WORK1004 Foundations of Management

THE UNIVERSITY OF SYDNEY · UNDERGRADUATE · SEMESTER 2, 2026

Full guide + ask Sia about WORK1004

SIDE 1/2 WHAT THE FINAL REWARDS · DEFINITIONS · COMPARISONS · DECISION RULES · BOUNDED APPLICATION EXAM REVISION SHEET Final Exam **30%** · assessment source: captured S2 2026 course data

0 · Exam Map

COURSE.JSON · S2 2026

5 | 20% | 10% | 35% | 30%

ASSESSMENT	WT	FORMAT
In-Lecture Knowledge Application Questions (Early Feedback Task)	5%	In-lecture questions
Mid-Semester Test	20%	Individual test
Tutorial Attendance & Participation	10%	Attendance + participation
Team Case Study Task	35%	Team case study
Final Exam	**30%**	Individual examination

Permitted materials: not confirmed for this offering in the course materials we hold — check the exam instructions on the LMS.

Source: BRIEF.md · captured Semester 2, 2026 course materials.

USE *Last-week priorities: definition → relation → case evidence → changed fact → bounded conclusion. Cases on this sheet are independent study aids, not official questions.*

1 · Management & Organisation

C1 · TOPIC MAP

Management = coordinated practice of **planning, organising, leading and controlling** resources toward valued organisational purposes.

Organisation = deliberately coordinated social system through which people pursue activities and outcomes over time.

RECITE, THEN APPLY

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Who/what coordinates? → toward which valued purpose? → through which decision, relationship or structure? → with what evidence and limit?
```



Management is carried through decisions, relationships and structures—not only formal titles.

DO NOT STOP AT	COMPLETE THE REASONING
"The manager decided."	Show which relationship or structure carried the decision and how work was coordinated.
"The organisation wants growth."	Identify the selected purpose, whose interest it serves and the outcome used to judge it.
"Performance improved."	Name the output, time horizon and costs shifted to another activity or stakeholder.
"A second description corroborates the first."	Use a changed case, second measure, counter-source or limiting condition capable of revising the result; say which conclusion moves.

1b · Purpose Before Performance

C1 · FAQ + BOUNDARY

CHECK	QUESTION THAT EARNS ANALYSIS
Purpose	What outcome is valued, and by whom?
Coordination	Which decisions, relationships and structures carry the work?
Interests	Where do cooperation and competing interests coexist?
Evidence	Which observation supports the claim?
Boundary	Which output, time horizon and displaced cost remain visible?

Planning, organising, leading and controlling overlap in practice. Treat them as linked activities rather than a one-way sequence: feedback from control can reopen planning; a resource arrangement can change what leadership can achieve; a relationship problem can require redesign of structure.

For retrieval, connect *management* → *organisation* → *coordination*, then work one changed case. If a second stakeholder values a different outcome, the evaluation may narrow or reverse even though the observed operational result stays the same.

COUNTER-CASE DISCIPLINE

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Change the purpose-linked fact only → hold unrelated conditions stable → retrace the affected explanation → report what survives.
```

A conclusion may remain, narrow or reverse. State which outcome moved, which evidence caused the revision and what remains supported. That is the transfer test.



Organisation combines coordinated activity with interests that may value performance differently.

Decision rule: do not call a result "good management" until the answer states the selected purpose. A throughput gain, morale change or new rule is *evidence*; the evaluation still depends on purpose and stakeholders.

BOUNDARY SENTENCE

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"This supports the claim for [chosen output] over [time horizon], but not if [displaced cost / different stakeholder purpose] controls."
```

EXAM USE *When a case celebrates one performance number, surface the hidden purpose, the stakeholder whose outcome counts and the cost moved elsewhere.*

2 · Efficiency ≠ Effectiveness

C2 · GLOSSARY + FAQ

Efficiency = relationship between **resources used** and **outputs produced**. *Effectiveness* = extent to which selected objectives or valued outcomes are achieved.

CORE COMPARISON

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Efficiency asks "output for resources?"
Effectiveness asks "did the valued outcome occur?"
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Effectiveness · valued outcome

Efficiency · resource/output

Displaced costs

A performance claim is incomplete until output, horizon and displaced costs are explicit.

OBSERVED MOVE	WHAT FOLLOWS?
Less input; same output	Efficiency may rise; test quality and purpose before judging effectiveness.
More cases/hour; more errors	Throughput improves while a valued outcome may worsen.
Short-run saving; turnover later	Time horizon changes the performance judgement.
Cost leaves one group	Check whether it was displaced to another stakeholder.

Efficiency can rise while effectiveness falls when saving resources weakens quality, adaptability or the outcome that matters.

EXAM USE *Never infer effectiveness from an efficiency number. Name the objective, quality indicator, horizon and stakeholder before concluding.*

2b · Performance Claim Test

C1–2 · SHARED LIMIT

FOUR-PART CHECK

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Output chosen → resources counted → valued outcome tested → displaced cost located.
```

WEAK	"The redesign performed better."
STRONGER	"Cases/hour rose, but errors and turnover weaken effectiveness for service quality and employees over the longer horizon."

Evidence test: identify the condition under which the efficiency or effectiveness claim changes and explain why that change matters. A second number is useful only if it can challenge the preferred account.

Stakeholder test: organisations combine cooperation with competing interests. State who receives the output, who supplies the resources, who bears errors or turnover, and whether the apparent gain moves rather than removes a cost.

3 · Historical Schools

C3 · DEFINITIONS

LENS	SEES / CONTRIBUTES	LIMIT TO TEST
Scientific management	Analyses and standardises tasks; makes work methods visible and comparable.	May narrow discretion and treat contested standards as technical facts.
Bureaucracy	Formal roles, hierarchy, rules, records and impersonal authority; can protect consistency and due process.	Hierarchy and procedural rigidity may delay local response.
Human relations	Social needs, informal groups, group relations and employee attitudes.	May understate structural conflict or use participation instrumentally.
Contingency	Compares fit with environmental, technological and human conditions.	Still needs criteria for what counts as "good fit".

Scientific management | Bureaucracy | Human relations

assumption · value/limit · fit

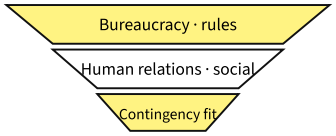
Historical theories are analytical lenses, not complete packages or automatic justifications.

COMPARISON SENTENCE

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"[Lens A] explains [observed practice] through [assumption/mechanism], while [Lens B] exposes [different feature]; neither alone establishes [bounded consequence]."
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3b · Fit, Not a Winner

C3 · CONTINGENCY



Contingency asks which conditions make a practice more or less appropriate; it does not erase evaluation criteria.

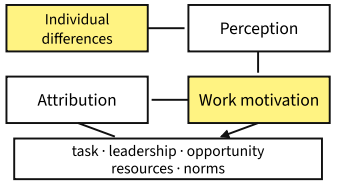
EXAM USE *Identify the school from concrete practices, then show what the lens reveals, what it obscures and which contextual fact could revise the recommendation.*

COMPARE ON	SCIENTIFIC / BUREAUCRATIC	HUMAN-RELATIONS / CONTINGENCY
Work	Task analysis, standardisation, formal roles and records.	Social needs, informal groups and context-sensitive fit.

4 · People, Perception, Motivation

C4 · GLOSSARY + RELATIONS

CONCEPT	DEFINITION	DO NOT COLLAPSE INTO
Individual difference	Enduring or situational variation in traits, capabilities, values or experience.	A deterministic prediction of behaviour.
Perception	Selection and interpretation of sensory and social information into a meaningful account.	The fact itself.
Attribution	Explanation assigning behaviour to personal or situational causes.	An observation.
Work motivation	Direction, intensity and persistence of effort toward work goals.	A single generic incentive claim.



Behaviour is probabilistic: individual differences interact with task demands, leadership, opportunity and norms.

Attribution error: overemphasising personal causes for others while overlooking constraints, information and incentives in the situation.

REFRAME A PERSON-ONLY CLAIM

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Observed behaviour → selected interpretation → personal/situational attribution → test opportunity, resources, expectations and measurement.
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4b · Evidence That Can Revise

C4 · FAQ

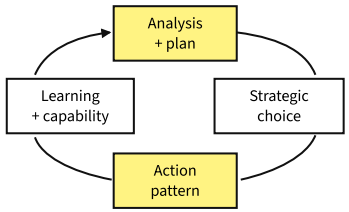
IF YOU SEE	SEEK
"Unmotivated" after one miss	Task change, late information, opportunity and measurement.
Trait predicts behaviour	Leadership, task demand and organisational norm.
Manager's interpretation	Disconfirming evidence and other perspectives.
One incentive solution	Which motivation question—needs, expectancy, fairness or goals—is actually at issue?

EXAM USE *Define the concept, then test whether the facts warrant a personal cause or whether the situation changes the inference.*

5 · Strategy as Choice + Learning

C5 · TOPIC MAP

CONCEPT	ANALYTICAL JOB	BOUNDARY
Strategic planning	Formal analysis, direction and coordination of intended action.	Plan = intention, not proof of fit, implementation or advantage.
Strategic choice	Commit among alternatives; allocate resources and accept trade-offs.	Show what is not pursued as well as what is supported.
Emergent strategy	Pattern visible through decisions and learning, not wholly prior planning.	Observed drift is not automatically learning.
Strategic capability	Capacity helping create and sustain a valued way of competing or serving.	Claims need observed patterns and outcomes.



Planning can coordinate assumptions; actual decisions reveal patterns that must be interpreted for learning.

Environmental tools organise attention but do not rank issues automatically. Evidence and strategic relevance determine which factors matter.

STRATEGY TEST

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What is intended? → what trade-off commits resources? → what pattern is realised? → what capability or learning does evidence support?
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5b · Intended vs Realised

C5 · FAQ + BOUNDARY

EVIDENCE	PERMITS	DOES NOT YET PERMIT
Detailed three-year plan	Claim of intended direction.	Fit, implementation or advantage.
Repeated operational choices	Claim of an emergent pattern.	Celebrating drift as learning.
Changing customer behaviour	Reason to revisit assumptions.	Automatic ranking without relevance evidence.
Internal capability change	Test feasibility and strategic fit.	A universal recommendation.

EXAM USE *Separate planning from certainty. A strong answer compares intended action with observed decisions and states the trade-off the organisation accepts.*

WORK1004 Foundations of Management · Drills & Worked Applications

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SIDE 2/2 SELF-TEST · FOUR WORKED APPLICATIONS · IF X → Y CARDS · CLASSIC TRAPS · EXAM-MORNING PLAN

ANSWER PATH, NOT SCRIPT

Change one fact · trace the first inference that moves · preserve the boundary

6 · Universal Answer Frame

ALL CHAPTERS · STUDY STRATEGY

Define → Observe → Relate → Change → Bound

define → observe → relate
change fact → trace consequence
bound event + timescale

Every worked answer keeps object, evidence, mechanism and conclusion on the same evidence boundary.

MOVE	SENTENCE JOB	CHECK
1 Define	Use the source meaning, not a loose synonym.	What is the analytical object?
2 Observe	Name the exact case fact representing it.	Observation, not label?
3 Relate	Explain mechanism, tension or contrast.	Why does the fact matter?
4 Change	Alter one controlling fact; keep others stable.	What inference moves first?
5 Bound	Report only the strongest claim that survives.	Purpose, horizon, evidence?

COMPACT PARAGRAPH

"[Concept] means … . Here, [fact] represents it because … . However, if [one changed condition], then [first consequence]. Therefore [bounded conclusion], while [limit] remains."

SELF-TEST *Cover the table. Rebuild the five moves aloud, then apply them to a case with one changed fact.*

6b · Judgement Cards

FAQ · TRANSFER

IF YOU SEE X	DO Y
A label without facts	Define; point to the observation that earns the label.
Two descriptions only	Add a mechanism, counter-source, changed case or limiting condition.
Universal recommendation	State population, event, timescale, record or design boundary.
Changed case	Hold unrelated conditions stable and trace the first consequence.

Retrieval drill: reconstruct the starting concept, relation and limit, then introduce a credible counter-case. If no inference could change, it is only another description.

Transfer drill: move the same starting concept to a second organisational situation while changing the relation carrying the inference. Compare what survives and name the evidence responsible. A useful answer never ends with an unbounded recommendation template.

7 · Worked 1: Service Centre

C1–2 · WORKED EXAMPLE

Case. Staffing falls and cases/hour rise, but errors and employee turnover rise. Evaluate efficiency, effectiveness and stakeholder purpose before redesigning work.

Effectiveness · quality / purpose

Efficiency · cases/resources

Errors + turnover

Rising throughput may coexist with falling effectiveness and displaced costs.

ANSWER PATH	APPLICATION
Define	Efficiency relates resources to output; effectiveness tests valued outcomes.
Evidence	Fewer staff and more cases/hour support an efficiency claim.
Tension	Errors weaken service quality; turnover places cost on employees and future capability.
Changed fact	If accuracy stayed stable and turnover did not rise, the effectiveness objection would narrow.
Boundary	Judge only after naming output, time horizon, stakeholder purpose and displaced costs.

MODEL CONCLUSION

The redesign may be more efficient on short-run throughput, but it is not shown effective for service quality or employee outcomes. Any recommendation must disclose whose purpose it privileges and test errors and turnover over the relevant horizon.

TRAP *"More cases/hour = better management" skips purpose, quality, stakeholders and time.*

7b · Quick Variations

C2 · CHANGE ONE FACT

CHANGE	FIRST INFERENCE TO MOVE
Errors fall too	Evidence for effectiveness strengthens.
Turnover appears after a year	Short horizon becomes inadequate.
Customers value speed over accuracy	Purpose changes; costs still require disclosure.
Adaptability weakens	Effectiveness may fall despite the resource saving.

Three-part self-mark: (1) define the starting object and point to its evidence; (2) trace the efficiency/effectiveness relation and test one counter-case; (3) state the conclusion with its purpose, horizon and displaced-cost boundary.

8 · Worked 2: Warehouse

C3 · WORKED EXAMPLE

Case. A warehouse introduces detailed scripts and monitoring, then employee discussion groups when morale falls. Analyse both moves through historical schools and propose a context-sensitive alternative.

Task standards | Rules + records | Social needs | Context fit

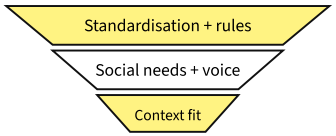
practice → lens → value/limit → fit

Scripts, monitoring and discussion groups can be read through distinct historical assumptions.

MOVE	APPLICATION
Scientific management	Scripts and monitoring analyse and standardise tasks; comparability and control increase.
Limit	Discretion narrows; the chosen standard may be contested rather than purely technical.
Bureaucracy	Rules and records can support consistency and due process but may delay local response.
Human relations	Discussion groups recognise social needs and attitudes; participation may still be instrumental.
Contingency	Compare fit with task, technology, people and environment; specify what counts as good fit.

MODEL CONCLUSION

Retain standardisation where consistency matters, but do not treat it as universally superior. A context-sensitive alternative identifies where local discretion is needed and whether employee participation can change decisions rather than only morale.



Do not name a "best school"; identify fit, contribution and limit in the stated conditions.

8b · History Traps

C3 · BOUNDARY

TRAP	REPAIR
Label from one keyword	Connect practice to its underlying assumption.
Later school "replaces" earlier	Compare what each reveals and obscures.
Contingency means anything goes	Name conditions and criteria for fit.

9 · Worked 3: Missed Target

C4 · WORKED EXAMPLE

Case. A manager calls an employee unmotivated after a missed target, although the task changed and information arrived late. Reframe through perception, attribution, individual differences and motivation.

CASE SIGNAL	REASONING MOVE
Missed target	Treat as an observation, not a motive or trait.
"Unmotivated"	Identify the selected interpretation and personal attribution.
Task changed	Test whether altered demands changed the opportunity to perform.
Information arrived late	Add a situational cause before preferring a personal one.
Repeated effort evidence	Only then assess direction, intensity and persistence.

ANSWER PATH	APPLICATION
Observe	One target was missed; this does not by itself establish low motivation or a stable trait.
Perception	The manager selects and interprets the miss; seek disconfirming evidence and other perspectives.
Attribution	"Unmotivated" favours a personal cause while task change and late information supply situational causes.
Individual difference	Traits, values and capabilities may matter probabilistically, interacting with demands and opportunity.
Motivation	Assess direction, intensity and persistence of effort; do not merge needs, expectancy, fairness and goals.

MODEL CONCLUSION

The available evidence does not isolate a motivation deficit. Reassess the task, information, expectations, resources and measure before attributing the miss to the person.

CHANGED FACT *If the task and information were stable and repeated evidence showed declining direction, intensity and persistence, a motivation inference would strengthen—still within the observed context.*

9b · Person-Only Trap Grid

C4 · CLASSIC TRAPS

Observed personal trait / capability	Observed situational task / information
Interpreted only seek other views disconfirm	Interaction person × opportunity × norms

Do not let an interpretation masquerade as an observed cause.

10 · Worked 4: Three-Year Plan

C5 · WORKED EXAMPLE

Case. A company has a detailed three-year plan while customer behaviour and internal capability are changing. Separate useful planning from false certainty and identify strategic learning in actual decisions.

SEQUENCE	EVIDENCE QUESTION	LIMIT
Plan	What assumptions and intended direction are stated?	Intention only.
Choice	What alternative is rejected and what resources move?	Commitment, not result.
Pattern	What do repeated actual decisions reveal?	Emergence may be drift.
Learning	How is the pattern interpreted against changed conditions?	Needs revised action.
Capability	Which capacity is supported by observed outcomes?	No universal transfer.

ANSWER PATH	APPLICATION
Planning	The formal process can organise analysis, direction and intended coordination.
False certainty	A detailed plan is evidence of intention only—not fit, implementation or realised advantage.
Choice	Identify which alternatives are rejected, which resources are committed and which trade-offs are accepted.
Emergence	Repeated actual decisions reveal a pattern; the pattern may differ from the plan.
Learning/capability	Interpret the pattern against customer change and internal capacity; do not celebrate drift.

MODEL CONCLUSION

Keep planning as a process for dialogue and coordination, but revise assumptions as customer behaviour and capability change. Strategic learning is shown by interpreted patterns and changed choices, not by plan detail alone.

CHANGED FACT *If customer behaviour and capability remain stable and implementation outcomes support the plan, the false-certainty objection narrows; it still does not follow from the document alone.*

10b · Strategy Judgement Cards

C5 · RELATIONS

IF YOU SEE X	DO Y
Environmental list	Rank by evidence and strategic relevance, not presence.
"Strategic" initiative	Ask what is not pursued and what resource commitment follows.

11 · Classic Traps → Repairs

C1–5 · BOUNDARIES

CLASSIC TRAP	REPAIR MOVE
Management sits only with formal title-holders.	Locate decisions, relationships and structures carrying coordination.
Efficiency and effectiveness are synonyms.	Separate resource/output relation from valued-outcome achievement.
One performance metric settles the judgement.	Name output, horizon, displaced cost and stakeholder purpose.
A historical school explains every consequence.	Treat it as a lens; compare contribution, assumption and limit.
Contingency means no standards.	Specify conditions and criteria for good fit.
Individual difference determines behaviour.	State probabilistic influence and interaction with context.
Perception equals fact.	Seek disconfirming evidence and other perspectives.
A missed target proves low motivation.	Test opportunity, resources, expectations and measurement.
Motivation theories are one incentive claim.	Separate needs, expectancy, fairness and goals.
A plan proves strategy worked.	Compare intention, choices, realised patterns and outcomes.
Emergence means useful learning.	Interpret the pattern; do not celebrate drift.
A recommendation applies everywhere.	Keep the conclusion inside its evidence boundary.



Return to the relation: who coordinates what, toward which purpose, through which structure?

12 · Exam-Morning Plan

COURSE STUDY STRATEGY

PASS	ACTION	OUTPUT
1 Terms	Recite each definition without notes.	One clean sentence each.
2 Relations	For each topic, state the core tension.	Efficiency/effectiveness; lens/limit; person/context; plan/pattern.
3 Cases	Run the four examples through define–observe–relate–change–bound.	One paragraph each.
4 Counter-case	Change exactly one controlling fact.	First inference that moves.
5 Boundary	Audit purpose, evidence, population/event, horizon and displaced cost.	Strongest supported conclusion.

Check your exam instructions on the LMS for what you may bring; use this sheet to revise and self-test.
Semester 2 formal examination period, from 16 November 2026 (the Exams Office publishes the exact date).