

**Business Sociology**

Code: 100482  
ECTS Credits: 6

Degree	Type	Year	Semester
2500258 Labour Relations	OB	2	1

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Other comments on languages**

In the case of international students, the language of the course can be from Catalan to Spanish.

**Teachers**

Joan Rodriguez Soler  
Pablo Sanz de Miguel

**Prerequisites**

It is recommended to have successfully completed the subject Sociology of Work and Industrial Relations (first year, second semester of the Industrial Relations Degree).

**Objectives and Contextualisation**

It is a compulsory subject of the second year, first semester. It is, therefore, a basic subject that aims to introduce students to the analysis of the structure and organization of the company, through the main theoretical approaches, from a sociological perspective.

This conceptual work has to allow to know and interpret the current transformations in companies and their effects on the organization of work, industrial relations and labor management policies.

These objectives are complemented by the acquisition of basic skills in terms of the search, preparation and analysis of official statistical sources linked to the company's problems, as well as those that promote teamwork and self-organization and accountability of work

At the end of the course, students will be able to:

- Know the different sociological approaches to the analysis of companies
- Distinguish the different dimensions, dynamics and protagonists existing in companies
- Contextualize business activity

- Apply this knowledge to the critical and rigorous analysis of companies
- Have the basic tools to intervene in the business field (especially, management of human resources and industrial relations)
- Use the main databases and / or statistical sources of this field
- Have the basic skills that allow an autonomous and cooperative work

## Competences

- Advising union and business organizations and their members.
- Clearly expressing ideas or facts in a compelling way.
- Contrasting the equality between men and women in the workplace and solving the issues arisen with the Act on Equality.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Drawing up and formalising reports and documents.
- Identify the foundations of the main legal and organisational areas in the field of human work.
- Identifying, analysing and solving complex problems and situations from an (economic, historical, legal, psychological, and sociological) interdisciplinary perspective.
- Working effectively in teams.

## Learning Outcomes

1. Clearly expressing ideas or facts in a compelling way.
2. Defining and identifying qualifications, competences and occupational segregation.
3. Defining the basic concepts of the relations between society and a company.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Drawing up and formalising reports and documents.
6. Knowing the equality, conciliation and sustainability plans of a company.
7. Reaching a consensus in the industrial relations.
8. Recognising the pressure groups and collective action.
9. Students must know the basic concepts of the social organization of labour in a company.
10. Students must know the basic concepts related to the social agents of industrial relations.
11. Understanding the problems derived from conflict in the industrial relations.
12. Working effectively in teams.

## Content

The program is divided in 4 main thematic sections and 10 units (\*):

Section 1. Introduction

Unit 1. Origin and purpose of the business sociology

The company as an organization and bureaucracy. The company as an institution. The company as a system. The company and its relations with the environment.

Section 2. Main theoretical approaches on the organization and the business

Unit 2. The classic business model.

The Classical School: Taylorism and Scientific Management. The administrative management of Fayol. Fordism and the organization of mass production. The bureaucratic perspective and authority.

Unit 3. The theoretical reactions to the classical model

The reaction to the Taylorism: the School of Human Relations and its complementary role to Taylorism. Theories of activation and motivation. The School of Human Resources. The socio-technical approach. The models of "industrial democracy": participation in the company.

#### Unit 4. Current debates

Company and society: the corporate social responsibility. Organization, culture and diversity management. Equality policies between men and women.

#### Section 3. The transformations of the company: reorganization of production, flexibility, qualification

#### Unit 5. Taylorism crisis

The crisis of Taylorism and its implications on the organization of work and the company. The business strategies of flexibility and the role of technological innovation as a factor of change. The debate on technological innovation and qualification.

#### Unit 6. Changes in the organization of Taylorism's work

New forms of work organization: teamwork. The internal flexibility. Polyvalence, autonomy and participation.

#### Unit 7. Changes in the organization of the productive process and business models

Productive decentralization and network models. Flexible specialization: industrial districts. Micro regulation and local development. The division of labour between companies. The "Toyotism": a new model of the organization of the company.

#### Section 4. Transformations in industrial relations and in the management of human resources

#### Unit 8. Human resources and new productive experiences

The discourse of professional "requalification". The role of training in the company.

#### Unit 9. The management of human resources and the new forms of authority in companies

New concepts and new forms of management: involvement and participation vs. integration and subordination?

#### Unit 10. Industrial relations in the company: changes and continuities

New contents of collective bargaining. Towards the individualization of industrial relations?

(\*) Before the beginning of the classes, a detailed timeline of the subject will be available on the virtual campus.

## **Methodology**

The objectives of the course will be achieved from the combination between theoretical sessions and work methods that involve the active participation of students. It aims to stimulate self-learning, teamwork, critical thinking, as well as the ability to define and solve problems that have to do with the work dynamics in companies.

The theoretical sessions mean around 60% of classroom hours. The remaining 40% correspond to the realization and presentation of practices in the classroom, the work of monitoring group activities and the presentation of the final result of the work.

At the beginning of the course the content and the precise methodology will be indicated for the development of the practical works.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debate	3.5	0.14	3, 1
Final written test preparation	15	0.6	9, 10, 3, 4
Masterclasses	39	1.56	9, 10, 3, 11
Seminars students	4.5	0.18	9, 10, 3
Working in group	3	0.12	
Type: Supervised			
Documentation and bibliography	3.5	0.14	9, 10, 3, 11
Individual and collective tutorials	3	0.12	9
Oriented readings	8	0.32	9, 10, 3, 11, 8, 7
Working in group	8	0.32	
Type: Autonomous			
Organization and elaboration of materials	15	0.6	3, 4, 1, 5
Personal study	25	1	9, 10, 3, 11, 8, 7
Search Information	15	0.6	9, 10, 3

## Assessment

The evaluation responds to the modality of continuous, individual and group evaluation.

### I) Group evaluation

The group evaluation aims to capture the ability to work as a team, as well as the ability to synthesize and oral and written expression. This evaluation will consist in the realization of a practical work that will involve the realization of two seminar sessions and the oral presentation of the work. It represents 50% of the final qualification (40% written and follow-up text, 10% oral presentation, including written support for the presentation).

The attendance to the seminars and the oral presentation of the works is obligatory. The deliveries foreseen for each of the two seminar sessions, as well as the final work, will have to be delivered within the established deadlines and with the format that will be specified through the virtual campus. The final works not presented and the absence in any of the seminars will suppose the rest proportional of the note in the final evaluation. Seminars and exercises that have not been delivered or submitted within the deadline, or that have not been exceeded, can not be recovered.

### II) Individual Evaluation

The individual evaluation aims to capture the degree of achievement of analytical and conceptual knowledge by students, as well as their critical and reasoning capacity. The evaluation will consist of a written individual final test of a maximum of 2 hours.

This individual final test will mean 50% of the final grade for the subject.

### III) Suspended and "not presented"

The final work and the individual test are scored from 0 to 10.

Regarding group work, no compensation activity is planned.

Students who have submitted to the final individual written test and have not passed it, will have access to a recovery test at the end of the first semester, provided that the exam grade is equal to or greater than 3 out of 10. The students who have not submitted to the final written test or have a grade lower than 3 out of 10, you can not take the test of recovery. This test will also be individual and written, on a date that will be made public sufficiently in advance.

### IV) Copy, plagiarism or other irregularities in the evaluation

As stated in the multimedia resource Argumenta, in Unit 20, dedicated to knowing what plagiarism is: "The fact of plagiarizing implies a lack of originality and creativity." Academic plagiarism in particular implies not developing critical thinking, a trait that it should be inseparable from any learning process, you have to bet on yourself and bring out your own creativity "[available at [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/tot\\_t20.html](http://wuster.uab.es/web_argumenta_obert/unit_20/tot_t20.html)]."

With this positive spirit, students are recommended to make use of the tools available at the UAB, to face the study and presentation of papers or other written tests, to avoid situations of copying, plagiarism or other irregularities in the evaluation. The website of the Social Sciences Library is a mandatory source of information and recommendations:

<http://www.uab.cat/web/recursos-d-informacio/citacions-i-bibliografia-1326267851837.html>

In case of any irregularity of this type, the evaluated activity will be scored with a 0 (see Article 116. Item 10. Of the Academic Regulations of the UAB "In case the student makes any irregularity that could lead to a significant variation of the grade of an evaluation act, will be rated with 0 this evaluation act, regardless of the disciplinary process that can be instructed, in case there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.", available at [http://www.uab.cat/doc/TR\\_Normativa\\_Academica\\_Plans\\_Nous](http://www.uab.cat/doc/TR_Normativa_Academica_Plans_Nous)).

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group evaluation, oral presentation and final debate	10% final qualification	1	0.04	1, 12
Group evaluation, written	40% final qualification	4.5	0.18	9, 10, 6, 3, 2, 4, 11, 8, 5, 12, 7
Individual evaluation	50% final qualification	2	0.08	9, 10, 6, 3, 2, 4, 11, 1, 8, 7

## Bibliography

### References (\*)

#### General references and handbooks

BONAZZI, G. (1994). *Història del pensament organitzatiu*. Vic: Eumo Editorial.

- CARNOY, M. (2001). *El trabajo flexible en la era de la información*. Madrid: Alianza.
- FERNÁNDEZ RODRÍGUEZ, C. (2007). *Vigilar y organizar. Una introducción a los Critical Management Studies*. Madrid: Siglo XXI.
- FINKEL, L. (1994). *La organización social del trabajo*. Madrid: Piràmide.
- HARRISON, B. (1997). *La empresa que viene*. Barcelona: Paidós.
- INFESTAS GIL, A. (2001). *Sociología de la Empresa*. Salamanca: Amaru.
- INFESTAS GIL, A. y SANAGUSTIN, M<sup>a</sup> V. (Coords.) (2004). *Hacia una nueva empresa*. Salamanca: Amaru.
- KÖHLER, H-D. & MARTÍN, A. (2011). *Manual de la Sociología del trabajo y de las Relaciones laborales*. Madrid: Delta Publicaciones (3rd Edition).
- MIGUÉLEZ, F. & PRIETO, C. (Eds.) (1999). *Las relaciones de empleo en España*. Madrid: Siglo XXI.
- RITZER, G. (1996). *La McDonalización de la sociedad. Un análisis de la racionalización de la vida cotidiana*. Barcelona: Ariel.
- WATSON, T. (1994). *Trabajo y Sociedad*. Barcelona: Hacer Editorial.

#### Specific references by units

##### Unit 1

- BRUNET, I. & BELZUNEGUI, A. (2005). *Teorías sobre la empresa*. Madrid: Piràmide. (pp. 83-91, 113-128)
- INFESTAS GIL, A. (2001). ***Sociología de la Empresa. Salamanca: Amaru***. (Ch. 2. pp. 45-70)
- KÖHLER, H-D. & MARTÍN, A. (2011). *Manual de la Sociología del trabajo y de las Relaciones laborales op. cit*. (Ch. 2, pp. 33-54)

##### Unit 2

- CORIAT, B. (1982). *El taller y el cronómetro. Ensayo sobre el taylorismo, fordismo y la producción en masa*, Madrid: Siglo XXI. (Ch. 1:pp. 8-22, Ch. 2:pp. 23-37) and Ch. 3: pp. 38-51)
- FINKEL, L. (1994). *La organización social del trabajo*, op. cit. (Ch. 3: pp. 113-137) and Reading nº 5: *Management científico -fragment- (F.W. Taylor) (pp. 161-170)*
- KÖHLER, H-D. & MARTÍN, A. (2011). ***Manual de la Sociología del trabajo y de las Relaciones laborales op. cit***. (Ch. 12 pp. 405-453). - Also useful for Unit 3.
- MARGLIN, S. (1977). Orígenes y funciones de la parcelación del trabajo. ¿Para qué sirven los patronos?. In A. Gorz, *Crítica de la división del trabajo* (pp. 45 a 96). Barcelona: Laia.

##### Unit 3

- KÖHLER, H-D. & MARTÍN, A. (2011). *Manual de la Sociología del trabajo y de las Relaciones laborales*. Op. cit. (Ch. 12: pp. 405-453).
- PRIDA, B. (1988). Viejas y nuevas formas de organización del trabajo. In J.A. Garmendia et al. ***Sociología industrial y de la empresa*** (pp. 63 a 83). Madrid: Aguilar.

#### Unit 4

ARAGÓN, J. & ROCHA, F. (2009). Los actores de la responsabilidad social empresarial: el caso español. **Cuadernos de Relaciones Laborales**, 27 (1),147-167.

CARRASQUER, P. MASSÓ, M. & MARTÍN, A. (2007). Discursos y estrategias en torno a la conciliación de la vida laboral y familiar en la negociación colectiva. *Papers: Revista de sociologia*, 83, 13-36.

#### Unit 5

FINKEL L. (1994). **La organización social del trabajo**. op. cit.(Ch. 4: pp. 249-281, Reading nº 9: **Trabajo y capital monopolista** -fragment- H. Braverman: pp. 285-294 and Reading nº 10: **El debate sobre la descualificación** -fragment- S. Wood: pp. 295-307).

KÖHLER, H-D. & MARTÍN, A. (2011). *Manual de la Sociología del trabajo y de las Relaciones laborales*. op. cit. (Ch. 11: "Formación y empleo: cualificación y competencia profesional" pp. 375-401). -Also useful for Unit 8.

MARTIN, A. & LOPE, A. (1999). ¿Sirve la formación para tener empleo? *Papers: Revista de sociologia*, 58, 39-73.

VERD, J.M. & MASSÓ, M. (2007). Las competencias y el trabajo invisible en el trabajo administrativo de consultas externas hospitalarias. *Papers: Revista de Sociologia*, 83, 169-189.

#### Unit 6

FERNÁNDEZ STEINKO, A. (2001). El sabor agridulce de los grupos de trabajo. *Cuadernos de Relaciones Laborales*, 18, 257-283. - Also useful for Units 8 and 9.

GHARRON, E. & FREYSSINET, M. (1996). La "producción reflexiva" en la fábrica Volvo de Uddevalla. **Sociología del Trabajo**, 27,103-129.

- See also references of Unit 3.

#### Unit 7

ALÓS, R. (1999). Las políticas de desarrollo local en Cataluña. *Papers: Revista de sociologia*, 58, 75-93).

BECATTINI, G. (1989). Los distritos industriales y el reciente desarrollo italiano. *Sociología del Trabajo*, 5, 3-17.

BONAZZI, G. (1993). Modelo japonés, toyotismo, producción ligera: algunas cuestiones abiertas. *Sociología del Trabajo*, 18, 3-21.

CAPECCHI, V. (2003). La crisis del modelo emiliano: el aumento de los trabajos atípicos y de riesgo. *Sociología del Trabajo*, 48, 17-43.

CASTILLO, J.J. (1991). *Reestructuración productiva y organización del trabajo*. In F. MIGUELEZ y C. PRIETO (Eds.), *Las relaciones laborales en España*(pp. 23-41). Madrid: Siglo XXI.

HARRISON, B. (1997). **La empresa que viene**. Barcelona: Paidós. (pp. 101-114 y 218-222).

LOPE, A., GIBERT, F. & ORTIZ, D. (2002). *Atajar la precariedad laboral*. Barcelona: Icaria. (pp. 127-142)

PRIETO, C. (1999). Globalización económica, relación de empleo y cohesión social. **Papers: Revista de sociologia**, 58, 13-37.

## Unit 8

KÖHLER, H-D. & MARTÍN, A. (2011). **Manual de la Sociología del trabajo y de las Relaciones laborales**. op. cit. (Ch. 11: "Formación y empleo: cualificación y competencia profesional": pp. 375-401). - Also useful for Unit 8.

MARTÍN, A. & LOPE, A. (1993). Dinámica de las cualificaciones y políticas de recursos humanos. *Economía y Sociología de la Empresa*, 21-22, 115-127.

## Unit 9

BOLTANSKI, L. & CHIAPELLO, È.(2002). *El nuevo espíritu del capitalismo*. Madrid: Akal.

PRIETO, C. (1992). Cambios en la gestión de la mano de obra: interpretaciones y crítica. ***Sociología del Trabajo***, 16, 77-101.

## Unit 10

GARCÍA CALAVIA, M. A. (2009). ¿Hacia dónde van las relaciones laborales en los centros de trabajo? ***Sociología del Trabajo***, 67, 39-70.

ESCUADERO RODRIGUEZ, R. (Coord.) (2008). *La negociación colectiva en España: Un enfoque interdisciplinar*. Madrid: CONC-Ediciones Cinca. (Ch. 2,3 and 4).

(\*) The mandatory bibliography is highlighted in bold.