INTERNSHIP WORKFORCE COURSE

Instructor: Dr Jamie Woodcock

Course Outline

The Internship Workforce course will provide students with an overview of working in the United Kingdom. The course looks at the changing organisational structures of work in Britain. It examines the social and economic changes that affect the workplace in the UK.

Topics covered will include:

- Equal opportunities policies
- Human Resource Management
- Work-life balance
- Reward and inequality
- Skills and satisfaction

An internship while studying in London will provide an opportunity to experience a “hands on” working situation and a different perspective on the workplace and working practices, while developing professional skills.

Course presentation will be in multi-media presentations, seminar discussion of questions, and student presentations.

Learning Objectives

- Students will acquire a basic knowledge of debates surrounding work in the UK, including economic, social, political and legal.
- Students will critically analyse the meaning of workplace regimes, whether framed as human-centred, horizontal or hierarchical, corporate, or co-determination
- Students will engage in meaningful debate and discussion and improve research and presentation skills.
- Students will be able to analyse the distribution and control of skills, organisation, and tacit knowledge in the workplace, and understand their centrality to authority
- Students will look at the role of external agencies in the shaping of labour regimes, whether in the distribution of skills and credentials, or in the creation of legal rights over hours, pensions, health and safety or harassment and discrimination at work
- Students will understand different social regimes governing work, from the ‘job-for-life’ and ‘breadwinner’ model, to portfolio working and the zero-hour contract
Method of Study

The Workforce Course will be taught over 21 hours during the semester and seminars will be planned around debate and student presentations. The class will meet for one session during the first week to prepare students for their placements.

Course materials

Course materials will be distributed through the CMS, london.accentintl.net

Assessment

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Placement Supervisor Report</td>
<td>10%</td>
</tr>
<tr>
<td>Class presentations</td>
<td>20%</td>
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<tr>
<td>Exam</td>
<td>35%</td>
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<tr>
<td>Internship Research Report</td>
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Grading

<table>
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<tr>
<th>Grading</th>
<th>Poor</th>
<th>Needs improvement</th>
<th>Meets expectations</th>
<th>Exceptional</th>
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<tbody>
<tr>
<td>Internship Research Report</td>
<td>Patchy entries, confusing, without clarity, assuming knowledge</td>
<td>Pedestrian entries, without much reflection, assuming knowledge</td>
<td>Interesting entries that are reflective and regular, that explain the background.</td>
<td>Surprising or original thoughts about organisation and dynamics of the workplace, regular and detailed entries that can be understood without prior knowledge.</td>
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<td>Class Presentations</td>
<td>Offhand or confusing, poorly expressed, unclear in conception, with errors.</td>
<td>Unremarkable, clichéd, or unsurprising, lacking in supporting material</td>
<td>Clearly expressed, conceptually interesting, with supporting material</td>
<td>Remarkable or surprising, original thesis, well-supported and clearly presented, taking full advantage of audio-visual possibilities</td>
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<tr>
<td>Final Project</td>
<td>Badly expressed, without clarity of intent, with errors of spelling, grammar or fact, without references</td>
<td>Over-generalised, or unclear in conception, unsurprising thesis, with errors of spelling, grammar or fact, with inadequate</td>
<td>Clearly established argument, properly set out, without errors of spelling, grammar or fact, well supported citing material</td>
<td>An original argument, that adds to the understanding of the topic, clearly set out, without errors of spelling, grammar or fact, well supported</td>
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The internship sponsors will assess the student as follows:

- Professional skills
- Communications skills
- Contribution
- Punctuality and presentation

**Attendance Policy**

The attendance policy is written in full in your academic handbook. In short, attendance at ALL sessions and excursions is obligatory, failure of which will result in an automatic grade deduction.

**COURSE SCHEDULE**

1. **WORK – THEORIES, CONCEPTS AND TRENDS**

Work is at the heart of wealth-creation and our sense of self-worth and identity. Theories of work have ranged from an idea of the dignity of labour, to the entrepreneurial and expressive. Work has been thought of as a torment, a liberation, a realm of domination and a starting point for social transformation.

Changing ideas of work reflect real changes in the way that the world of work has been organised over the centuries.

Reading:
Sarah Shearman, ‘How the world of work changed in 2016’,
Eric Hobsbawm: The Forward March of Labour Halted

2. **GENERATION Y AND THE HORIZONTAL WORKPLACE**

Generationally, the ‘Millenials’ are joining a workplace that has been massively restructured, where there is no expectation of a job for life, and to stay more than four years is questionable. Zero hour
contracts, portfolio working, and the horizontal workplace are just some of the challenges of work in the 21st century.

Reading:
Seymour Powell Foresight, ‘Work Trends’ (distributed through Lore)
Andrew Ross, No Collar, Basic Books, 2002

3. EQUAL OPPORTUNITIES REVOLUTION

A. WOMEN IN THE WORKFORCE

Women friendly working – flexible hours - how workplaces adapt to a changing gender balance at work

Sonia Liff, Diversity and equal opportunities: room for a constructive compromise? HUMAN RESOURCE MANAGEMENT JOURNAL VOL 9 NO 1
Helen Wilkinson and Melanie Howard, Tomorrow’s Women, London, Demos, 1997

4. EQUAL OPPORTUNITIES REVOLUTION

B. MINORITIES

Recruitment and career progression – the issues of discrimination in the workplace and the employers’ response

Sonia Liff, Diversity and equal opportunities: room for a constructive compromise? , Human Resource Management Journal, Vol 9, No 1

5. HUMAN RESOURCE MANAGEMENT

According to contemporary management theory, the employees are an enterprise’s greatest asset. We look at the revolution in workplace organisation and the growth of Human Resource Management

Dennis J Kravetz, The Human Resources Revolution, San Francisco 1988, pp 126-135
6. CREATIVE AND DIGITAL INDUSTRIES

The '00s saw a big rise in the creative industries' share of employment and markets. What is it about 'creative work' or the digital economy that people are so drawn to? Is the creative or digital economy (over)hyped?

Robert Hewison, Cultural Capital, Verso, 2014
James Heartfield, Creativity Gap, Blueprint, 2005

7. STRESS AND THE WORK LIFE BALANCE

Is the modern employee overworked? Reports of workplace stress are high and growing – though they are difficult to square with the evidence on hours worked. We look at the question of the work-life balance, the influences at work and outside, and the subjective experience of stress.

Jamie Woodcock, As a call centre worker I saw how employees are stripped of their rights, https://www.theguardian.com/careers/2017/feb/16/as-a-call-centre-worker-i-saw-how-employees-are-stripped-of-their-rights
David Wainwright, Michael Calnan, *Work Stress*, Chapter 1, Ch. 4, Open U. Press. 2002

8. BRITAIN'S PRODUCTIVITY PARADOX

All economic theory seemed to argue that more flexible labour markets and competitive wages would lead to greater productivity gains. But in Britain that has not been the case, indeed, for the first time in living memory, productivity fell. How could that be?

Dan Atkinson and Larry Elliott, Fantasy Island, 2007
Alan Sked, Britain's Decline, 1987
James Heartfield: Britain's Drudgery Economy https://thecurrentmoment.wordpress.com/2013/02/06/britains-drudgery-economy-economists-puzzled-by-falling-productivity/

9. CREDENTIALING, DE-SKILLING AND RE-SKILLING

Over the past fifty years Britain has seen a growth in Higher Education and the end of the workplace-based apprenticeship. Vocational education is on the rise, while an emphasis on 'transferrable skills' has downgraded technical know-how. We look at the growing importance of credentials in the jobs-market; the importance of skills, and their correlation with work satisfaction.

Claire Donovan, ‘Beyond the ‘Postmodern University’’ *The European Legacy*, 2013
Mihaly Csikszentmihalyi *Flow: The Psychology of Happiness*,

**Instructor’s Biography**

Dr Jamie Woodcock is a fellow at the LSE and author of Working The Phones. His current research focuses on digital labour, the sociology of work, the gig economy, resistance, and videogames. He has previously worked as a postdoc on a research project about videogames, as well as another on the crowdsourcing of citizen science. Jamie completed his PhD in sociology at Goldsmiths, University of London and has held positions at Goldsmiths, University of Leeds, University of Manchester, Queen Mary, NYU London, and Cass Business School.