



Unit Guide

MGC2021

Organisations and society

Semester 1, 2018

Handbook link:

<http://monash.edu.au/pubs/2018handbooks/units/MGC2021.html>

The information contained in this unit guide is correct at time of publication. The University has the right to change any of the elements contained in this document at any time.

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Unit handbook information

Synopsis

The world of work in the 21st century presents exciting opportunities and new challenges for thinking through relationships that exist between organisations and society. At the heart of such debates is how organisations influence and in turn are influenced by the socio-cultural contexts in which they are situated. In this unit we will begin by introducing a framework for conceptualising the organisational/socio-cultural interface and exploring how this impacts those who are situated in and around organisations. We will then focus on specific themes common to contemporary modes of working where organisational dynamics and socio-cultural expectations or beliefs come together. By the end of the unit, students will be able to articulate and apply contemporary theories of organising to a range of ethical, social and cultural challenges that coalesce in and around today's organisations.

Mode of delivery

Clayton (On-campus)

Two-hour weekly lecture.

One-hour weekly tutorial.

Workload requirements

Minimum total expected workload to achieve the learning outcomes for this unit is 144 hours per semester typically comprising a mixture of scheduled learning activities and independent study. Independent study may include associated readings, assessment and preparation for scheduled activities. The unit requires on average three/four hours of scheduled activities per week. Scheduled activities may include a combination of teacher directed learning, peer directed learning and online engagement.

Additional workload requirements

This is a six credit point unit with three hours of class contact per week over 12 teaching weeks. Students enrolled in coursework programs in the Faculty of Business and Economics are required to attend a minimum of 80% of the scheduled class sessions for each unit. If you do not attend the required number of classes, your performance could be compromised.

To be successful, it is expected you will need to invest 12 hours per week in this unit. To meet this university expectation, you will need to invest nine (9) hours in self-directed study, in addition to the three (3) hours of class contact, each week. Importantly, invest the 12 hours per week evenly over the semester, starting in Week 1. As such, a fulltime student load is 48 hours per week, for 32 weeks of the year, leaving 20 weeks without this investment. The time invested in study consequently means that, during semester, other commitments may have a lower priority, which is then regained once semester is finished.

A generally suggested time allocation each week is:

- 3 hours preparation for class (taking notes whilst completing readings, exercises, previewing lecture notes and the like)
- 3 hours class time (in class taking notes, discussion, asking and answering questions, exercises and the like)
- 3 hours completing assessment tasks (translating the preparation and class time activities into assessment items, as well as undertaking further research as required)
- 1 hour self-reflection (reviewing notes and assessment as to the achievement of the topic's learning objectives – identify successes and continuing gaps)
- 1 hour study group (in a group of 4-5 students, reviewing the achievement of the topic's learning objectives and filling the learning gaps, and preparing for the next topic)
- 1 hour exam preparation, if applicable (reviewing the learning objectives to design probable exam questions, and answering other students' or provided practice exam questions). If your unit doesn't have an exam, this hour should be allocated to one or more of the above activities, as appropriate.

It is recommended that these above tasks are distributed across the week (do not have one day on just this unit), and that you also allocate a day or two each week without study (for any unit).

If you have not previously invested this amount of time in study, or feel you may need assistance developing an appropriate time plan for yourself, please register for a time-management workshop with Health and Wellbeing or the Library:

<https://my.monash.edu.au/news-and-events/bookings/>

See also Unit timetable information.

Unit relationships

Prerequisites

MGB1010 or MGC1010 or MGF1010 or MGP1010 or MGS1010 or MGW1010

Prohibitions

None

Co-requisites

None

Chief Examiner

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Academic overview

Learning outcomes

The learning goals associated with this unit are to:

1. compare a classical and critical understanding of work organisations with reference to key academic theories and approaches
2. critically assess key theoretical debates surrounding topics introduced in the unit with reference to the organisational/socio-cultural interface
3. evaluate the different ways in which the organisational/socio-cultural interface manifests in and around organisational contexts
4. demonstrate evidence of skills in independent assessment and synthesis of academic literature and the effective communication of academic knowledge
5. demonstrate recognition of ethical, social and cultural issues and their impact on multiple stakeholders.

Teaching approach

Lecture and tutorials

This unit will be taught as a two-hour lecture session and a one-hour tutorial each week.

This teaching and learning approach allows for enquiry-based learning, and peer assisted learning. A key feature of this unit is that there is **no set textbook**. Instead, each week, there are three articles you are expected to read. One is a 'scene setting' text which you must read **before** the lecture. The other two readings focus on empirical (fieldwork) studies that will extend the depth of your understanding of the topic. You should make sure you engage with these before any respective tutorial (which takes place the week after).

Tutorials are designed to (i) facilitate a deeper understanding of the topics introduced in the lecture through class activities, and (ii) help navigate you through the assessments for the unit. Each tutorial requires a small amount of preparation beforehand as outlined on Moodle - make sure you come to class prepared.

Recording of lectures

This unit will have lectures (or seminars in the absence of lectures) recorded. These recordings will be available to current students. If there is more than one seminar or lecture stream, the Chief Examiner may decide not to record each stream. In the event that there is an equipment failure and the lecture is not recorded in part or in full, no alternative recording will be provided. The Chief Examiner may determine a part or parts of lectures (or seminars) unsuitable for recording.

Unit schedule

For units with on-campus classes, teaching activities are normally scheduled to start on the hour (teaching will commence on the hour and conclude 10 minutes prior to the scheduled end time).

Content warning

This unit contains content that some students may find distressing.

Please note all material referenced below in this unit is examinable. All students are required to participate in all learning activities and demonstrate their learning outcomes to the standards expected to pass this unit.

The following weeks contain content which may be distressing for some students:

Week 3 will include material concerning **modern day slavery and trafficking**.

Week 9 will include material concerning **racism and trauma**.

Monash University provides support for all student's wellbeing.

Students seeking assistance should contact [Monash University Counselling services](#)

Malaysia students should contact [Counselling and mental health](#)

South Africa students should contact [Counselling services](#)

Students should note that the program outlined below is a guide to the material to be covered in this unit and not a definitive statement of when that material will be covered. Specific details relating to the timing will be discussed in class.

Week	Activities	Summary of content
1	Rethinking organisation: from classical to contemporary perspectives	This first week will set the scene by articulating the move from classical to critical perspectives on organisation, situating the ethos of the unit from the Tavistock Human Relations tradition towards Critical Management Studies. It will introduce the concept of the organisational/sociocultural interface, and highlight three ways we will explore this relationship throughout the unit: organisational theory; organisational practice/experience, and; popular culture.
2	Perfecting work and workers: organising identities and identification	This week's session will consider how organisations are a site for making meaning of ourselves and others. We will consider how workplaces encourage or marginalise particular identities through ideas of professionalism, and the strategies and processes through which these come to influence and discipline employees. Finally we will consider the consequences of normative identities and identification and explore how people negotiate and possible resist or subvert organisationally-imposed identities.

3	Bodies at work, bodies that work and working bodies	Bodies have traditionally been considered an 'absent presence' at work beyond their functional use in, for example, manual labour, or as something others read passively through body language. In this session, we will challenge these positions, exploring how the body is an active site of organising in terms of power, control and resistance. Specifically, we will consider debates surrounding organisational ownership and sovereignty of the body, and the extent to which organisations are responsible or accountable for the bodies they use (and sometimes break) during the course of working lives.
4	Masculinities, femininities and gendered organisations	Work, occupations and organisations are 'gendered'. Organisations reproduce gender inequalities. What do these statements mean, and what is the evidence for them? What are their implications for male, female and trans employees? This class addresses these questions with reference to concepts and theoretical perspectives from gender, sexuality and feminist organisation studies.
5	Emotional and sexualised labour	Rationality, rules, impersonality. These features of formal bureaucratic organising exist alongside their putative counterparts in everyday workplaces - the irrational, the unruly, the highly personal. This class explores these 'counterparts' in the forms of emotional and sexualised labour. It does so with a particular view to understanding how, and with what consequences, organisations set out to manage, control and commodify them for profitable ends.
6	Playfulness, naughtiness and deviance in organisations	We all know that organisations are bound by hierarchy, procedures and sanctions, but rules are meant to be broken, right? A significant amount of academic research and anecdotal evidence suggests employees and managers certainly think so. In this session we will explore some of the ways employees, as well as how organisations, may try to commodify and shape this behaviour to suit organisational ends. We will also consider more significant acts of organisational deviance often referred to as 'the dark side of organisations', reflecting on how we might consider or challenge endemic issues such as corruption, bullying, and organisationally-induced disasters.
7	Technology at work: Cycles, cyborgs and cynicism	Technology does not simply facilitate our work experience; it actively constructs how we work and how we think about working lives. In this session we introduce the lens of sociomateriality as a way of demonstrating how technology actively (rather than passively) shapes organisational experience. To consider this further, we look at examples of crowd work and modes of organisational surveillance where technology is an integral part of processes that organise work.
8	Prosumption and the co-construction of value at the organisational interface	While 'production' and 'consumption' have traditionally been considered separate phenomena, this separation of production and consumption - of work and leisure - has blurred in recent times, as captured in terms such as 'prosumption' and 'co-creation of value'. This session looks at the reasons for this development, examples of prosumption in action, and implications for workers and managers alike.
9	Reimagining work and organisation with postcolonialism	Colonialism and the pursuit of Empire continue to leave their mark, and to assume new forms, in contemporary organisations and public institutions. This session introduces selected concepts from postcolonial theory and applies them in a discussion of two examples of contemporary organisational neocolonialism: knowledge transfer in multinational corporations; and, Indigenous enterprise in Australia.

10	Organisations and space	In a time when we are increasingly 'virtual' in our ways of working, in what ways does organisational space matter? In this session we will explore how organisational space is a site where politics, control, status and power emerge. Considering both the physicality of space, and how space is produced, imagined and contested at a more abstract level, we will consider how space comes to influence the practices of organisations and employees in ways that are often subtle or unexpected.
11	Shame, the organisation and the institution	Shame has been classified as the 'premier' social emotion, by virtue of its pervasiveness and power. But what is its relevance to organisations and institutions more broadly? While often seen as a private emotion that triggers self-regulation, it is explicitly informed by the rules and mores of a particular context. For this reason, organisations and institutions have found shame to be a potentially useful resource in the management of individuals. This lecture will explore both the 'dark' and 'light' sides of shame in terms of how shame can be an illuminating and restorative experience, or a devastating and destructive experience, depending upon the organisational and institutional systems at play. We will also reflect on both the immediate and broader ethical implications of shame as an organisational dynamic.
12	Conclusion: Why is the organising project important here, now and in the future?	Our last session will investigate why considering organisations and organising as a socio-cultural endeavour is particularly important in the current economic climate. In conclusion, we will posit a number of questions about what kind of workplace current and future generations of workers could or would want to work in.
	SWOT VAC	No formal assessment is undertaken SWOT VAC
	Examination period	LINK to Assessment Policy: https://business.monash.edu/students/admin-information/policies-and-procedures/faculty-assessment-policy

Assessment summary

Within semester assessment: 70% + Examination: 30%

Assessment task	Value	Due date
World of Work (WoW) Essay	20%	Thursday 22nd of March, 2018 by 4pm (Week 4)
Wordpress Website	50%	Wednesday 2nd of May, 2018 by 4pm (Week 9)
Examination 1	30%	To be advised

A student's final mark is normally the sum of the marks obtained in all of the individual assessment items in the unit.

Second marking

Where an assessment task is given a fail grade by an examiner, that piece of work will be marked again by a second examiner who will independently evaluate the work, and consult with the first

marker. No student will be awarded a fail grade for an assessment task or unit without a second examiner confirming the result.

Note: Exceptions to this are individual pieces of assessment contributing 10% or less of the final mark, unless the total of such pieces exceeds 30% of the final mark.

Return of final marks

Faculty policy states that 'the final mark that a student receives for a unit will be determined by the Board of Examiners taking into account all aspects of assessment'.

The final mark for this unit will be released by the Board of Examiners on the date nominated in the Faculty Calendar. Student results will be accessible through the my.monash portal.

Exam viewing

Feedback on student performance in examinations and other end-of-semester assessment is required. The feedback should be in accordance with the University's procedures on Unit Assessment. Details of the examination script viewing arrangements set down by the Faculty of Business and Economics are available at <https://www.monash.edu/business/current-students/admin-information/policies-and-procedures/examination-feedback-procedure>

Assessment criteria

Full details relating to the assessment requirements for this unit are available on Moodle and will be discussed in class on Day One.

Assessment Criteria Grading Descriptors available at:
https://www.monash.edu/_data/assets/pdf_file/0006/801690/Assessment-in-Coursework-Units-Grading-and-Marking-Procedures.pdf

Assessment requirements

Hurdle requirements

There are no hurdle requirements in this unit.

Participation

This unit assumes that students will attend all of the lectures and the tutorials. You must read the scene-setting text for each lecture before the lecture.

For tutorials you should undertake any preparation in advance as outlined on Moodle. You are also expected to actively participate in classroom discussion, activities and presentations. You should make sure to download additional tutorial material that is provided on Moodle and bring it with you to the tutorial.

Where there is group work during tutorials, it is expected that students manage their groups and group tasks effectively. To do this, group members can take steps such as exchange contact

details; develop a learning contract; agree on how to share work; and agree on a time and place to meet regularly. Groups should be proactive and take action if the group is experiencing difficulties. They can do this by arranging to meet the CE, lecturer or tutor as soon as possible so that difficulties can be resolved in a timely and productive manner.

Registers for attendance may be taken in both tutorials and lectures.

Assessment tasks

Assessment task title: World of Work (WoW) Essay

Due Date: Thursday 22nd of March, 2018 by 4pm (Week 4)

Weighting/Value: 20%

Details of Task: The foundation of this unit is based on the differences between classical and critical approaches to understanding organisations and organising. Discuss three main ways in which classical and critical approaches differ in these understandings. Use either the topic of “perfecting work and workers” (week 2) **or** “bodies at work” (week 3) to illustrate these three differences. To be clear, you must choose **ONE** of these topics in your answer (not both, or a different topic altogether).

Release date: From week 1

Word limit: 1500 words (EXCLUDING your references list)

Presentation requirements: You are required to submit a fully formatted, typed essay following academic conventions surrounding referencing, structure and style. For more information please refer to the Q manual: <http://www.buseco.monash.edu.au/qmanual/qmanual.pdf>

Estimated return date: Week 6

Hurdle requirements: None

Criteria for marking: See unit Moodle site for the assessment marking rubric.

Learning objectives assessed: Assesses learning outcomes 1 and 4.

Submission details: Essays should be submitted electronically (in word format, **NOT PDF**) via Moodle by the deadline.

The essays should be submitted anonymously (i.e. no names in the document or in the title of the document. Just student numbers)

The electronic copy must be in word format (attach a coversheet (without name)). Please submit via the submission site for your allocated tutorial

Penalties for late lodgement: Late lodgement incurs a penalty of 10% per day (this includes weekends). Assignments are considered late if they are not lodged by 4pm on the allocated day.

Assessment coversheet: Work submitted for assessment must be accompanied by a completed and signed assessment cover sheet, available at:

<https://www.monash.edu/business/current-students/admin-information/application-forms>

Additional information: Some suggestions to help you write your WoW essay:

- Your answer should show a close engagement **with at least 5 academic articles**, highlighting that you have both understood the article and can relate it to the statement.

- The word limit is there to help develop your ability to synthesise arguments and write in a concise style.
- Remember that clarity of prose is important – not only in terms of clearly communicating your ideas to the examiner (thus evidencing your knowledge), but showing your depth of understanding (since being able to articulate ideas in an accessible prose signifies a high level of comprehension).

Assessment task title: Wordpress Website

Due Date: Wednesday 2nd of May, 2018 by 4pm (Week 9)

Weighting/Value: 50%

Details of Task: Choose **one** topic from weeks 1-8 of the unit, and **one** popular cultural artefact (e. g., a specific TV programme, cartoon, comic strip, song, album, film, book, set of paintings) that heavily references the world of work.

Develop an online Wordpress project (in a website, NOT BLOG format) that presents a thesis* related to your chosen topic based on your interpretation of your chosen popular cultural artefact. Original analysis of the links between academic theory and popular culture is necessary by making explicit reference to academic debates in journal articles and other sources.

*A thesis is a position statement you craft that focuses on a particular contentious issue or debate relating to your topic of choice. This will be discussed further in tutorials.

An assessment cover sheet with PDF screen shots of all pages, and a Title Page (with your website address) should be submitted electronically via Moodle.

Release date: From week 1

Word limit: N/A

Presentation requirements: This assignment is required to be a website (NOT BLOG) format using Wordpress.

NB: Do not use a blog type of Wordpress style. If you change the name or URL of your website, you must let us know, especially if you change close to the submission deadline.

Estimated return date: Week 12

Hurdle requirements: None

Criteria for marking: See unit Moodle guide for assessment marking rubric.

Learning objectives assessed: Assesses learning outcomes 1, 2, 3, 4, and 5.

Submission details: A PDF screen shot of all pages, as well as:

- i) a title page which includes your website address (see Moodle for the Title Page proforma)
- ii) a cover sheet

should ALL be submitted **electronically** via Moodle by the deadline.

Penalties for late lodgement: Late lodgement incurs a penalty of 10% per day. This includes weekends. Assignments are considered late if the PDF screen shots are not lodged electronically by 4pm on the nominated date.

Assessment coversheet: Work submitted for assessment **MUST** be accompanied by a completed

and signed assessment cover sheet, available at:
<https://www.monash.edu/business/current-students/admin-information/application-forms>

In addition, assignments must include a title page available on the unit Moodle site.

Additional information: Please note that there will be tutorials dedicated to helping you develop your website, a step-by-step guide to designing your website, and examples of good websites by prior students.

Examination(s)

Title: Examination 1

Weighting: 30%

Length: 2 hours

Type (open/closed book): Closed book

Hurdle requirements (where applicable): None.

Electronic devices allowed in the exam: None.

Exam details: The examination will require you to answer 2 questions. These questions will be posted on Moodle 5 working days before the examination.

You are allowed to bring one page of notes into the examination. However, there are strict stipulations on the format of these notes. These include:

- Single lined, typed page of notes
- One-sided A4
- Minimum 12 sized Times New Roman font
- Standard pagination (2.54 cm, normal margins)
- The sheet must be in black and white
- You **cannot** organise your notes into columns
- You **MUST** submit this page of notes with your examination script
- If you are choosing not to bring a page of notes in with you, then you need to let the Chief Examiner know a minimum of two days before the examination.

Please see Moodle for further details.

Your exam timetable will be released in WES. It is your responsibility to check the schedule and make sure you attend the exam venue at the appropriate date and time.

Extension and penalties

Extensions will not be granted unless there are significant extenuating circumstances. Please note that deadlines for other units and paid employment outside university do not count as 'extenuating circumstances'.

The Faculty policy can be found at: <http://www.monash.edu/exams/changes/special-consideration>

All considerations should be directed to the Chief Examiner.

Returning assignments

Marks for assessment 1 will be returned to students during their tutorial.

Marks for assessment 2 will be returned to students during their tutorial.

Referencing requirements

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at <http://www.lib.monash.edu/tutorials/citing/>

Referencing requirements are detailed in the Q-manual at: <http://mon.clients.squiz.net/business-mango/students/study-resources/related/components/qmanual.pdf>

Please note that you should be consistent in the referencing style adopted and refrain from using footnote or endnote referencing styles.

Assignment submission

Online Submission:

If Electronic Submission has been approved for your unit, please submit your work via the Moodle site or other; as directed by your tutor for this unit.

Please keep a copy of tasks completed for your records.

Please submit your work via the Moodle site. Do not submit files attached to email.

Access Moodle in the Home tab by clicking on **Moodle**, when you log in to my.monash portal using your Authcate and password. Select the unit for which you wish to submit work.

Assignments must include a cover sheet. The coversheet is accessible via: <https://www.monash.edu/business/current-students/admin-information/application-forms>

- Unless you have made prior arrangements with your lecturer, only the following file formats will be accepted: .doc, .html;
- It is essential you adhere to the following format for the naming of the file you wish to submit:
 - it must start with your tutorial day and start time, followed by a dash ('-');

- it must contain your student number but **NOT** your name (to allow for anonymous grading);
- there must be no space in the filename.
- For example: "Thur5-01112058" or "Fri10-01112058"
- You will receive a confirmation message within Moodle once you have successfully submitted your assignment within the electronic dropbox.
- Comments and grading of your assessment will be communicated to you either by Moodle, email, or in class.

Instructions for submitting an assignment electronically using Moodle are found at:

<http://guides.lib.monash.edu/moodle/assignments>

Feedback

Our feedback to you

Types of feedback you can expect to receive in this unit are:

- Formal individual feedback on assignments expressed as a letter grade
- Answers to ask questions relating to the discipline or the unit's work
- Advice about seeking additional help to develop your writing or research skills
- Informal feedback relating to class activities

Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.

Previous student evaluations of this unit

In response to previous SETU results of this unit, the following changes have been made:

Students recommended making the lectures a bit less dense. Therefore, we will introduce a break schedule within the two hours time frame. We will also decrease the number of slides discussed per lecture.

If you wish to view how previous students rated this unit, please go to <https://unitevaluations.connect.monash.edu.au/unitevaluations/index.jsp>

Learning resources

Monash Library Unit Reading List (if applicable to the unit): <http://monash.rl.talis.com/index.html>
Research and Learning Online: www.monash.edu/rlo

Required resources

Students generally must be able to complete the requirements of their course without the imposition of fees that are additional to the student contribution amount or tuition fees. However, students may be charged certain incidental fees or be expected to make certain purchases to support their study. For more information about this, refer to the Higher Education Administrative Information for Providers, Chapter 18, Incidental Fees at <http://education.gov.au/help-resources-providers>

For assessment 2, students are expected to have access to Wordpress. This is a free resource students can access at <https://wordpress.com/>

Technological requirements

Virtual learning environment (VLE): Moodle

Material used in class together with other information of importance to you will be published online via the unit's Moodle site. In order to access information about this unit in Moodle you must be enrolled in the unit and have a valid student account with authcate username and password. Moodle can be accessed through my.monash portal by clicking on the Moodle link under "Online systems". If you need some help with Moodle then check out the Moodle Support for Students page.

Q Manual

Work submitted for assessment must be consistent with the guidelines set down in the Q Manual, which is the faculty's student guide for producing quality work on time. Copies of this manual can be purchased at the bookshop or accessed online at <http://business.monash.edu/students/study-resources/related/components/qmanual.pdf>

Prescribed text and readings

Rather than a textbook, for each lecture there are three prescribed journal articles which you are required to engage with. We have also provided an optional 'popular reading' or film documentary for each lecture which we will refer to during the lecture.

Articles will be available via Monash Library Unit Reading List:

<http://readinglists.lib.monash.edu/index.html>

Lecture 1 Rethinking Organisation: From Classical to Critical Perspectives

- Scene-setting text: Parker, M., & Thomas, R. (2011). What is a critical journal? *Organization*, 18(4), 419-427.
- Ackroyd, S, and Crowdy, P. (1990). Can culture be managed? Working with "raw" material: The case of the English slaughtermen. *Personnel Review*, 19(5), 3-13.
- Rhodes, C. (2001). D'Oh: The Simpsons, popular culture, and the organizational carnival. *Journal of Management Inquiry*, 10(4), 374-383.
- Popular Reading: Heller, J. (1974/1995). *Something Happened*. London: Vintage Books.

Lecture 2 Perfecting Work and Workers: Organising Identities and Identification

- Scene-setting text: Alvesson, M. & Willmott, H. (2002) Identity regulation as organizational control: producing the appropriate individual. *Journal of Management Studies*, 39(5), 619-644.
- Reid, E. (2015). Embracing, passing, revealing, and the ideal worker image: How people navigate expected and experienced professional identities. *Organization Science*, 26(4), 997-1017.
- Westwood, R., & Johnston, A. (2011) Reclaiming authentic selves: Control, resistive humour and identity work in The Office. *Organization*, 19(6), 787-808.
- Popular Reading: Furse, A. (2014) *Everybody Knows This is Nowhere*. Portishead: Burning Eye Books.

Lecture 3 Bodies at Work, Bodies that Work, and Working Bodies

- Scene-setting text: Trethewey, A. (1999). Disciplined bodies: Women's embodied identities at work. *Organization Studies*, 20(3), 423-450.
- Dale, K., & Burrell, G. (2014). Being occupied: An embodied re-reading of organizational 'wellness'. *Organization*, 21(2), 159-177.
- Meriläinen, S., Tienari, J., & Valtonen, A. (2015). Headhunters and the 'ideal' executive body. *Organization*, 22(1), 3-22.
- Popular Reading: Pemberton, M. (2008) *Trust Me I'm a Junior Doctor*. London: Hodder.

Lecture 4 Masculinities, Femininities and Gendered Organisations

- Scene-setting text: Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society*, 4(2), 139-158.
- Rumens, N., & Kerfoot, D. (2009). Gay men at work: (Re)constructing the self as professional. *Human Relations*, 62(5), 763-786.
- Rickett, B., & Roman, A. (2013) Heroes and matriarchs: Working-class femininities, violence and door supervision work, *Gender, Work & Organization*, 20(6), 664-677.
- Popular Reading: Bourdain, A. (2013). *Kitchen Confidential*. Sydney: Bloomsbury.

Lecture 5 Emotional and Sexualised Labour

- Scene-setting text: Burrell, G. (1984). Sex and organizational analysis. *Organization Studies*, 5(2), 97-118. (See also Special Issue of *Organization* in 2014 title 'Sexuality and Organizational Analysis – 30 years on')
- Fleming, P. (2007). Sexuality, power and resistance in the workplace. *Organization Studies*, 28(1), 239-256.
- Driver, M. (2003). United We Stand, or Else? Exploring organizational attempts to control emotional expression by employees on September 11, 2001. *Journal of Organizational Change Management*, 16(5), 534-546

- Popular Reading: Dewitt, H. (2011). *Lightning Rods*. New Directions Publishing. (Warning: this book is sexually explicit).

Lecture 6 Playfulness, Naughtiness and Deviance in Organisations

- Scene-setting text: Costea, B., Crump, N., & Holm, J. (2005). Dionysus at work? The ethos of play and the ethos of management. *Culture and Organization*, 11(2), 139-151.
- Korczynski, M. (2011). The dialectical sense of humour: routine joking in a Taylorized factory. *Organization Studies*, 32(10), 1421-1439.
- Linstead, S., Maréchal, G., & Griffin, R. W. (2014). Theorizing and researching the dark side of organization. *Organization Studies*, 35(2), 165-188. (This is an introduction to a special issue on the dark side containing articles you might find of interest).
- Popular Reading: Ferris, J. (2008). *Then We Came to the End*. London: Penguin.

Lecture 7 Technology at Work: Cycles, Cyborgs and Cynicism

- Scene-setting text: Winner, L. (1980). *Do artifacts have politics?* Daedalus, 121-136.
- Orlikowski, W. J. (2010). The sociomateriality of organisational life: considering technology in management research. *Cambridge Journal of Economics*, 34(1), 125-141 OR
- Orlikowski, W. J. (1992). The duality of technology: Rethinking the concept of technology in organizations. *Organization Science*, 3(3), 398-427.
- Eriksson-Zetterquist, U., Lindberg, K., & Styhre, A. (2009). When the good times are over: Professionals encountering new technology. *Human Relations*, 62(8), 1145-1170.
- Popular Reading: Kafka, F. (1919/2007) 'In the Penal Colony' (trans. M. Hoffmann), in: *Metamorphosis and Other Stories*. New York: Penguin. 147-180.

Lecture 8 Prosumption and the Co-construction of Value at the Organisational Interface

- Scene-setting text: Dujarier, A-M (2014). The three sociological types of consumer work. *Journal of Consumer Culture*, 16(2), 555-571 .
- Cova, B., & Pace, S. (2015). Marketing with working consumers: The case of a carmaker and its brand community. *Organization*, 22(5), 682-701.
- Zwick, D., Bonsu, S.K., & Darmody, A. (2008). Putting consumers to work. 'Co-creation' and new marketing govern-mentality. *Journal of Consumer Culture*, 8(2), 163-196.
- Popular Reading: Belfort, J. (2011). *The Wolf of Wall Street*. Sydney: Hachette.

Lecture 9 Reimagining Work and Organisation With Postcolonialism

- Scene-setting text: Banerjee, S.B., & Tedmanson, D. (2010). Grass burning under our feet: Indigenous enterprise development in a political economy of whiteness. *Management Learning*, 41(2), 147-165.
- Mir, R., & Mir, A. (2009). From the colony to the corporation: Studying knowledge transfer across international boundaries. *Group & Organization Management*, 34(1), 90-113.

- Jack, G., Westwood, R., Srinivas, N., & Sardar, Z. (2011) Deepening, broadening and re-asserting a postcolonial interrogative space in organization studies. *Organization*, 18(3): 275-302.
- Popular film documentary. Vertongen, D. (2000). *Extra Bitter: The Legacy of the Chocolate Islands*. 47 minutes, film documentary about the colonial history of the chocolate industry.

Lecture 10 Organisations and Space

- Scene-setting text: Taylor, S., & Spicer, A. (2007). Time for space: A narrative review of research on organizational spaces. *International Journal of Management Reviews*, 9(4), 325-346.
- Shortt, H. (2015). Liminality, space and the importance of 'transitory dwelling places' at work. *Human Relations*, 68(4), 633-658.
- Halford, S. (2006). 'Collapsing the boundaries? Fatherhood, organization and home-working' Gender, Work and *Organization*, 13(4): 383 – 402.
- Popular Reading: Saval, N. (2014). *Cubed: A Secret History of the Workplace*. Doubleday.

Lecture 11 Shame: The Self, the Organisation, the Institution

- Scene-setting text: Goffman, E. (1963) Selected Reading from *Stigma: Notes on the management of spoiled identity*. Harmondsworth: Penguin.
- Murphy, S.A., & Kiffin-Petersen, S. (2016). The exposed self: A multilevel model of shame and ethical behavior. *Journal of Business Ethics*. 1-19.
- Ragins, B.R. (2008) Disclosure disconnects: Antecedents and consequences of disclosing invisible stigmas across life domains. *Academy of Management Review*, 33(1): 194-215.
- Popular Reading: Roth, P. (2000). *The Human Stain*. London: Jonathan Cape. OR *The Human Stain* (2003), film directed by Robert Benton, starring Anthony Hopkins, Nicole Kidman and Gary Sinise.

Lecture 12 Conclusion: Why is the Organising Project Important Here, Now and in the Future?

- Scene-setting text: Grey, C. (1999). 'We are all managers now'; 'we always were': on the development and demise of management. *Journal of Management Studies*, 36(5), 561-585.
- Ahrne, G., Brunsson, N., & Hallström, K. T. (2007). Organizing organizations. *Organization*, 14(5), 619-624. (Introduction to a special issue).
- Ybema, S. (2004). Managerial nostalgia: Projecting a golden future, *Journal of Managerial Psychology*, Vol. 19 Issue: 8, pp.825-841,

Recommended resources

There is no prescribed textbook for the unit. However, students may find these readings useful for situating the unit in academic accounts of everyday working lives:

- Bowe, J. et al (eds) (2000) *Gig: Americans Talk About Their Jobs*. Sydney: Random House.

- Cederström, C. and Fleming, P. (2012) *Dead Man Working*. Winchester: Zero Books.
- Garson, B. (1994). *All the Livelong day: The Meaning and Demeaning of Routine Work*. Victoria: Penguin.
- Grey, C. (2016). *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations*: SAGE Publications.
- Hochschild, A.R. (2013) *The Outsourced Self*. London: Picador.
- Hancock, P. and Tyler, M. (eds) (2009) *The Management of Everyday Life*. London: Palgrave.
- Terkel, S. (Ed.). (1974). *Working: People talk about what they do all day and how they feel about what they do*. New York: The New Press.

Students are also expected to engage with independent academic reading for the first and second assignment. They may find useful articles in the following journals:

- Academy of Management Journal
- Culture and Organization
- Gender, Work and Organization
- Human Relations
- Journal of Management Studies
- Organization
- Organization Studies
- Sociology
- Work, Employment and Society
- Administrative Science Quarterly
- Qualitative Research in Organizations & Management

For the second assignment, students may also find the following texts useful:

- Rhodes, C., & Westwood, R. (2008). *Critical Representations of Work and Organization in Popular Culture*. London: Routledge.
- Bell, E. (2008). *Reading Management and Organization in Film*. Basingstoke: Palgrave Macmillan.
- Parker, M. (2006) The counter culture of organization: Towards a cultural studies of representations of work. *Consumption, Markets & Culture*, 9(1), 1-15.
- Czarniawska, B., & Rhodes, C. (2006). Strong plots: Popular culture in management practice and theory. In Gagliardi, P., & Czarniawska, B. (eds). *Management Education and Humanities*. Northampton, MA: Edward Elgar. pp. 195-220.

Examples of academic sources using popular culture as part of their analyses:

- Rhodes, C. H., & Parker, M. (2008). Images of organizing in popular culture. *Organization*, 15 (5), 627-637.
- Westwood, R., & Johnston, A. (2011). Reclaiming authentic selves: Control, resistive humour and identity work in the office. *Organization*, 19(6), 787-808.

- Ellis, N. (2008). What the hell is that?': The representation of professional service markets in the Simpsons. *Organization*, 15(5), 705-723.
- Phillips, M., & Knowles, D. (2012). Performance and performativity: Undoing fictions of women business owners. *Gender, Work & Organization*, 19(4), 416-437.
- Lair, D. J. (2011). Surviving the corporate jungle: The Apprentice as equipment for living in the contemporary work world. *Western Journal of Communication*, 75(1), 75-94.
- Czarniawska, B., Eriksson-Zetterquist, U., & Renemark, D. (2013). Women and work in family soap operas. *Gender, Work & Organization*, 20(3), 267-282.

Digital Production Help:

- 60 Brilliant Wordpress Tutorials. Depending on how you learn, choose a tutorial that focus on visual or textual instructions. <http://www.creativeblog.com/web-design/wordpress-tutorialsdesigners-1012990>
- How to Make a Website: An easy, step-by-step guide from a web developer. A beginners guides to creating a basic webpage, using WordPress as an example <http://websitesetup.org/>
- Creative Commons. A resource that explains creative commons as well as providing a search facility for helping with creative commons. <http://creativecommons.org/>

Examination material or equipment

You will be invited to take 1 x page of notes (one side, lined, A4) into the examination room. Specific guidelines for what you are able to write in the notes and the presentation of the notes is found earlier in this unit guide.

Other information

Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at:
<http://www.policy.monash.edu/policy-bank/academic/education/index.html>

Student Academic Integrity Policy

www.monash.edu/_data/assets/pdf_file/0004/801841/Student-Academic-Integrity-Policy.pdf

Special Consideration

For information on applying for special consideration, please visit: <http://www.monash.edu/exams/changes/special-consideration>

Graduate Attributes Policy

<http://www.monash.edu/policy-bank/academic/education/course-governance-and-design/course-design-policy>

Student Charter

www.monash.edu/students/policies/student-charter.html

Student Services

The University provides many different kinds of services to help you gain the most from your studies. Contact your tutor if you need advice and see the range of services available at www.monash.edu/students

You can also access important information from the Faculty of Business and Economics current students page <http://www.buseco.monash.edu.au/student/>

English Connect provide services to improve and develop your language skills with workshops and programs, including online English Connect Grammar Resources, Let's Chat conversational and oral skills group sessions, workshops on oral presentation and public speaking skills (Speaking with Confidence) and grammar for academic English (Polish Up Your Grammar). Peer Support (one on one service) runs out of the Library and is to assist you with written assignments. You can register or gain more information at <http://www.monash.edu/english-connect>

Monash University Library

The Monash University Library provides a range of services, resources and programs that enable you to save time and be more effective in your learning and research.

Go to <http://www.monash.edu/library> or the library tab in my.monash portal for more information.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition are welcome to contact Disability Support Services.

Disability Support Services also support students who are carers of a person who is aged and frail or has a disability, medical condition or mental health condition.

Disability Advisers visit all Victorian campuses on a regular basis.

- Website: monash.edu/disability
- Email: disabilitysupportservices@monash.edu

Other unit information

This unit will use Moodle both as a repository for unit materials, a means of communicating with students and a place for online submission of assessments. Please ensure you are familiar with how to use Moodle.

For information on how to use Moodle, go to <http://www.vle.monash.edu/moodlesupportforstudents.html>

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