



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1007GBS
<b>Course Name:</b>	The Future of Work
<b>Trimester:</b>	Trimester 1, 2025
<b>Program:</b>	Diploma of Business
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Evelyn Anderson
<b>Document modified:</b>	January 6, 2025

### Course Description

Global forces are rapidly changing the way we work. Globalisation, de-globalisation, automation, digital communication and rapid advances in generative AI have altered the way that employees engage with the workplace and provide value to employers. Career pathways have changed too. It is likely that you will have many jobs across a variety of careers and industries in your lifetime. Cutting edge technological developments are enabling firms to automate processes across many industries, which is displacing or changing routine work. Simultaneously, the power of knowledge workers is rising where human – AI collaboration is encouraged. In parallel, new industries and new forms of collaborative and distance-based work are emerging. All of this is offering new challenges and opportunities. In this course you will explore how unprecedented technological advances are creating digital disruption that will impact your work in the future. It will enable you to identify opportunities to craft your own career pathway in a rapidly evolving knowledge and service-intensive economy.

### Assumed Knowledge

There is no assumed prior knowledge for students in this course teaching team.

### 1.1 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Evelyn Anderson	Evelyn.anderson@griffithcollege.edu.au

### 1.2 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

### 1.3 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

### 1.4 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The learning and teaching activities in this course aim for students to:

- (1) Become acquainted with an interdisciplinary body of knowledge on the future of work, which is fundamental for working effectively in any organisational environment.
- (2) Be aware of the changing nature of work and the skills needed to succeed.



### 2.2 Learning Outcomes

After successfully completing this course, you should be able to:

- 1 Explain the global forces and complexities of the new ways of working that are influencing the future of work
- 2 Develop plans for your professional career in the evolving work environment
- 3 Provide solutions for managing the future of work



### 2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓



### 3. Learning Resources

#### 3.1 Required Learning Resources

Akkermans, J., Paradnike, K., Heijden, B., & Vos, A. D. (2018). The best of both worlds: The role of career adaptability and career competencies in students' well-being and performance. *Frontiers in Psychology*. doi:10.3389/fpsyg.2018.01678

Araujo, C. (2019) The 'future of work' in the digital era may not be what you think? <https://www.cio.com/article/3332203/the-future-of-work-in-the-digital-era-may-not-be-what-you-think.html>

Australian Cyber Security Centre, 2020. Identity theft. <https://www.cyber.gov.au/acsc/view-all-content/threats/identity-theft>

Blustein, D., Olle, C., Connors-Kellgren, A., Diamonti, A. (2016). Decent work: A psychological perspective. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00407/full>

Bray, M., Waring, P., Cooper, R., & McNeil, J. (2018). *Employment relations theory and practice* (4th ed.). McGraw-Hill Education Australia. Ch 4  
Department of Prime Minister and Cabinet. (2020). *Closing the Gap Report 2020*. <https://ctgreport.niaa.gov.au/>, accessed 11 September 2020.

Dutta, D. (2018). Social media and technology trends in HRM: Cases in recruitment and talent management. In J. Višňovský & J. Radošinská (Eds.), *Social media and journalism - Trends, connections, implications*. IntechOpen.

Haar, J. M., Haar, J. M., Sune, A., Russo, M., Ollier-Malaterre, A. (2019). A Cross-national study on the antecedents of work-life balance from the fit and balance perspective. *Social Indicators Research*, 142(1), 261-282. doi:10.1007/s11205-018-1875-6

Hunter, B. (2015). 'Whose business is it to employ Indigenous workers?' *Economics and Labour Relations Review*, 26(4), 631-651.

Kirton, G. (2020). Diversity and inclusion in a changing world of work. In A. Wilkinson, & M. Barry (Eds.). *The future of work and employment*. Edward Elgar Publishing Limited.

Manyika, J. (2017). - Technology, jobs, and the future of work  
*Technology, jobs, and the future of work | McKinsey*

McKinsey Report (2020) the future of work  
<https://www.mckinsey.com/featured-insights/future-of-work#>

Nankervis, A., Baird, M., Coffey, J., & Shields, J. (2019). *Human Resource Management*, (10th ed.). Cengage Learning.

Price Waterhouse Coopers. (2018a). *Workforce of the future: The competing forces shaping 2030*. <https://www.pwc.com/gx/en/services/people-organisation/publications/workforce-of-the-future.html>

Neilson, K. (2019). What will work look like in 2040? HRM The News site of the Australian HR Institute. Retrieved from <https://www.hrmonline.com.au/section/strategic-hr/what-will-work-look-like-in-2040/>

Rai, S., Brown, B., & Ruwanpura, K. (2019). SDG 8: Decent work and economic growth – A gendered analysis. *World Development*. 113, 368-380.

Riot, C. & Ressia, S. (2020). Skills for future knowledge workers: What are our NextSteps? <https://www.griffith.edu.au/griffith-business-school/new-thinking-for-the-new-economy/blog/skills-for-future-knowledge-workers>

Spreitzer, G. M., Cameron, L., and Garrett, L. (2017). Alternative work arrangements: Two images of the new world of work. *The Annual Review of Organizational Psychology and Organizational Behavior*, 4, 473-499.

Tan, S. (2016). How well do you handle change? The benefits of being adaptable. *Business.com*. <https://www.business.com/articles/how-well-do-you-handle-change-the-benefits-of-being-adaptable/>

## 3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your learning. They may include:

A Journal of Economy and Society  
Asian Business & Management  
Asia Pacific Journal of Human Resources  
Australian Journal of Labour Law  
British Journal of Industrial Relations  
Cambridge Journal of Economics  
Economic and Labour Relations Review  
Harvard Law Review  
Human Resource Management Journal  
Industrial and Labor Relations Review  
Interdisciplinary Journal of Contemporary Research in Business  
International Employment Relations Review  
International Journal of Human Resource Management  
Journal of Business and Management  
Journal of Economic History  
Journal of Industrial Relations  
Journal of Management  
Journal of Management History  
Journal of Management Studies  
Labour & Industry  
Labour & Society  
Labour Studies Journal  
The International Journal of Human Resource  
Work Employment & Society

## 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with [Academic Integrity online modules](#) within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Information about your Learning

### Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve

your learning outcomes.

### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

### Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College’s evaluation tool whenever these are available.



## 4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
<b>Module 1: The Future of Work</b>					
1	The changing nature of work and employment	The driving forces shaping the future of work Skills for the future	Case studies, videos, and activities		1, 2
2	Globalisation and work	History of globalisation The future of globalization De-globalisation and inflation Impact of inflation on work	Case studies, videos, and activities		1
3	Technology and work	What are innovative and disruptive technology? How does it impact on work?	Case studies, videos, and activities Workshop activities on human-AI collaboration		1, 4
4	Complexities of work: Employment Relations	Approaches to employment relations – a chronological overview Policy and regulation changes Challenges and issues	Case studies, videos, and activities		1, 3

5	Complexities of Managing People	The role of unions The role of management	Case studies, videos, and activities		1, 3
6	Equity, Diversity, and Inclusion	Causes of inequality Benefits of diversity and inclusion Legislation and regulation	Case studies, videos, and activities		1, 3
Module 2: Employability Skills					
7	Employability and career planning	Career building, development, and management	Case studies, videos, and activities	Mid-Trimester Exam	1, 2
8	Work identity and self-branding	How to market yourself through self-branding Digital identity Digital footprint	Case studies, videos, and activities	Employability skills	1, 2
9	Adaptability and wellbeing	Importance of adaptability in the future of work Resilience at work Work/life balance Training and upskilling	Case studies, videos, and activities		1, 2, 3
Module 3 Employability and career path					
10	New ways of working	Megatrends and how they impact traditional ways of working and the rise of new forms of work	Case studies, videos, and activities		1, 2, 3
11	First Peoples Employment	Diversity and inclusion of First Peoples in the workplace Reconciliation	Case studies, videos, and activities	ePortfolio	1, 2, 3
12	Sustainable workplace and work practices	What is a sustainable workplace? Environmental, physical and mental well-being	Case studies, videos, and activities		1, 2, 3

## 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
				
2	Mid-Trimester Examination	40%	1, 3	Week 7
3	Employability skills	20%	2, 3	Week 8

4	ePortfolio	40%	1, 2, 3	Week 11
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## 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

### Evidence of Learning Task

#### 1: Mid-Trimester Exam (40%)

**Task Type:** Examination

**Due Date:** Week 7 Friday 18<sup>th</sup> April 2025, 5:00 pm

**Weight:** 40%, Marked out of: 40

**Task Description:** The exam may include a series of short answer and case-based questions.

**Criteria and Marking:** Students are assessed on content learned between weeks 1 - 6

**Submission:** Turnitin via the course site

#### 2. Evidence of Learning Task 2: Employability skills (20%)

**Task Type:** Oral presentation/Written Assignment

**Due Date:** Week 8 during class

**Weight:** 20%, Marked out of: 20

**Task Description:** You are to demonstrate your current skills and other selected transferable skills.

**Criteria and Marking:** A marking rubric will be provided on the course site.

**Submission:** Turnitin via the course site

#### 3. Evidence of Learning Task 3: ePortfolio (40%)

**Task Type:** Written Assignment

**Due Date:** Week 11, Friday 23<sup>rd</sup> May 2025, 5:00 pm

**Weight:** 40%, Marked out of: 40

**Task Description:**

1. Create an e-Portfolio to showcase your knowledge, skills, abilities
2. Develop a written professional career plan
3. Update/create a LinkedIn profile – provide a link to this profile in your e-Portfolio

**Criteria & Marking:** A marking rubric will be provided on the course site

**Submission:** Turnitin via the course site

**In order to pass this course, students must:**

**A. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

## Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

## Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

## Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

## Reasonable Adjustments for Evidence of Learning Tasks –



The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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