Unit Outline*

IREL8415 / IREL8615

Globalisation and Organisational Change / Industrial and Organisational Behaviour

Semester 1, 2011
Crawley

Winthrop Professor Rob Lambert

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

Welcome to this postgraduate unit, Globalisation and Organisational Change. I look forward to meeting you and interacting during the course of this semester. Please feel free to contact me at any point and I will make myself available. Interactions with the lecturer and with other students are a key facet of your intellectual development and so I will try to ensure that opportunities are maximised. In this unit these opportunities are magnified through the use of the excellent facilities at the new Business School.

A majority of sessions will consist of a lecture giving an overview of the topic, guiding you through the literature and the intellectual debates. This will be followed by a forty five minute session in the breakout rooms, where you will be able to discuss and debate the issues with fellow students, followed by report backs to the whole group leading naturally into concluding discussions. This interactive process reflects a recognition that genuine learning occurs when new ideas and paradigms connect with the richness of your own experience and intellectual development.

I have had a long standing research interest in the central theme of this unit – How changes in the structure and dynamic of the global economy are driving a particular form of change within organisations and in the competitive relationship between organizations. Much of my research in this area has been in Australia and in Asia (Southern China, the Philippines and Indonesia). You will see the results of this research published in various articles listed in this unit.

This work culminated in the publication of Grounding Globalisation which is a key text in this unit. The book won a prestigious academic award when it was designated ‘the distinguished book of the year’ by the American Sociological Association for 2009. I look forward to your critical responses to the book.

Over the past five years I have travelled extensively to participate in international conferences on the issues at the heart of this unit and so I hope to share some of the insights arising out of these events.

Certainly, I believe that this focus of organisational change is one of the most critical issues of our age and so I look forward to your contribution.

Unit content

The unit content is structured around two key issues: firstly, the impact of external global pressures on the organization; secondly, how these pressures transform the organization internally. The adoption of neo-liberal market policies by nations has intensified competition on a global scale, which has led to continuous organizational restructuring. The focus is clarifying the nature of free market globalization and the organizational changes which flow from these pressures.

The nature of globalisation, which now dominates every facet of human existence is a contested terrain. Debate lies at the heart of the meaning of a genuine, world class University. This requires an openness to argument and counter-argument; a testing of unstated assumptions and values; and finally, the application of reason and logic. The ‘globalisation debate’ and the related character of organisational change represent one of the most testing ethical challenges of our era. My aim in presenting diverse perspectives on these questions is to create an opportunity to further develop critical thought central to innovative leadership.

Cardinal to this analysis is the impact on the individual, family and society. That is, how does restructuring shape human experience within and outside of work? Answering this requires introducing key sociological concepts (social interaction; social role; social status; social structure; social identity; social power; bureaucracy). The principles underpinning the organisation of work are considered in this theoretical context. Polanyi’s theory on the dynamic relationship between markets and society is central to the content of this unit.
The goal of the unit

Listed below you will see what this unit seeks to achieve. The unit is structured with the aim of complementing the content of the other units in the degree. Because the changing nature of work is a central organizational experience, the unit will contribute positively to the overall program.

Learning outcomes

On completion of this unit, you should be able to comprehend and critically assess:

- The nature of global change and its impact on organisations;
- The character of organisational restructuring and the essential competitive forces driving the change;
- What organizations do to remain competitive;
- The sectoral impacts of these changes (manufacturing, farming; public sector and retail);
- The impacts of these changes on management strategy;
- The impacts of these changes on the individual at work and in relation to family and society;
- The diverse theoretical and practical political positions (material interests) underpinning the 'globalisation debate';
- The ethical questions integral to such a debate.

Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Know more about globalisation and its impacts through following the press and electronic media.
- Feel confident about expressing your own views on issues, even if others express a different point of view. The unit will create the space to for such expression and debate. Growing confident in expressing your views is a key leadership attribute in organisations and so this unit is a small training ground for the future. Given the turbulent nature of the contexts businesses operate in, managers are constantly challenged. You become a leader if you feel sufficiently confident to express your views.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This unit is based on problem based learning grounded in an open debate format, hence the process is based on an initial input from the lecturer followed by discussion.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td>Name: Winthrop Professor Rob Lambert</td>
</tr>
<tr>
<td>Email: <a href="mailto:rob.lambert@uwa.edu.au">rob.lambert@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone: 6488 2934</td>
</tr>
<tr>
<td>Consultation hours: Tuesday 3.00pm – 4.00pm (room 1206, Business School)</td>
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<tr>
<td>Lecture times: Tuesday 5.00pm – 8.00pm</td>
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<td>Lecture venue: BUSN: 201</td>
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TEXTBOOK(S) AND RESOURCES

Unit website

http://www.webct.uwa.edu.au

Recommended/required text(s)


Strongly Recommended text(s)


Additional resources & reading material

Journals
Antipode
Economic Geography
Politics and Society
Work, Employment and Society

Books/Journal Articles

Closed Reserve
There are many books in the library focusing on globalisation and organisational change. Those listed below are on closed reserve.


<table>
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<tr>
<th>Topic #</th>
<th>Topic</th>
<th>Discussion Focus</th>
<th>Readings</th>
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| 1       | Introduction. The nature and experience of globalisation. The ‘globalisation debate’. | *What is your personal experience of global change? In your view, what opportunities has it opened up and what challenges has it presented in your life?*  
*When you have had the chance to read these introductory readings, share your assessment of their evaluation of global change.* | Barnet, Cavanagh (1994), *Global Dreams*, chapter 1, ‘Global Dreams’.  
Tett. *Fools Gold*.  
Galbraith. In Goldman Sacks we trust  
Hobsbawn, *the Economic Abyss*  
|---|---|---|---|
| 3 | Polanyi: Theorizing markets and society. | *Evaluating the logic of Polanyi’s critique of free (self regulating) markets.  
*What are the implications of Polanyi’s critique of free market ideology?  
*What is its relevance for understanding the dynamic of global change and the prospects for an alternative to market fundamentalism? | Lambert, Webster, Bezuidenhout, Grounding Globalisation, Ch. 1, ‘The Polanyi Problem and the Problem with Polanyi’.  
Munck, Globalisation and Contestation, Ch 1., ‘Globalisation: a new social, political and cultural matrix’.  
<p>| 4 | The impact of restructuring: the tale of three factories – Changwon, Orange and Ezakheni | Three factories, three responses to restructuring – what conclusions can we draw? | Lambert et. al. Ch. 5, 6, 7. |</p>
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<th>5</th>
<th>The global restructuring of essential services.</th>
<th>Privatisation and the public interest.</th>
<th>Lambert et. al. Ch. 4, 'Citizenship Matters'. Colin Leys, Ch. 1 and 2.</th>
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| 6 | How organisational structures function: social interaction, social role, social status and social identity. | *How do organisational structures impact on the individual?*  
*How do you assess Fromm's argument regarding the need to shift from market relations to productive relations?*  
| 7 | Globalisation and personal identity: work, place, culture and space/time compression. | *What is the impact of globalisation on personal identity and feelings of security?*  
| 8 | Organisational Structure, Social Power and Voice | *Describe your own personal experiences of power structures.*  
<table>
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<th>9</th>
<th>The counter-movement: reclaiming work, security and meaning? Space, geographic scale and the necessity of Utopian thinking.</th>
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<td></td>
<td><em>What do Harvey and Herod mean by ‘working space’? What are the alternative conceptions of geographic scale and which offer the prospect of empowering the union movement and civil society more generally?</em></td>
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<td><em>What is your assessment of cases where scale has been successfully utilized to achieve social goals? (in particular see Herod (2001), Ch. 8, ‘Thinking Locally, Acting Globally?’)</em></td>
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<td></td>
<td><em>What is your assessment of Lambert, Webster and Bezuidenhout’s arguments on the necessity of Utopian thinking?</em></td>
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<td></td>
<td>Munck, Globalisation and Contestation, Ch. 2, 3 and 4.</td>
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<th>10</th>
<th>The global social crisis and the ecological crisis: the responsibility of citizens and corporations?</th>
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<td>What is your response to the Al Gore film? What do you think of the Malcolm McCulloch lecture?</td>
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<td></td>
<td>Al Gore, ‘An Inconvenient Truth’.</td>
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<td>McCulloch lecture.</td>
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<th>11</th>
<th>Globalisation and ethics: Redefining the corporation?</th>
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<td>What are the arguments and counter-arguments in the book and in the film regarding the role of the corporation? What is your assessment?</td>
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<td>Film, ‘The Corporation’</td>
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**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.
Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Seminar participation</td>
<td>20%</td>
<td>Handed in at each seminar</td>
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<tr>
<td>Two page summaries</td>
<td></td>
<td></td>
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<tr>
<td>Assignment 1</td>
<td>40%</td>
<td>13th May (3.00pm latest)</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
<td>3rd June (3.00pm latest)</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Seminar participation summaries: These are to be handed in at each seminar, starting from week two. Select one of the seminar readings and write a two page summary. This requires that you read and understand the MAIN ARGUMENT and how the author substantiates that argument.

Two major essays: You will be informed of what is expected in essay writing early in the unit.

Submission of assignments

All assignments should be submitted through the WebCT assignment submission system.

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).