Pater, A. and Van Gils, A. (2003) 'Stimulating Ethical Decision-making in a Business Context: Effects of Ethical and Professional Codes', *European Management Journal*, 21 (6): 762-722.
- Carnall, C. (2007), *Managing Change in Organizations*, Prentice Hall: 307-310.
- Williams, R. (2005), 'NAB traders' culture of fear', *Sydney Morning Herald*, 2 August: 21.

## **Week 8**

- **The relationship between work and identity**

### **This lecture will**

- Continue our discussion of the relationship between work and identity;
- Extend this discussion by exploring “personality” and the workplace.

### ***Tutorial activity:***

- ❖ Q1. Can organisational culture be managed?
- ❖ Q2. Is organisational culture always positive?
- ❖ Q3. Do “strong” organisational cultures pose problems for ethical decision making?
- ❖ Q4. Is creating a strong workplace culture vital to gaining competitive advantage?
- ❖ Q5. “Strong cultures” are always good for organisations?

### ***Required Reading:***

- Bratton et al. (2010), Chapter 4.

### ***Additional Reading:***

- Bratton et al. (2010), Chapter 8. Sections of this chapter are also useful for future weeks’ topics
- Noon, M. and Blyton, M. (2002), *The Realities of Work*, 2nd edition, Palgrave, Hampshire (Chapter 3, ‘The meaning of work’).
- Beder, S. (2000), *Selling the Work Ethic: From Pulpit to Corporate PR*, Scribe Publications, Australia (Chapter 14, ‘Conclusion’)
- Trinca, H. and Fox, C. (2004), *Better than Sex: How a Whole Generation got Hooked on Work*, Random House, Sydney (Chapter 3, ‘God to the Gold card: What Drives Us to Work’)

### ***Other information:***

**Tutorials will cover the previous week’s lecture material.**

## **Week 9**

- **Gender and work**

### **This lecture will**

- Consider how gender affects work opportunities and outcomes;
- Explore the interconnections between paid and unpaid work;
- Provide an opportunity to begin consideration of ethics and organisations.

### ***Tutorial activity:***

- ❖ Q1. Does personality testing enhance discrimination in organisations?
- ❖ Explore the relationship between work and identity.

### ***Required Reading:***

- Bratton et al. (2010), Chapter 8 and pp 58-60.

### ***Additional Reading:***

- Bibby, P. (2011), "Hurdles in the equal pay case test", *The Sun-Herald*, 6 February, p21.
- Students interested in this topic might find the following journal useful: *Gender, Work and Organisation*.

## Week 10

- **The impact of technology and technology and change**

### **This lecture will**

- Examine how technology has facilitated monitoring and surveillance in the workplace;
- Explore how employees have responded to monitoring and surveillance;
- Explore debates concerning employee privacy and the management of organisations.

### **Tutorial activity:**

- ❖ Q1. Discuss the Australian Services Union current equal pay case.
- ❖ Q2. Should managers consider issues of religion, race and gender when dealing with employees?

### **Required Reading:**

- Bratton et al. (2010), Chapter 11.

### **Additional Reading:**

Holland, P., Pyman, A. and Teicher, J. (2005), 'Negotiating the Contested Terrain of Drug Testing in the Australian Workplace' *Journal of Industrial Relations*, 47 (3): 326-338.

Thompson, P. and Ackroyd, S. (1995), 'All Quiet On The Workplace Front? A Critique Of Recent Trends in British Industrial Sociology', *Sociology*, 29 (4): 1-19.

acirrt (n.d.), 'Privacy at work – whose right is it?', Working Paper, [online] viewed at <http://www.acirrt.com/pubs/WPIntprivacy.pdf> on 22 July 2004.

Bain, P. and Taylor, P. (2000), 'Entrapped by the "Electronic Panopticon"? Worker Resistance in the Call Centre', *New Technology, Work and Employment*, 15 (1): 2-18.

Heiler, K. (2002), 'Drugs and Alcohol Management and Testing Standards in Australian Workplaces: Avoiding that "Morning After" Feeling', Working Paper 81, acirrt.\*

Sewell, G. and Wilkinson, B. (1992), "'Someone to Watch Over Me": Surveillance, Discipline and the Just-In-Time Labour Process', *Sociology*, 26 (2): 271-289.\*

## **Week 11**

- **Ethics and fairness in organisations.**

### **This lecture will**

- Explore the concept of business ethics;
- Consider opposing views of social responsibility;
- Discuss the role of human resource management in resolving ethical business dilemmas;
- Discuss contemporary examples of 'unethical' business behaviour.

### **Tutorial activity:**

- ❖ Q1. Technological change can be a lever of organisational transformation. Critically discuss the implications for organisations and their employees.
- ❖ In class we will consider how developments in technology such as self-serve checkouts might be affecting paid work.
- ❖ Q2. What are the consequences of these developments for workers and society?

### **Required Reading:**

- Bratton et al. (2010), Chapter 15.

### **Additional References:**

- Dessler, G., Griffiths, J. and Lloyd-Walker, B. (2004), *Human Resource Management*, Pearson, Frenchs Forest: 32-72.\*
- Robbins, S., Bergman, R., Stagg, I. and Coulter, M. (2003), *Management*, 3<sup>rd</sup> edition, Pearson, Frenchs Forest: 134-167.\*
- Robinson, S. (2002), 'Nestle Baby Milk Substitute and International Marketing: A Case History' in C. Megone and S. Robinson (eds), *Case Histories in Business Ethics*, Routledge, London: 141-158.

## **Week 12**

- **Different organisational structures.**

### **This lecture will**

- Explore organisational structure and design; and
- Examine dimensions and typologies of structure.

### ***Tutorial activity:***

- ❖ *Q1. Do organisations and their managers have a social responsibility? Discuss arguments for and against.*

### ***Required Reading:***

- Bratton et al. (2010), Chapter 10.



## **Week 13**

- **Examination briefing and unit review**

### **This lecture will**

- Review the unit and discuss the examination;
- *Students are strongly encouraged to attend this lecture.*

### **Assessment 1 – Class test**

The class test exam will be held during week four lecture.

It will examine material covered in lectures, tutorials and the prescribed readings for weeks 1-3. There will not be a supplementary examination – any student who misses this test will need to provide a medical certificate or other documentation. Marks and feedback will be given during tutorials. Tip: please read the required readings for weeks 1, 2 and 3.

### **Assessment 2 - Essay**

For this assessment, students have a choice of two questions. Through completion of this assessment, students will learn how to:

- Research a topic in an in-depth manner.
- Provide a critical perspective of the literature on a topic.
- Construct a sustained argument in response to the question.

### **Assessment 2 - Essay**

For this assessment, students have a choice of two questions. Through completion of this assessment, students will learn how to:

- Research a topic in an in-depth manner.
- Provide a critical perspective of the literature on a topic.
- Construct a sustained argument in response to the question.

### **Question 1:**

“Modern organisations require new and innovative ways of managing employees”. Critically discuss. In your answer you might wish to touch on debates about HRM and/or the enduring influence of Henry Ford and/or Fredrick Taylor.

Or

### **Question 2:**

Does the growth of casual and contingent work reflect the employment preferences of workers or the interests of capital? In your answer you might wish to discuss the growth and consequences of precarious forms of work.

The maximum essay length is 2500 words, excluding references. Include the word count at the end of your essay.

Students are advised to consult the Essay Marking Guide in this outline when preparing for this assessment.

**The essay is to be handed in during your Week 9 lecture.** Late submissions will have 2% deducted per day late, including weekend days. Late assignments should be submitted to BESS in building E4B to be date stamped and forwarded to your tutor for marking. Note, electronic assignments will NOT be marked.

### ***Assessment 3 –Final examination***

A three hour final examination for this unit will be held during the University examination period. Further details will be provided during the examination briefing.

#### **Requirements for written work:**

The essay paper should have a clear structure which includes:

- A short introduction that clarifies your interpretation of the question, the position you will take on the question and a summary of the evidence you will use to support your argument.
- The body consisting of a logically developed argument that clearly links back to the question.
- At the end of the essay a short conclusion is needed to reiterate the position you have taken and the evidence you have used to support this position.

The essay/paper must use the Harvard system of referencing, rigorously and precisely, to indicate all sources of information used and at the end must include a reference list setting out in alphabetical order those works referred to in the essay/paper.

Failure to provide appropriate citations will result in severe penalties up to and including assignment of a grade of zero on the essay. Your list of references should include only material cited in the paper.

#### **Guidelines for the essay:**

- The major essay should be no more than 2500 words.
- All essays must be submitted as a hard copy.
- Students must keep a copy of their work.
- All essays must cite a diverse range of source material.
- You must distinguish clearly between your own words and opinions and those of your sources. You must do this by providing appropriate citations using the Harvard method.
- All must include a cover sheet with your name, student ID number, the name of your tutor and the time of your tutorial.

**Through completion of assessments, students will learn how to:**

Research a topic in an in-depth manner.

Provide a critical perspective of the literature on a topic.

Construct a sustained argument **in response to the question**.

Utilise and conform to the principles of academic rigour in the production of an acceptable, formal response to the question.

**Pass (P) 50-64%**

Competent descriptive discussion, some grasp of the topic, coherent style and composition, essentially a superficial discussion.

**Credit (C) 65-74%**

Analytical and explanatory discussion, some theoretical insights, good use of sources and examples, focused argument that could be improved.

**Distinction (D) 75-84%**

Comprehensively analyses the question, understands and compares approaches systematically, critical comments on literature, excellent examples and illuminating insights.

**High Distinction (H) 85-100%**

An analytical essay that offers originality in synthesis or analysis and utilises a multitude of relevant sources to justify arguments and produce a critical and intelligent piece of work.

## **Bus 651 – Work Organisation and Management Essay Marking Guide 2012**

### **Research**

- Range and quality of source material utilised, journals, texts, newspapers and working papers and use of library
- Adequate levels of theory
- Evidence of independent research, bibliography or reference list
- 

### **Structure**

- Introduction, an indication of how you will argue
- Logical development of argument
- Consistent style and use of paragraphing
- Justified conclusion

### **Quality**

- Identification of relevant issues
- Clarity of written expression
- Critical analysis
- Synthesis and innovation
- Relevance of argument
- Originality of argument
- **Answers the question**

### **Presentation**

- Appropriate referencing style e.g. Harvard method
- Acceptable layout e.g. double spaced, 12 font
- Punctuation and spelling
- Use of an accurate cover sheet
- Appropriate length of paper

### **Comments**

---

---

---

---

---

---

---

---

---

---

### **Marks**

Essay /