Internship Workforce Course – London Fall Semester 2014

Instructor: Dr. James Heartfield

Description

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 practises, 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.
**Course materials** will be distributed through lore.

**Assessment**

- Internship Journal: 20%
- Class presentations (2): 20%
- Final Project: 25%
- Internship Sponsor Evaluation: 35%

**Grading**

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

<table>
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<th>Quality</th>
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<tr>
<td>Professional skills</td>
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<td>Communications skills</td>
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<td>Contribution</td>
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<td>Punctuality and presentation</td>
<td>5%</td>
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WORKFORCE SESSIONS

1. INTRODUCTION: 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)

2. 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

3. 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

4. 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

5. THE TRI-PARTITE MODEL AND THE END OF CORPORatism

How we got here. Today’s workplaces are contrasted with a ‘Fordist’ past – in this session we look at the breakdown of the old corporate model of industrial relations and how it broke down and was replaced


6. 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.
David Wainwright, Michael Calnan, Work Stress, Chapter 1, Ch. 4, Open U. Press. 2002

7. WORKING IDENTITIES


8. CREDENTIALING, DE-SKILLING AND RE-SKILLING

Thursday, 27 Nov - 9-11am

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*,

9. INEQUALITY AND STATUS ANXIETY

Are we trapped on a ‘hedonic treadmill’ serving imaginary needs? What does social inequality do to satisfaction at work and in life?


10 Summation