Faculty of Education and Arts  
School of Humanities & Social Science  
http://www.newcastle.edu.au/school/hss/

SOCS2100: Organisational Management and Social Behaviour

Course Outline

Callaghan and Ourimbah  
Semester 1, 2010

Course Co-ordinator (Callaghan):  
Dr Kathleen McPhillips  
Room: W340  
Ph: tba  
Fax: 49216933  
Email: tba  
Consultation hours: Friday 9-10am, 4-5pm

Course Co-ordinator (Ourimbah):  
Dr Michael Howard  
Room: HO1.69  
Ph: 4349 4458  
Fax: 4348 4075  
Email: Michael.Howard@newcastle.edu.au  
Consultation hours: Wed 3-4pm, Friday 3-4pm.

Course Overview

Unit Weighting 10  
Teaching Methods Lecture, 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.

This course draws on the field of organisational sociology for students to develop the managerial and administrative knowledge 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
Tutorial for 1 Hour per Week for the Full Term
Lecture for 1 Hour per Week for the Full Term

Textbook:
- 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.
- Book website: [http://www.uk.sagepub.com/managingandorganizations/](http://www.uk.sagepub.com/managingandorganizations/)
- Students should not use the 1st edition, as extensive revisions were made for the 2nd ed.

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 be drawn from a selection of the following topics: 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; EEO, OHS and environmental policies; developing and managing teams.

Assessment Items
| Essays / Written Assignments | Major Essay; 1500 words; 30% (Course Objective 1, 2 & 3) |
| Examination: Formal | Equivalent to 1500 words; 30%. (Course Objective 1) |
| Group/Tutorial Participation and Contribution | 15%. Oral response to five of the weekly tutorial questions (Course Objectives 2 & 3) |
| Report | Career Report: 750 words, 10% (Course Objectives 1,3 and 4) |
| Report | Organisation Report: 10 minute class presentation plus 750 word report; 15%. (Course Objectives 1, 3 and 4) |

Details of these assessment items are set out below on p7-12.

Assumed Knowledge
40 units of study at 1000 level.

Callaghan Campus Timetable
Lecture and Tutorial Friday 10:00 - 11:00 [V101]
Lecture and Tutorial Friday 11:00 - 12:00 [W238]
Lecture and Tutorial Friday 12:00 - 13:00 [W238]
Lecture and Tutorial Friday 14:00 - 15:00 [W238]
Lecture and Tutorial Friday 15:00 - 16:00 [W238]

Ourimbah Timetable
Lecture and Tutorial Wednesday 12:00 - 13:00 [O_Castle112]
Lecture and Tutorial Wednesday 13:00 - 14:00 [O_CN2105]
Lecture and Tutorial Wednesday 14:00 - 15:00 [O_CS206]
Lecture and Tutorial Wednesday 15:00 - 16:00 [O_CS206]
IMPORTANT UNIVERSITY INFORMATION

1. ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

2. RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

3. MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

4. SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless
the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

5. STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).

6. CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.


Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students **cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
7. STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

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

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
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<tr>
<td>City Precinct</td>
<td>Singapore students</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
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<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td></td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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8. OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature. <a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour. <a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
</tr>
</tbody>
</table>

| General enquiries | Phone:02 4921 5806 |
|------------------| Fax: 02 4921 7151 |
| Callaghan, City and Port Macquarie | Email: Complaints@newcastle.edu.au |
| Phone: 02 4921 5000 | |
| Email: EnquiryCentre@newcastle.edu.au | |
| Ourimbah | Campus Care |
| Phone: 02 4348 4030 | The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour. http://www.newcastle.edu.au/service/campus-care/ |
| Email: EnquiryCentre@newcastle.edu.au | Phone:02 4921 8600 |
| | Fax: 02 4921 7151 |
| | Email: campuscare@newcastle.edu.au |
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://www.newcastle.edu.au/study/enrolment/regdates.html

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - 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 if there is one, 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.

Important Additional Information

Details about the following topics are available on your course Blackboard site (see under Content Areas/Course Outline – ‘Additional Administrative Information’ file). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
**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.

**Weekly Tutorials**

Each week the 50 minute tutorial will consist of two parts. The first part will be a class discussion of the textbook chapter. This will take up around 30 minutes.

The second part of the tutorial will be taken up with presentations of excerpts from (usually) two Organisation Reports and brief class discussion of these presentations.

(i) **Tutorial Participation (15%)**

No written tutorial paper will be required. Instead, assessment will be based on contribution to weekly class discussion of the textbook chapter and the associated tutorial questions posted on Blackboard prior to the tutorial. The purpose of this approach is to enrich class discussion and to prepare students for the final exam on the textbook. Further details of how tutorial participation will be organised and assessed will be provided in class.
(ii) Career Report (10%)

**Length:** 750 words. **Due:** April 1.

This assessment task forms part of the Career Development Strand in the B SocSc. The aim of the assignment is to further your understanding of how knowledge and skills gained in your B SocSc degree will help your future career.

The Task:

1. You will select an organisation that meets two criteria:
   (i) The organisation is one in which you would like to work
   (ii) The organisation either mentions B SocSc or generalist degrees in its website recruitment information and advertisements, or is an organisation for which a B SocSc appears to be a relevant qualification for employment.

2. Write a brief report that:
   (i) Identifies a position within the organisation for which a B SocSc is relevant and that involves some level of management in at least one of the following: programs, services, projects or people.
   (ii) Describes how the broad knowledge and skills gained through
      - (a) 2 or more of your SOCS courses and
      - (b) 2 or more courses in your major
      could be used to undertake this position within the chosen organisation. Identify topics or skills within courses that would be especially relevant.

**Research Guidelines:**

- You can start this assignment with an identified organisation and then find the position or find an appropriate position (from general or specialist job search websites) and then research the organisation’s website.
- Useful sites for searching include:
    - Here you could search by Occupation Category, specific occupation or keyword.
    - e.g. Social, Welfare and Security/ Welfare and Community Workers; or
    - eg Social, Welfare and Security/ ‘policy’
      - eg search by agency
      - eg search by Job Category (eg Programme Management; Administration
  - Most organisations have current job listings with position descriptions online, if not, contact the organisation.
  - The position is not likely to be at entry level.
  - You will need to obtain a position description that describes the main duties and selection criteria.
  - Search for terms such as ‘project management/officer’, ‘team leader/builder’, ‘coordinate’, ‘plan’, ‘organise’, ‘lead’, ‘senior’, ‘management’ in either the position description or selection criteria.
  - In view of the short word length, restrict yourself to only part of the position duties or selection criteria. You may use headings if you wish (eg Duty 1 - courses relevant; Duty 2 - courses relevant).
  - Where you are using the wording of a job ad, use quotes; seek to paraphrase to reduce amount of quotes.
  - Ignore the location factor (ie search Australia wide if you wish)
(iii) Organisation Report and Presentation (15%)

This assessment task forms provides an opportunity for students to apply their theoretical learning to career relevant issues by analysing a case study of a real world organisation. The task will consist of

(i) A 750 word written report that addresses three questions (see guidelines below)

(ii) A short (7-10 minute) presentation to class that conveys your response to one or two of the three questions addressed in your written report.

The written report will be handed in on the same day as the presentation.

(a) Written report

You will hand in a 750 word report on an organisation that you have had direct experience of or have gained knowledge of (see guidelines that follow).

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 choose 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 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 three of these questions. Do not choose more than one question from the same chapter. For each question in 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. You may also briefly comment on whether you think the three management characteristics identified in the organisation appear to be ‘appropriate’ i.e. do they appear to be a suitable means of helping to achieve organisational objectives?

1. Is there evidence of (i) Taylorism and (ii) McDonaldisation in this organisation? (Explain using the material in Chapter 11 and 12)

2. Are there ways in which the organisation exhibits the characteristics of (i) a bureaucracy and (ii) a ‘post-bureaucracy’? (Explain using the material in Chapter 12)

4. How does the organization achieve “compliance” from its members? (Explain using the material in Chapter 12)

5. To what extent does the organization engage in the “degradation of work”? (Explain using the material in Chapter 12)

6. What factors seem to have shaped the “structure” of this organization? (Explain using the material in Chapter 13)

7. What are the sources of “power” for different individuals and groups in the organization? (Explain using the material in Chapter 6)

8. How can psychological theories explain individual behaviour in the organization? (Explain using the material in Chapter 1)

9. What role do ‘teams’ play in the management of this organisation? (Explain using the material in Chapter 2)

10. What aspects of “leadership” theory are most relevant in this organization? (Explain using the material in Chapter 3)

11. How does this organisation attempt to deal with equity and diversity in the workplace? (Explain using the material in Chapter 4)

12. What kind of “culture” is prevalent in this organization? (Explain using the material in Chapter 5)

13. Have trends associated with ‘globalisation’ influenced the management of this organisation? (Explain using the material in Chapter 14).

**(b) Class presentation**

Because of the need to reserve 30 minutes for class discussion of the textbook chapter, each presenter will be limited to 10 minutes. They can use this time to report on one or two of the three questions discussed in their report.

**Grading:** The class presentation will be worth 5 marks; the 750 word report worth 10 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 (e.g. 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 (30%)

Weighting: 30% | Due Date: Friday 4pm, May 14 | Length: 1500 words (excluding references)

Choose one of the following:

1. Briefly compare the ideas of Taylor and Mayo. Of these two thinkers, who do you think has had the greater influence on management approaches in recent decades? Refer to two or more chapters of the textbook.

2. ‘The post-bureaucratic organisation is a myth’. Discuss.

3. Contingency theory says that the way an organization is structured and managed should reflect its environment (‘strategic fit’). Evaluate the strengths and weaknesses of this theory, drawing on examples from the contemporary world.

4. Has the ‘soft power’ and ‘empowerment’ approach represented a genuine transfer of power from managers to employees? Has this approach led to greater organizational success than older ‘top-down’ approaches?

5. Contemporary organizational theory extols the advantages of teams and teamwork. What are the strengths and limitations of this approach to management?

6. Is there such a thing as organizational culture? Do you agree that with the claim that it is the key to employee productivity and organisational success.

7. What is meant by organizational learning and knowledge management? Are these necessary for organisational success?

8. In what ways do gender relations affect work organization and management? In your answer provide at least one case study.

9. Can corporations be socially responsible given that their aim is to create profits? In your answer, provide at least one case study.

Guidelines:

1. You should use the Harvard referencing system. Unless drawing on your source as a whole, or large sections of it, you should cite the page(s) as well as author and year.

2. In addition to the textbook, you should use a minimum of six academic sources (ie book chapters, refereed journal articles). Where you want to draw also on general web sites, give priority to substantial reports.

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 BB file Additional Administrative Information.doc under Course Outline for a general Faculty guide to grading of essays.
(iv) EXAM (30%)  

The 2 hour, closed book exam will involve 60 multiple choice questions testing understanding and knowledge of the textbook. It will be held during the formal exam period beginning Week 14. Most questions will test your understanding of the concepts in the textbook. Some questions will test your recall of factual information.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 1</td>
<td>Introduction</td>
</tr>
</tbody>
</table>
| 2    | March 8         | Overview – *Introduction* (pp1-18)  
‘Managing One Best Way?’ - Ch 11 |
| 3    | March 15        | Overview – *Introduction* (pp 27-33, 40-42)  
Managing Bureaucracy – Ch 12 |
| 4    | March 22        | Managing Organisational Design – Ch 13 |
| 5    | March 29        | Managing Power, Politics and Decision-Making in Organisations – Ch 6  
*(Ourimbah class only; self-directed study week for Callaghan students)* |
|      | April 5         | Semester Recess: Friday April 2 – Friday April 9 |
| 6    | April 12        | Managing Power, Politics and Decision-Making in Organisations – Ch 6  
*(Callaghan class only; self-directed study week for Ourimbah students)* |
| 7    | April 19        | Managing Individuals – Ch 1 |
| 8    | April 26        | Managing Teams and Groups – Ch 2 |
| 9    | May 3           | Managing Human Resources – Ch 4 |
| 10   | May 10          | Managing Leadership - Ch 3 (pp127-144 only)  
Managing Knowledge and Learning – Ch 8 (pp 341-354, 361-365 only)  
*Essay due 4pm, Friday May 14* |
| 11   | May 17          | Managing Cultures – Ch 5 |
| 12   | May 24          | Managing Sustainably: Ethics and Corporate Social Responsibility – Ch 10 |
| 13   | May 31          | Managing Globalisation – Ch 14 |

**Examination period:** Tuesday 8th June to Friday 25th June 2010
Useful Books and Journals

General and critical texts on organisations/management


Texts with sociological perspectives on organisations:


Textbooks on Organisational Behaviour and Management used in business courses

**Texts on management in public sector/nonprofit/human services**


**Texts on Gender and Work**

- Collinson, D. 1992 *Managing the Shopfloor: Subjectivity, Masculinity and workplace culture*, Berlin: W. de Gruyter. NOT IN LIBRARY
- Loufti, M.F. 2001 *Women, Gender and Work: What is Equality and how do we get there?* International Labour Office; Geneva 3311.4 LOUT
- Ransome, P. 1999 *Sociology and the Future of Work: Contemporary Discourses and Debates*, Ashgate: Adlershot. 306.36 RANS-1

- *Gender, Work and Organisation* - JOURNAL AUCH S306.3605/3

**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*

**Sociology dictionaries and short introductions:**