



MONASH
BUSINESS
SCHOOL

MGC2021
Organisations and Society

Tutorial Guide
Semester 1, 2018

TUTORIAL OVERVIEW

	Week Commencing	Tutorial Title
1	26 th February	What's your current World of Work?
2	5 th March	Reading Organisation through Popular Culture
3	12 th March	Identifying with Work: Humans of New York and Women of Silicon Valley
4	19 th March	Situating the Body in Everyday Work: Disciplining Doctors' Bodies
WOW ESSAY DUE THURSDAY 22nd MARCH @4PM		
5	26 th March	Is Monash a Gendered Organisation?
Mid Semester Break 2nd-6th April		
6	9 th April	Wordpress Assignment: Creating a Thesis
7	16 th April	Wordpress Assignment: Connecting Theory and Popular Culture
8	23 rd April	Wordpress Assignment: Storyboard Session
9	30 th April	Prosumption: Reflecting on the Case of Online Gaming
WEBSITE ASSESSMENT DUE WEDNESDAY 2nd MAY @4PM		
10	7 th May	Working with Indigenous and Torres Strait Islander People
11	14 th May	Making Space Work: Photo Exercise
12	21 st May	What's your Future World of Work?

Tutorial 1: What's your current World of Work?

In this tutorial we focus on reflecting on what experiences, media and resources inform how you think about organisational life. We will begin the class by discussing what we mean by classical and critical conceptions of work and work organisations, and consider whether and how your expectations of work relate to these conceptions. We will also remind you of the key learning outcomes for the unit.

PREPARATION: None

ACTIVITY

- Pick up a postcard and write down the four beliefs you have about what happens inside organisations.
- Then, go into groups of 3-4 with people you have not met before.
- Discuss what beliefs or perceptions of work may fall under 'classical' or 'critical' perspectives.
- On a sheet of paper write down
 - (i) 5 expectations of work that fall into a classical conception of work and where these ideas come from; and
 - (ii) 5 expectations of work that fall into a critical conception of work.
- For each expectation, reflect on specific aspects of organisational, social or cultural life that informed your ideas.
- As we will discuss in the first lecture, Parker and Thomas (2011: 421) suggest that '**knowledge has a politics**'. What politics might belie your ideas?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 2: Reading Organisation through Popular Culture

Building on lecture one's introduction to understanding organisational life through popular culture, today's tutorial will explore how we can (i) use popular cultural artefacts to understand work; and (ii) how popular culture may in turn inform how we think, feel and act at work.

PREPARATION: Bring in a short TV or film clip (that can be accessed on your laptop or mobile device), cartoon, greeting card or other 'popular cultural artefact' that relates to work.

ACTIVITY

- Go into groups of 4-5.
- Each person should briefly discuss their cultural artefact with the rest of the group and how they feel it reflects or 'teaches us' about the world of work.
- As a group, think of three aspects that all or most of the artefacts have in common. For example, do they portray a particular relationship in similar ways (e.g. between colleagues, workers, managers or other aspects of work)? Are the characters of a similar 'type' (demographic; personality)? What implicit rules or accounts of professionalism are being implied through the reproduction or subversion of particular ideals?
- How do the popular cultural artefacts you have chosen help you to understand the relationship between classical and critical understandings of work organisations?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 3: Identifying with Work: Humans of New York and Women of Silicon Valley

As suggested in last week's lecture, people identify with work and use work as a basis for their identity in a number of ways with both positive and negative consequences. In this week's tutorial, we are going to discuss the biographical stories as told on the 'Humans of New York' and 'Women of Silicon Valley' websites.

PREPARATION: Come to class having chosen two short excerpts where people talk about or mention their work, job or career from www.humansofnewyork.com (you can also access this via Facebook) or <https://www.facebook.com/womenofsiliconvalley/>. Also reflect on the objective of the website and how the medium of photos and short stories contributes to achieving this objective.

ACTIVITY:

- Go into groups of 4-5.
- Read one another's extracts – what is your immediate reaction to them?
- Why do you think work is mentioned so much in these excerpts?
- What specific elements of academic debates or concepts can you see underlying the idea of 'appropriate professional individuals' or 'ideal worker image' (see lecture readings)?
- What role might the various forms of work and organizational-related 'identity regulation' (see Alvesson and Wilmott, 2002, p.622) play for these individuals?
- How do these stories help you to understand the relationship between classical and critical understandings of work organisations?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 4: Situating the Body in Everyday Work: Disciplining Doctors' Bodies

Our lecture on bodies emphasised both (i) how we experience the world through being physically situated; and (ii) how our bodies are a site for organisational discipline and judgement. In this tutorial, we will use excerpts (found on Moodle) from the chosen *popular reading* for last week.

PREPARATION: Read the extracts on Moodle, from 'Trust me I'm a Junior Doctor'.

ACTIVITY

- Go into groups of 4-5.
- What immediately surprised you about these extracts? What was absent from them? Are there particular 'aesthetics of a doctor' that we expected?
- In what way are the doctors' bodies 'disciplined' (see Trethewey, 1999). For example, how were bodily actions, locations and encounters of different bodies woven into workplace practices?
- Dale and Burrell (2014) critique the idea of organisational wellness. In what ways are the doctors' bodies being cared for, or harmed by the work they are doing?
- What is professionally 'expected' of the doctors' bodies? How might these expectations be communicated?
- Are other professional bodies subject to similar or different expectations?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 5: Is Monash a Gendered Organisation?

This week's tutorial will be taking a closer look at Joan Acker's work, using her concept of 'organisations as gendered processes in which both gender and sexuality have being obscured through a gender-neutral, asexual discourse' (Acker, 1990: 140) as a means of critically exploring the gendered aspects of Monash University.

PREPARATION: (note: there is an assumption that you have already undertaken a close reading of Acker's paper prior to last week's lecture). Using the Monash university website (e.g. statistics, HR strategies and initiatives), and your own observations of being at University (e.g. who are located in administrative, professorial, managerial, leadership roles, or the gender distribution in particular departments, faculties or support services), discuss how practices, symbols, visual images, words and other aspects of the University's structure and culture reproduce or challenge gendered differences and inequalities. Come to class prepared to discuss the questions below.

ACTIVITY

- Draw a picture of a manager or a leader
- Go into groups of 4-5
- Compare and reflect on each of the drawings. What gendered dimensions seem to be at play?
- Using Acker's five interacting processes of gender (pp. 146-147, and below), consider the ways that gendering might occur in the university for both staff and students.
 1. 'The construction of divisions along lines of gender'
 2. 'The construction of symbols and images that explain, express, reinforce or sometime oppose those divisions'
 3. 'The interactions between men and women, women and women, and men and men, including all those patterns that enact dominance and submission'
 4. (Examples of) 'gendered components of individual identity'
 5. 'The fundamental, ongoing processes of creating and conceptualising social structures'

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 6: Wordpress Assignment: Creating a Thesis

This is the first of three tutorials relating your second assessment. Today's tutorial will focus on how to develop a thesis. A thesis means making a statement about your position pertaining to a particular topic, which you then seek to argue and develop (in this case, through the content of your website). Being skilled at developing a thesis is a vital employability skill as it allows you to set up a discussion in a way that suits the objective or agenda you wish to pursue.

In the tutorial, we will introduce three different styles of thesis that you may wish to adopt in your work: debate, interpretative and polemical. After exploring three different types of thesis, we will then consider the importance of deciding the scope of your website in terms of the breadth and depth of academic themes and arguments.

PREPARATION: You should sign up for a Wordpress account. It will also be helpful for you to become familiar with the Wordpress programme, either through an online tutorial or 'playing about' with the programme (remember you can always set up a free 'trial' website to practice making pages, embedding media etc). Given the deadline is closer than you can imagine, it is also expected that you will all have already chosen the topic you are focussing on for your website project.

ACTIVITY: You should also consider the questions discussed below prior to coming to class.

- Go into Groups of 4-5
- Collectively choose one topic from weeks 1-5 and identify up to 3 sub-topics which could be the basis for a website project
- For each sub-heading, develop a thesis statement that is: polemical; interpretative; debate.
- How might your style of thesis statement influence the breadth and depth of the topic chosen for your website?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 7: Wordpress Assignment: Connecting Theory and Popular Culture

One of the most important aspects of the assignment is being able to relate together particular theoretical ideas and debates with the popular cultural artefact you have chosen. In this tutorial, we will work through synthesizing the main idea/argument from an article and relating it to a popular cultural artefact.

PREPARATION

You should come to the tutorial having read the three recommended readings for your chosen website topic as well as a further two academic articles.

ACTIVITY

1. Sit at tables according to the theme of your assessment (e.g. gender, technology etc). Then split into working groups of maximum 4.
2. Write down your thesis on a post-it note and stick it in the middle of the table so everyone can see it.
3. Take an A3 sheet from the tutor (1 per group)
4. Choose an article you have all read and collectively articulate the main argument in a succinct and concise way in the left hand side of the table.
5. Think about how it manifests in each of your popular cultural artefacts (see Moodle under Assessment 2 Website Resources “Popular Culture Table - Examples of Links”) may speak to this idea. To help with this, use the table about popular culture representations for inspiration. Try to think about more than ‘matching’ ideas and practice.
6. Write up these connections on the table
7. Next, you should each take it in turns to individually outline the main argument from another article you have consulted. This should be put in the left hand box of the table.
8. Each person should then discuss how this idea might relate to their own popular culture artefact, writing it down in the table.

Tutorial 8: Wordpress Assignment: Storyboard Session

The secret of an academically informed but creative website is to make sure there is a clear message that runs throughout it. A strong thesis (see tutorial six) will help this, but you must also consider the format. Unlike an essay, you cannot rely on a linear structure to help you with this, as individuals can navigate online resources in different ways. For example, each section/page must both tell an aspect of the ‘bigger picture’ of the website, but be self-contained in case people only visit one page. This means it is very important to balance academic argument with illustration and examples throughout the website.

*** Please bring a laptop or mobile device with you (e.g. ipad, iphone) to class – if you do not have one, please let the tutor know as soon as possible***

PREPARATION: You should come to the tutorial with a drafted (preferably visual) idea of what your website will look like and how each component page will relate to the others. This is known as a website ‘storyboard’. Alternatively, you may have already started to create your Wordpress and should bring the skeleton structure with you to the tutorial, with each page including a 1-2 sentence indication of the proposed content.

ACTIVITY

- Go into groups of 2-3.
- Each person should briefly talk through their website storyboard.
- Provide feedback to each other. Some questions you might want to consider:
 - What is the structure (e.g. sequences, hierarchy, spider’s web) and is it effective in addressing the thesis?
 - Does each proposed page have a clear objective?
 - Does every proposed page relate to the assessment task?
 - What might make the academic message of each page clearer?

Be prepared to briefly present your group’s ideas to the rest of the class.

Tutorial 9: Prosumption: Reflecting on the Case of Online Gaming

The potential for prosumption to lead to commercial success and lucrative initiatives for organisations is increasing. This week's tutorial will focus on an example where one sector – the computer gaming industry – is taking full advantage of the prosumption sphere.

PREPARATION: Go onto Moodle and read the short news study at http://www.nytimes.com/2014/08/31/technology/esports-explosion-brings-opportunity-riches-for-video-gamers.html?_r=0 (also available on Moodle). It might help you to become familiar with what online gaming is if you are not already aware of this phenomenon.

ACTIVITY

- Can you relate Dujarier's (2014; recommended reading) three types of consumer work to any examples in the article? Are there other types of prosumption not covered by Dujarier's typology?
- What are some of the implications of the consumption and production spheres merging in this gaming context for managers?
- How might this type of consumer behaviour change the work of those employed by games companies?
- What might the dangers of using consumers in this way be to organisations?
- In what way is this arena drawing on other social and cultural trends to aid the success of this type of gaming event?

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 10: Working with Indigenous and Torres Strait Islander People

From the postcolonialism lecture, we are able to see how the power of the 'Global North' has both ideological and material consequences on how we think about the privileging and flow of ideas, knowledge, and labour in global and local contexts. The lecture particularly illuminated the local dynamics of ongoing colonialism in the Australian context. This tutorial is going to explore further the legacies of colonialism in the contemporary Australian workplace, with specific regard to health and human services work with Indigenous and Torres Strait Island People.

PREPARATION: Engage with the following website and prepare answers to the tutorial activity questions ahead of the class. <http://www.workingwithatsi.info/content/FYU.htm>. This website was designed as a training and education resource for employees and organisations working with Aboriginal and Torres Strait Islander communities and contains a lot of information. Please focus on the following pages: 'For your use' (workers); choose any 2 tabs that interest you from the 'Practice implications' sections; look at the 'practice tips' tab in the practice implications section. Take a test of your choice in the 'Test your knowledge' section.

ACTIVITY

- Go into Groups of 4-5.
- What did you learn about working with Aboriginal and Torres Strait Islanders and their communities in a human services context that you did not know before this tutorial?
- To what extent might such resources 'Other' Aboriginal and Torres Strait Islanders, or reproduce 'white/non-Indigenous' values and assumptions (concepts covered in the lecture)?
- How might these ideas be relevant (or translated in) to other organisational settings or practices e.g. meetings, office communication, human resource practices. What might some of the challenges be in attempting to do so?
- Identify how the themes and insights offered on the website demonstrate evidence of some of the features of postcolonialism described in the article by Banerjee and Tedmanson (2010).

Be prepared to briefly present your group's ideas to the rest of the class.

Tutorial 11: Making Space Work: Photo Exercise

PREPARATION: Bring in 2-3 photos you have taken of a ‘workspace’ – loosely defined as a place where people work. Make sure you get the consent of the owners or workers in doing this. Ideally, it should be a work space you are familiar with, such as somewhere you or a family/friend has worked, somewhere you pass by or through everyday (a taxi, a building or roadworks site) or even a leisure space you know (café, gym, pub). Try to be creative in this exercise – think about different spaces in the same organisations and how they contrast e.g. photos of a boardroom, a kitchen and an open plan office; or a serving space, preparation space and ‘non-space’ (e.g. back of the building, under the stairs) that might be used in particular ways (think of Shortt’s paper on the recommended reading list).

ACTIVITY

- Go into groups of 4-5 and share the pictures you have taken.
- What messages might the different spaces convey about the organisational culture?
- How might the design of the space influence the way employees undertake their work in subtle ways (e.g. bodily movements, behaviour when not engaged in a task)?
- Are there any examples of nonspaces or liminal spaces? What makes them nonspaces or liminal spaces? See Shortt’s article.
- In what ways might the spaces captured in the pictures be used in ways not originally or formally intended by the organisation or managers?
- What makes the members of your group prefer some spaces over others as potential places to work?

Be prepared to briefly present your group’s ideas to the rest of the class.

Tutorial 12: What's your Future World of Work?

Our final tutorial will undertake some reflections on the unit by returning to the postcards you wrote in the first week. We will be exploring how elements from the unit might inform how you think about management and organisation in future educational, organisational and social spaces.

PREPARATION: Come to the tutorial having thought about how your four postcard points have changed over the course of the unit. Was there a particular idea, reading or theory that made your perceptions shift or change? Will these alter how you consider future jobs or career paths? Write these on a sheet on A4 that can be placed in the centre of the table for discussion during the class in the following format

Original Postcard Points	Week 12 response to postcard point (i.e. has your thinking or perceptions changed, developed or evolved?)	Aspect that facilitated the change or development of your idea
<i>Postcard point 1 here</i>	<i>Response to point 1 here</i>	<i>Write in here a particular idea, theory or learning process from developing your website that aided this change or development of your ideas.</i>
<i>Postcard point 2 here</i>	<i>Response to point 2 here</i>	<i>As above</i>
<i>Postcard point 3 here</i>	<i>Response to point 3 here</i>	<i>As above</i>
<i>Postcard point 4 here</i>	<i>Response to point 4 here</i>	<i>As above</i>

ACTIVITY

- Go into groups of 4-6
- Place your reflections in the middle of the table and have a read through other group members' reflections
- Are there any reflections that were surprising or resonated with you?
- Is there a common theme between all of the reflections?
- How might some of these reflections inform how we think about the world of work in the future?