SOCS2100: Organisational Management and Social Behaviour

Course Outline

Callaghan & Ourimbah
Semester 1, 2008

Course Co-ordinator: Visiting Professor Michael Allen – Callaghan
Room: W340  Ph: 4921 5209
Email: Michael.P.Allen@newcastle.edu.au
Consultation hours: Friday by appointment

Course Co-ordinator: Dr Michael Howard – Ourimbah
Room: HO1.69  Ph: 4349 4458
Email: Michael.Howard@newcastle.edu.au
Consultation hours: Monday 2-3pm, Wednesday 2-3pm or by appointment
Course Overview

Year & Semester
Semester 1 – 2008

Unit Weighting
10

Teaching Methods
Lecture and Tutorial

Brief Course Description
This course is a prescribed course for students enrolled in the Bachelor of Social Science. It is also open to other students as an elective. The course draws on the field of organisational sociology for students to develop the managerial and administrative knowledge, skills, and values needed to effectively coordinate programs in government, private sector, non-government organisations (NGOs), and community organisations. The course also examines social behaviour in the workplace through the study of leadership styles, teamwork and group processes, work organisation and management practices.

Contact Hours
1 hour Lecture and 1 hour Tutorial per week for the full Semester

SOCS2100
Textbook and Learning Materials

Book website: http://www_ckmanagement_net/ Students are strongly recommended to purchase the textbook. It is available from the United Campus Bookshop (Callaghan campus) and the Co-op Bookshop (Ourimbah campus). The text is also available from the Short Loan sections of the Auchmuty and Ourimbah libraries. Prescribed reading has been allocated for each teaching week for the tutorial presentation assessment item and is available online via the course Blackboard website.

Course Objectives
On successful completion of this course students will be able to:
1. Demonstrate an understanding of the range of debates and theories relevant to the study of organisational management and social behaviour
2. Critically appraise and discuss the relevant literature
3. Communicate understanding of organisational theories and debates in written and oral forms
4. Demonstrate understanding of leadership styles, teamwork and group processes in an organisational context.

Course Content
Course content will address:
- Managerial theories and organisational structures
- Strategic planning and performance management
- Negotiation, consultation, networking and ethical practice
- Leadership styles and managing change
- Organisational culture
- Formal and informal power relations in organisations
- Employee relations
- Developing and managing teams.

Assessment Items
(i) Tutorial paper (10%): Equivalent to 500 words. Due throughout the semester.

(ii) Organisation Presentation & Report (20%): 750 word paper
plus oral presentation (total equivalent to 1000 words). Due throughout the semester.

(iii) Major Essay (40%): 2000 words; due week 12

(iv) Formal exam (30%): Equivalent to 1500 words. Held in end of semester exam period.

Assumed Knowledge

SOCA1010 Society & Culture: A Sociological Introduction. Note: SOCA1160 Foundations for Societies and Cultures is equivalent for this purpose.

Career Relevance

The course is open to all students as an elective and is particularly relevant to students undertaking degrees in Arts, Social Science, Sociology, IR&HRM, OHS, Business, Psychology, Social Work, Community Welfare and Human Services.

Callaghan Campus Timetable

Lectures begin in Week 1, Tutorials begin in Week 2

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Friday</th>
<th>10 am – 11am</th>
<th>V101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial or</td>
<td>Friday</td>
<td>11 am – 12 noon</td>
<td>W238</td>
</tr>
<tr>
<td>Tutorial or</td>
<td>Friday</td>
<td>12 noon – 1pm</td>
<td>W238</td>
</tr>
<tr>
<td>Tutorial or</td>
<td>Friday</td>
<td>2 pm – 3 pm</td>
<td>W238</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Friday</td>
<td>3 pm – 4 pm</td>
<td>W238</td>
</tr>
</tbody>
</table>

Please note: Tutorial information is subject to change, but was correct as at February 02, 2008

Ourimbah Campus Timetable

Lectures begin in Week 1, Tutorials begin in Week 2

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Wednesday</th>
<th>11am – 12 noon pm</th>
<th>O_CN2:1.03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>Wednesday</td>
<td>12noon – 1pm</td>
<td>O_Castle 1.12</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Wednesday</td>
<td>1 pm – 2 pm</td>
<td>O_CN2:1.05</td>
</tr>
</tbody>
</table>

Please note: Tutorial information is subject to change, but was correct as at February 02, 2008

Online Tutorial Registration: Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
- Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages.

To receive an expedited response to queries, post questions on the Blackboard discussion forum, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis. All lectures are delivered in PowerPoint and placed on the Blackboard website prior to the lecture each week. The website also contains links to staff contact details, the course guide, helpful web links, study tips, and assessment reminders.
Plagiarism and Turnitin

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.

Written Assessment Items

Students are required to provide written assessment items in electronic form (to Turnitin via Blackboard for checking for plagiarism) as well as hard copy for assessment.

Extension of Time for Assessment Items, Deferred Assessment and Special Circumstances for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment:
   - or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;
   must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the online form for further information, available at:

Students should be aware of the following important deadlines:

- Requests for Special Circumstances must be lodged no later than 3 working days after the date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last date to withdraw without financial or academic penalty (called the HECS Census Date) for Semester 1 courses is: 31 March 2008.

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in Student Hubs. To check or change your enrolment online, please refer to myHub - Self Service for Students: https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus. The four Student Hubs are located at:

- Callaghan campus: Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus
- City Precinct: City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct
- Ourimbah campus: Ourimbah Hub: Administration Building

Faculty of Education and Arts website:


University Contact Details

Student Enquiry Centre:
- Phone: 02 4921 5000
- Email: EnquiryCentre@newcastle.edu.au
- Web: http://www.newcastle.edu.au/study/enquiries/index.html

The Dean of Students
- Resolution Precinct
- Phone: 02 4921 5806
- Fax: 02 4921 7151
- Email: resolutionprecinct@newcastle.edu.au
Deputy Dean of Students (Ourimbah)
- Phone: 02 4348 4123
- Fax: 02 4348 4145
- Email: resolutionprecinct@newcastle.edu.au

University Student Support Unit:
Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Website for Rules Governing Undergraduate Academic Awards


Students with a Disability or Chronic Illness

The University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **Assignments are to be submitted at any Student Hub located at:**
Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the Shortland Union Hub (Callaghan) or the Administration Building (Ourimbah). Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin via course Blackboard website

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- Tutorial paper
- Organisation report
- Major essay

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online at: http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or
Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks and moderations**

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.
Preferred Referencing Style

Wherever you use information from another author's work, either a direct quotation or paraphrased information (rewritten in your own words) you must correctly reference the source of the information in a consistent format.

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. For example: (Citizen 2003: 10). At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors).

Further information on referencing and general study skills can be obtained from:
- **Essay & Referencing Guidelines** are available on the Blackboard website.

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
Further Course-Specific Information

Useful Books and Journals for Assessment Items


Sociology dictionaries and short introductions:


Relevant journals:

- Administration & Society | Australian Journal of Public Administration
- Capital & Class | Economy and Society | Gender, Work and Organization
- Human Relations | Journal of Australian Political Economy
- Journal of Industrial Relations | Labour & Industry | Organization Studies
- Research in the Sociology of Organization | Research in the Sociology of Work
- Sociology of Work and Occupations | Work, Employment & Society
- Work and Occupations
Weekly Tutorials

**Expectations of students:** Tutorial preparation consists of completing the prescribed textbook reading and any associated discussion questions and tutorial exercises. As you read, it is advisable to make well-organised notes; they will improve your understanding and help you to complete your assessment items as well as make it easier to revise for tests.

Each week the 50 minute tutorial will consist of two parts. The first part will be a class discussion of the textbook chapter, lasting around 25 minutes. The second part of the tutorial will be taken up with one or more presentations of Organisation Reports and brief class discussion of these reports (given expected enrolment numbers, most weeks there will be two presentations, each lasting about 7-10 minutes).

**Assessment Items:**

A pass grade is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course.

**(i) Tutorial Paper: 500 words (10%)**

Each student will hand in one 500 word tutorial paper. The paper will focus on one of the textbook chapters and will be handed in on the day that the lecture/tutorial discusses the relevant textbook chapter. No formal presentation to the class will be required but a significant contribution to class discussion of the chapter will be expected. Given expected enrolments, in most weeks two students will hand in tutorial papers in each class.

The tutorial paper can take the form of
(i) a summary and critical commentary of the chapter or a significant portion of it; or
(ii) a response to one of the questions pertinent to that chapter prepared by the authors of the textbook. These questions are not in the textbook but are included in an Instructor’s CD; they will be posted on Blackboard.

You should read at least one extra academic source (perhaps one of the references in the textbook chapter or one of the books listed in this Course Outline above).

You should make sure you write ‘in your own words’. Do not rely on many quotes from the textbook or marginal changes in the author’s wording; learn to trust your own ability to convey the author’s meaning and to form your own assessments.

**Grading:** The mark will take into account the following:
- scope of the chapter covered and comprehended;
- response to the question selected (if one was selected);
- extra reading;
- written expression.
(ii) Organisation Presentation and Report (20%)

This assessment task forms part of the career stream in all BSocSc prescribed courses. It provides an opportunity for students to apply their theoretical learning to career relevant issues by analysing a case study of a real world organisation.

Each student will hand in a 750 word report on an organisation they have had direct experience of or have gained knowledge of (see guidelines that follow). They will also make a 7-10 minute class presentation of their report – the presentation means the overall assessment task is equivalent to 1000 words. In week 2, students will nominate the week in which they will present/hand-in their report.

Content of Presentation/Papers and Sources of Information

This exercise requires you to conduct a concise, theoretically informed analysis of an organization. The main goal of the exercise is to get you to apply, in a critical manner, the concepts and theories presented in the textbook to an actual organization.

Ideally, the organization you chose to discuss should one with which you are very familiar. It could be a business or public agency where you have worked. It could be a voluntary organization to which you have belonged. The only limitation is that it should be a fairly large organization, or at least part of a large organization, that has at least a ten employees or members. It should be an organization that is large enough to have some of the characteristics discussed in the textbook, such as an identifiable structure, specialized positions, and specific rules and procedures.

Many of you have worked for or belonged to a large organization. As a result, you can rely largely on your own observations and experiences in writing this analysis. If you have not worked for or belonged to such an organization, you will have to rely on the observations and experiences of a friend or family member who has done so. In short, you will need to find a key informant who can provide you with the information you need to write your analysis.

If you feel there are gaps in your ability to answer your chosen questions, you may draw on additional published information eg from the organisation's web sites, newspaper articles.

The exercise requires you to provide specific examples of the empirical adequacy and relevance of various theoretical concepts and theories concerning organizations and management. Consequently, you should be careful to provide very detailed examples rather than rely on vague generalizations. For example, if you or your informant believes that an organization is a “bureaucracy”, then you must give specific details that substantiate that claim, such as the reliance on written rules, specialization of functions, a hierarchy of authority, and so forth.

Organizations are often sensitive about public discussions of their operations. Similarly, individuals may be sensitive about public disclosures of their personal observations. For that reason, you must maintain the anonymity of both the organization in question and the individuals in that organization. Moreover, if you are relying on information obtained from an informant, you must protect their anonymity as well. In short, you are to provide no information that would allow anyone to identify the organization or the individuals discussed in your paper.
The ethics of social research, even research conducted in the context of a course, require that the researcher inform an informant of the goals of the research and assure them that their identity will be kept confidential. You will, of course, know this information but you must not divulge it to anyone. That is why the individuals and organizations discussed in your paper must be anonymous.

**Theoretical Questions**

You must answer at least three of these questions. Do not chose more than one question from the same chapter. For each question your answer, you are required to apply one or more concepts or theories from the textbook to your empirical observations of a specific organization. You must give specific examples and details whenever possible. If necessary, you may also give evidence for why one concept or theory is more relevant in this empirical situation than other concepts or theories mentioned in the textbook.

1. How do contrasting theories of “management” apply to this organization? (Explain using the material in Chapter 1)

2. How would “rationality” be defined in this organization? (Explain using the material in Chapter 2)

3. What is the “form” of rationality in this organization? (Explain using the material in Chapter 2)

4. How does the organization achieve “compliance” from its members? (Explain using the material in Chapter 3)

5. To what extent does the organization engage in the “degradation of work”? (Explain using the material in Chapter 3)

6. What factors seem to have shaped the “structure” of this organization? (Explain using the material in Chapter 4)

7. What are the sources of “power” for different individuals and groups in the organization? (Explain using the material in Chapter 5)

8. How can psychological theories explain individual behavior in the organization? (Explain using the material in Chapter 6)

9. What aspects of “leadership” theory are most relevant in this organization? (Explain using the material in Chapter 7)

10. What kind of “culture” is prevalent in this organization? (Explain using the material in Chapter 8)

11. What are the characteristics of the “communications” in this organization? (Explain using the material in Chapter 9)

12. How does this organization manage innovation and change? (Explain using the material in Chapter 11)

13. What are the characteristics of the ‘strategy’ in this organisation?
Grading: The class presentation will be worth 6 marks; the report handed in worth 14 marks. The mark for the report will take into account the following:
- extent to which you demonstrated understanding of theoretical concepts;
- extent to which you were able to provide detailed examples of the relevance and empirical adequacy of these concepts to the organisation;
- overall organisation of material; written expression.
The mark for the class presentation will also take account of:
- the clarity and flair with which you communicated your content to the class (eg effective use of PowerPoint or overheads);
- voice projection; eye contact with audience;
- engagement with, and response to questions from, the class;
- extent you kept to time (10 mins max).

(iii) Essay (40%)

Weighting: 40% | Due Date: Friday 10am, May 23 | Length: 2000 words (excluding references)
Submission details: One online copy to Turnitin via Blackboard AND one hard copy

Essential Essay Instructions, Guidelines and Expectations

The essay is a method of communicating your knowledge and understanding about a topic within a given timeframe and word limit. Essay writing helps to develop skills of critical analysis and communication by providing a method of collecting your ‘thinking’ about a topic in a logical, credible and persuasive way. Ensure you:

- **Read widely** to critically review the field of sociological literature on a topic
- **Analyse a topic**, develop a logical argument and use supporting evidence from your reading. Do not just give descriptive information, but also discuss explanations/theories in the literature
- **In the introduction**, briefly define key terms and introduce your argument/stance (i.e., your approach to answering the question and what your essay will cover)
- **In the body of your essay**, consider relevant historical, cultural, structural & critical factors
- **In the conclusion**, summarise the evidence and argument presented to answer the question.
- **Follow the Essay and Referencing Guidelines** on Blackboard. Ensure your essay is referenced correctly using the Harvard/APA in-text citation system and avoid plagiarism
- **Direct quotes** should NOT exceed 10% of your total word count
- **Short quotations** (less than 30 words) are placed inside single quotation marks; long quotations (30 words or more) are indented, but should be kept to minimum
- **Do not use dot points in your essay**
- **Students may study collaboratively**, but are warned not to copy each other’s work as this may result in a failure for that assessment item.

- **For questions 1-3 below**, use a minimum of EIGHT academic sources, at least THREE of which should be from refereed journal articles (all referenced in your essay). The minimum of TEN academic sources exclude newspapers and current affairs magazines, and generic information from websites (online refereed journal articles and online reports by governments and non-government agencies such as the UN are acceptable).

- **For questions 4 and 5**, draw on at least four chapters of the textbook and use a minimum of SIX extra academic sources, at least two of which should be from refereed journal articles.
Grading: The mark for the essay will take into account the following:
- Breadth/depth of reading
- Addressed the question
- Organisation of essay
- Clarity and coherence of argument
- Understanding of relevant concepts
- Critical analysis and evaluation of relevant reading
- Marshalling of evidence to support argument
- Accuracy in use of reading
- Referencing – thoroughness, formatting
- Written expression - clarity; correct use of words; paragraph and sentence construction; punctuation
- Word length

See Appendix 1 for a general Faculty guide to grading of essays.

<table>
<thead>
<tr>
<th>Essay questions – Choose ONE of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare the ideas of Taylor and Mayo and determine who has had the greatest influence on contemporary management.</td>
</tr>
<tr>
<td>2. How does the environment of an organisation and the technology at its disposal affect the structure of an organisation and its form of management?</td>
</tr>
<tr>
<td>3. A constant of contemporary management theories is their promotion of teamwork. Critically examine the benefits and disadvantages of teamwork.</td>
</tr>
<tr>
<td>4. A constant of contemporary management theories is their attempt to address organisational culture to improve employee productivity. Critically examine the notion of organisational culture and its influence on organisational performance.</td>
</tr>
<tr>
<td>5. To some extent the very notion of organisation implies the differential distribution of power and control among participants. Sometimes leaders have too much power for the good of the organisation as a whole and sometimes they have too little. What are some of the ways that organisations achieve a distribution of power and control that is best for all of their participants.</td>
</tr>
<tr>
<td>6. How do organisations deal with change and provide opportunities for innovation within the organisation?</td>
</tr>
<tr>
<td>7. ‘Managers are often satirised as cost-cutters and control freaks but there are many analysts who see the key to contemporary management as being the ability to fully realise the creative potential of employees’. Illustrate and comment on the evidence in various chapters of the textbook and elsewhere that an ‘inclusive’ approach to employees in areas such as leadership, knowledge management, innovation and strategy will improve organisational performance in the contemporary world.</td>
</tr>
<tr>
<td>8. Would you say that academic and popular study of management is characterised more by consensus or conflict over how to manage organisations. Illustrate with various chapters of the textbook and associated literature.</td>
</tr>
</tbody>
</table>
(iv) EXAM (30%)

The 2 hour, closed book exam will involve 50 multiple choice questions testing understanding and knowledge of the textbook. It will be held during the formal exam period beginning Week 15. Most questions will test your understanding of the concepts in the textbook. Some questions will test your recall of factual information.

A pass grade is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course.
# Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | February 18   | Organisational Sociology: An Introduction  
Enrol in a tutorial ASAP – No tutorials in Week 1 |
| 2    | February 25   | Making Sense of Management – Chapter 1  
Tutorials begin: Set up presentation schedule in tutorials |
| 3    | March 3       | Managing Rationalities – Chapter 2  
Tutorial papers begin |
| 4    | March 10      | Managing Realities: The Case of Public Sector Reform  
– Chapter 3 Organisation presentations begin |
| 5    | March 17/18   | Self-directed study week for Callaghan students  
Managing Organisational Design – Chapter 4  
(Ourimbah only) |
| 6    | March 24      | Self-directed study week for Ourimbah students  
Managing Organisational Design – Chapter 4  
(Callaghan only) |
| 7    | March 31      | Managing Power & Politics – Chapter 5 |
| 8    | April 7       | Managing Organisational Behaviour & Teamwork – Chapter 6 |

## Mid-Semester Recess: Monday 14 April – Friday 25 April 2008

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic, Reading &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>April 28</td>
<td>Managing Leadership – Chapter 7</td>
</tr>
<tr>
<td>10</td>
<td>May 5</td>
<td>Managing Cultures – Chapter 8</td>
</tr>
<tr>
<td>11</td>
<td>May 12</td>
<td>Managing Knowledge – Chapter 10</td>
</tr>
</tbody>
</table>
| 12   | May 19        | Managing Innovation and Change – Chapter 11  
Essay due: Friday, 10am – May 23 |
| 13   | May 26        | Managing Strategy – Chapter 13 |
| 14   | June 2        | Study vacation as per University policy  
No tutorials this week |

Queen’s Birthday Public Holiday: Monday 11 June  
Examination period: Tuesday 12 June – Friday 29 June
### General Faculty/School Guide to Grading of Essays

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail</td>
<td>(FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass</td>
<td>(P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit</td>
<td>(C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction</td>
<td>(D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction</td>
<td>(HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>