UNSW Business School

School of Management

MGMT2102
Managing Across Cultures

Course Outline
Semester 1, 2017

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

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PART A: COURSE-SPECIFIC INFORMATION

1   STAFF CONTACT DETAILS

Lecturer-in-charge: Varina Michaels
Room 564M
Email: v.michaels@unsw.edu.au
Consultation Times – By appointment only.

A full list of tutors will be posted on Course Website.

Outside of lectures or tutorials, please contact your tutors **via email** with questions or to arrange a consultation time. Students must also subscribe to the 'Questions' forum on Moodle and may post questions in this forum to be addressed.

2   COURSE DETAILS

2.1   Teaching Times and Locations

Lectures start in Week 1(to Week 12) and tutorials start in Week 2 (to Week 13). The Groups and Times are:

LECTURE	DAY	TIME	LOCATION
A	Wednesday	4 – 6pm	CLB 8
TUTORIAL	DAY	TIME	LOCATION
M10A	Monday	10 am	Gold G02
M12A	Monday	12 pm	AinswthG01
M13A	Monday	1 pm	AinswthG01
M14A	Monday	2 pm	AinswthG01
T09A	Tuesday	9 am	TETB G16
T10A	Tuesday	10 am	TETB G16

Further tutorials may be added in line with enrolments and these details will be updated on Moodle.

2.2   Units of Credit

The course is worth 6 units of credit.

2.3   Summary of Course

MGMT2102 is designed to help students develop knowledge, skills and approaches to managing across borders and cultures. Initially, it delineates the complexity of 'culture' as a concept. It then looks at a range of enterprises throughout the developed and developing world, as well as the way newcomers to the global stage manage strategic and interpersonal aspects of the move from the domestic environment. The focus is on the behaviour of those whose reach is both international and cross cultural in character - these days a volatile sphere, thanks to changes in information technology.

MGMT2102 describes what students will need in managing people and designing strategies that work in an international and cross-cultural context, including how to lead cross-cultural teams, as well as managing any day-to-day operations.

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2.4 Course Aims and Relationship to Other Courses

MGMT2102 is designed to provide students with better approaches to managing in a cross-cultural context. It will advance students' skills by setting standards for effective practice and by adding substantially to their knowledge of cross-cultural management as part of a global environment. Ultimately, it will strengthen student's performance by calling on their own behavioural reflection. It is a chance to forge a stronger professional presence.

Students will experience a small overlap with other subjects such as MGMT1101-Global Business Environment, MGMT2101-International Business and Multinational Operations; however the focus of MGMT2102 will be directed at cultural business behaviour and management. Courses such as MGMT1001-Managing Organisations & People, MGMT1002-Managing Organisational Behaviour and MGMT2002-Managing Business Communication provide an excellent setting of introductory information where MGMT2102 will give greater expansion. Other subjects where there may be a small overlap include MGMT2105-East Asian Business Enterprise, MGMT3102-Asia Pacific Business, and STRE3101-International Business Strategy.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: **Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style   and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

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You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and /or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following learning goals for all Business undergraduate coursework students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	Identify major cultural characteristics, including communication styles that	• Active participation/ reflection

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		characterize regions, nations, communities, organizations, groups and individuals	• Case study proposal • Mid-semester exam
2	Critical thinking and problem solving	The ability to identify and analyse cultures and then present a range of cultural arguments concerning the need for culturally sensitive and socially responsible behaviour in business	• Active participation/ reflection • Case study proposal • Final exam
3a	Written communication	Construct written work which is logically and professionally presented and presents a persuasive argument	• Case study proposal • Final exam
3b	Oral communication	Communicate ideas in a succinct and clear manner	• Case study presentation • Peer reviewed presentation • Active participation
4	Teamwork	Work cohesively within a cross-cultural team	• Case study presentation • Peer reviewed presentation
5a.	Ethical, social and environmental responsibility	Present a range of cultural arguments concerning the need for social responsibility and ethical behaviour in business	• Active participation/ reflection • Final exam
5b.	Social and cultural awareness	Understand the major culture-based challenges faced by international managers (political, legal, economic and technological)	• Active participation/ reflection • Case study proposal • Mid-semester exam • Final exam • Case study presentation • Peer reviewed presentation.

3   LEARNING AND TEACHING ACTIVITIES

3.1   Approach to Learning and Teaching in the Course

The teaching approach adopted in this course is based on my belief that an instructor cannot force students to learn, but can and has the responsibility to create an

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environment in which learning can take place. Based on principles of adult learning, I believe long-lasting learning comes from applying knowledge to real life situations. I create such opportunities in class by using case studies, assignments related to real events, along with discussions and reflection on your own work and life experience. Consequently, your participation and contributions are essential. While it is my job to provide theoretical knowledge specific to the subject, I expect you to contribute to the learning process by critically evaluating the information presented and by relating the concepts discussed in class to your own knowledge and experience. In order to succeed in this course, you must be an active and prepared participant in both lectures and tutorials.

3.2 Learning Activities and Teaching Strategies

The methodology combines lectures, tutorial exercises, group work, personal reflection and research. Assignments and reflections comprise a core of data that records your understanding of the unit as it develops and changes over the term. Some learning will be from peers. Students are expected to offer their own cultural background as a resource.

The variety of teaching strategies adopted in this class takes into account the fact that different people have different learning styles. This is why the class format includes:

Lecture (2 hours/week) focuses on presenting theoretical concepts, supported by exercises, cases, and discussions.

Tutorials (1 hour/week), includes case studies, and individual or group tasks which will call upon and stimulate your research skills, self-reflection, and ability to work with others, along with oral and written communication skills. A detailed course schedule is attached.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Peer reviewed presentation (team based)	5%	10 minutes	Week 3, 4 or 5
Case study proposal	20%	1000 words	Week 7
Case study presentation (team based)	15%	20 minutes	TBA
Mid-semester exam	20%	1.5 hours	Week 6 in lecture
Final exam	20%	1.5 hours	Week 12 in lecture

Active participation/ reflection	20%	Ongoing, plus 4 written reflections	Ongoing, Reflections due in Weeks 3, 5, 8 and 10
Total	100%		

Overall grade scale: Based on 100 points
HD 85-100
DN 75-84
CR 65-74
PS 50-64
FL <50

INSTRUCTIONS FOR TEAM BASED ASSESSMENTS

Students can choose who to work with for their team based assessments (case study presentation and peer reviewed presentation) however they are strongly advised to form teams with at least two different nationalities (if you do not have a diverse team it will be very difficult to complete your reflection exercises). There must be 6 teams in each tutorial consisting of no more than five people.

Peer reviewed presentation (team exercise) 5%

The purpose of this assessment is to build your cultural knowledge as well as your oral communication skills and ability to work in a team. Each team will be assigned (by your tutor) one of the cultural dimensions listed below. Your team will then make comparisons via these dimensions with two very different countries (the countries will be the team's choice and should be contrasting against the given dimension). The task is to help prepare your peers for an expatriate post from one country to the other. Your team will decide which the 'home' country is and which the 'host' country is. It is your job to enlighten your peers on what to expect and how to behave in their new environment.

You may choose any country, except your own country, those covered in the case studies (Chine, Australia, Fiji, Korea and the United Kingdom) and any country already chosen by another team in your tutorial group.

Your presentation should be no longer than 10 minutes (you will be timed!) and include slides which must be uploaded to Moodle ReView before you start (penalties will apply to late entries). Please feel free to use other creative media (e.g. video clips, music, pictures, and any other artefacts). Have fun with this presentation! But make sure you include:
- An explanation of the dimensions and key concepts
- How the countries differ on these dimensions
- An interactive and original delivery style that engages your audience.

Your peers will be asked to evaluate your presentation via the ReView system by your **tutorial in Week 6**. You will be assessed on the following:
- How helpful the presentation was in understanding how to adapt to the host culture from the home culture
- How engaging the presentation was including whether it was creative, interactive and timely.

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Groups:
1. Week 3. Hofstede's masculinity index and how this would help an expatriate motivate and give feedback
2. Week 3. Hofstede's long-term versus short-term and how this will help an expatriate negotiate
3. Week 4. Hall's high versus low context and how this will help an expatriate communicate
4. Week 4. Hofstede's uncertainty avoidance and how it would help an expatriate instigate change
5. Week 5. Trompenaars' specific versus diffuse and how this will help an expatriate understand a new environment
6. Week 5. Trompenaars' internal versus external locus of control and how it would help an expatriate who is faced with the needs of an indigenous community.

Case studies:

In the same teams as the peer reviewed presentation, please select one of the following case studies for analysis. All case studies must be covered and will be allocated on a first come, first served basis. You will then be required to do the individual case analysis proposal and the team-based case study presentation with the assigned case. The purpose of the case study assessments are to apply your learning to real world scenarios both individually and as part of a team. They aim to develop your critical thinking, problem solving and communication skills.

1. Budde-Sung, A. 2013. Dilemmas in working across cultures: Arun in a conundrum. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business.* Melbourne Cambridge University Press.
2. Rivers, C. 2013. Walking the blurry line in China: Negotiating deals and staying out of jail In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business* 15-25. Melbourne Cambridge University Press
3. Hang, Z, Wenjiang, C., Xing, S., & Ziwei, W. 2013. Taobao vs. eBay: The fight between a local nobody and a global giant. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business.* Melbourne Cambridge University Press.
4. Qin, C., Ramburuth, P., & Wang, Y. 2013. John Parker's expatriate experiences in China In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business* 137-144. Melbourne Cambridge University Press
5. Gaunt, S. A., & Caprar, D. V. 2013. Losing touch with the context: The story of Ravinaki Resort in Fiji. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business* 37-46. Melbourne Cambridge University Press
6. Ruwhiu, D., & Elkin, G. 2013. Quality through culture: Organizational development at new American ice cream. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), *Asia - Pacific Business Cases Dynamics of International Business.* Melbourne Cambridge University Press

Case analysis proposal (individual task) 20%

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Place yourself in the position of an external consultant who has researched the case. Write a proposal of no more than 1000 words outlining what you consider to be the key cultural management issues covered in your case study. Your proposal must cover the following:

- A summary outlining your understanding of the case study and highlighting the key stakeholders
- Analysis using theories covered in lectures, tutorials, readings, and other relevant information including key data from the case study and other relevant recent events. It is important that theory is related directly to case-study examples
- Key commercial learnings that should be adopted by another organization embarking on a similar venture.

You will also be marked on your ability to:

- Structure your proposal correctly
- Use proficient business style English
- Correctly reference your work.

This exercise must be conducted individually and submitted as a 'Microsoft Word document' on Turnitin in Moodle before lecture time in week 7. Please use single spacing and use no less than 11pt font size. Finally, please ensure you include a Harvard style reference list (this is additional to your 1000 word limit) and Harvard style in text referencing.

Case Study Proposal Marking Criteria

Criteria:	FL	PS	CR	DS	HD
A summary outlining your understanding of the case study (5%)					
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (5%)					
Organizational and managerial learnings that should be adopted by another organization embarking on a similar venture (5%)					
Referencing, quality of writing and structure of proposal (5%)					

Case analysis presentation (team task) 15%

In the same teams as the peer reviewed presentation, prepare and deliver a 20-minute presentation in your tutorial using PowerPoint on what you consider the cultural management issues covered in your case study.

Your presentation should include the following:

- A summary outlining your understanding of the case study and highlighting the key stakeholders

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- Analysis using theories covered in lectures, tutorials, readings, and other relevant information including key data from the case study and other revenant recent events. It is important that theory is related directly to case-study examples
- Key organizational and managerial learnings that should be adopted by another organization embarking on a similar venture.

You will also be marked on your ability to:

- Hold your audience's attention via an engaging and well-structured presentation
- Answer questions.

Case Study Presentation Marking Criteria

Criteria:	FL	PS	CR	DS	HD
A summary outlining your understanding of the case study (3%)					
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (3%)					
Organisational and managerial learnings that should be adopted by another organization embarking on a similar venture (3%)					
The team's ability to hold their audience's attention via an engaging and well-structured presentation (3%)					
Ability to answer questions (3%)					

Active participation/ reflection 20%

12% of this mark will be gained for attendance, conduct and active participation in lectures and tutorials. The purpose of this assessment task is to ensure that all students maximise their learning through active participation in the course and reflection on what they have learned and how it may be applied. The following factors will be taken into consideration in determining the final grade:

- Tutorial and lecture contribution and conduct
- Cooperation in forming a culturally diverse team
- The ability to successfully work in a culturally diverse team
- Giving appropriate feedback to other teams for the peer-reviewed presentations (Weeks 3, 4 and 5)
- Due-diligence in preparing for tutorials and lectures including studying the required reading or specified case study.

The remaining 8% will be gained from the submission of 4 reflection papers due before your tutorial in Weeks 3, 5, 8 and 10. These reflection papers must not exceed more than 300 words each. Each paper must outline a personal scenario, an explanation of how it relates to something covered by the course and what you would do differently next time as a result of your learning in this course. 2% of the marks will be allocated for each paper submitted, which must be submitted as a 'Microsoft Word document' on Turnitin in Moodle.

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Mid-semester exam 20%

This exam will be 1.5 hours long and will consist of 40 multiple choice questions (0.5% each). The purpose of the exam is to assess your understanding of the theoretical concepts discussed in lectures and tutorials preceding the exam and materials from the weekly readings.

Final exam 20%

This exam will be 1.5 hours long and consist of two short essay questions based on a case study. The purpose of this exam is to assess your ability to critically analyse a specific scenario and apply the knowledge that you have gained in the course. Further details will be provided before the exam.

4.3   Assignment Submission Procedure

All assignments must be submitted via Moodle by the deadline indicated in the descriptions above. Please ensure that you get a receipt for your submission and keep a copy of all work submitted for assessment. Your grades and feedback will be distributed via your online submission.

4.4   Late Submission

Late work will not be accepted in this class unless you have received permission prior to the due date from your lecturer or tutor. .

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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5   COURSE RESOURCES

The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

The textbook for this course is:

Deresky, H. (2016). *International Management: Managing Across Borders and Cultures, Text and Cases, Global Edition (9e).* USA: Pearson Higher Education.

This textbook will be available in the UNSW bookshop and as an eBook. Please see Moodle for details on how to purchase this as an eBook.

The cases for this course come from:

Ramburuth, P., Stringer, C., & Serapio, M. (2013). *Asia-Pacific Business Cases Dynamics of International Business.* Melbourne: Cambridge University Press.

The following websites are also useful sources:

- www.europa.eu European Union
- www.apecsec.org.sg Asia-Pacific Economic Cooperation
- www.austrade.gov.au Australian Trade Commission
- www.cia.gov/library/publications/the-world-factbook/index.html The World Fact book (CIA)
- www.geert-hofstede.com Hofstede's Cultural Dimensions
- www.ifg.org International Forum on Globalization.

Please also use academic journals as sources. Relevant academic journals include:

- Journal of International Business Studies
- Journal of World Business
- International Journal of Human Resource Management
- Academy of Management Journal
- Academy of Management Review
- Academy of Management Discoveries
- Journal of Management
- Human Resource Management.

6   COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses. We are always interested to hear student suggestions and believe such feedback can greatly enhance the course design, so welcome both formal and informal input throughout the semester.

7   COURSE SCHEDULE

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COURSE SCHEDULE			
Week	**Lecture Topic**	**Tutorial Topic & Assessments**	**Compulsory Readings**
Week 1 27 February	Introduction to the course	● Getting to know you & forming teams (please make sure you must attend)	● Textbook chapter 1
Week 2 6 March	Understanding culture	● How to write a proposal and a reflection	● Textbook chapter 3 ● Hofstede, G. (1994). The business of international business is culture. *International business review*, *3*(1), 1-14
Week 3 13 March	Developing a global management team	● Group 1 & 2 peer-reviewed presentations ● 1st reflection paper due	● Textbook chapter 10 pp. 413-433 ● Govindarajan, V., & Gupta, A. K. (2001). Building an effective global business team. *MIT Sloan Management Review*, *42*(4), 63
Week 4 20 March	Communicating & decision making across cultures	● Group 3 & 4 peer-reviewed presentations	● Textbook chapter 4 ● Adams, S. M. (1999). Settling cross-cultural disagreements begins with "where" not "how". *The Academy of Management Executive*, *13*(1), 109-110
Week 5 27 March	Negotiation & dealing with gifts & bribery	● Group 5 & 6 peer-reviewed presentations ● 2nd reflection paper due	● Textbook chapter 5 ● Sebenius, J. K. (2002). The hidden challenge of cross-border negotiations. *Harvard Business Review*, *80*(3), 76-85
Week 6 03 April	Mid-Semester Exam	● Negotiation game ● Peer reviews must be completed	
Week 7 10 April	Corporate social responsibility & ethical decision making	● Individual case proposal due	● Textbook chapter 2 ● Paine, L., Deshpande, R., Margolis, J. D., & Bettcher, K. E. (2005). Up to code: Does your company's conduct meet world-class standards?. *Harvard Business Review*, *83*(12), 122-133
Mid-semester break: Friday 14 – Saturday 22 April inclusive			
Week 8 24 April	Managing global mobility	*NO TUTORIALS* ● 3rd reflection paper due	● Textbook chapter 9 ● Gregersen, H. B., & Black, J. S. (1999). The right way to manage expats. *Harvard business review*, *77*(2), 52-59
Week 9 1 May	Culture & global business strategy	● Groups 1 & 2 case study presentations	● Textbook chapter 7 ● Read cases 1 & 2
Week 10 8 May	Motivating & leading	● Groups 3 & 4 case study presentations ● 4th reflection paper due	● Textbook chapter 11 ● Read cases 3 & 4
Week 11 15 May	Culturally intelligent manager	● Groups 5 & 6 case study presentations	● Read cases 5 & 6 ● Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business horizons*, *48*(6), 501-512

Week 12 22 May	Final Exam	● Review for final exam ● Feedback for the course	● McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith- a failure of analysis, *Human Relations*, 55(1), 89-118 ● Caprar, V. (2011). Foreign locals: A cautionary tale on the culture of MNC local employees, *Journal of International Business*, 42, 608-628

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
You will be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

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9   ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see:
https://student.unsw.edu.au/harvard-referencing

For the *Business School Harvard Referencing Guide*, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:
https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf
https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf
https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://safety.unsw.edu.au/.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

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11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment (**Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Business School Protocol on requests for Special Consideration for Final Exams:

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 50% (Pass Grade) and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate and postgraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each

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request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2017 are:

   Tuesday 11 July 2017   Exams for the School of Accounting, Marketing
   Wednesday 12 July 2017   Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies
   Thursday 13 July 2017   Exams for the School of Economics, Taxation and Business Law, Information Systems

   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time**.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:
http://www.business.unsw.edu.au/suppexamprotocol

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: edu@unsw.edu.au.
- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre**
  www.lc.unsw.edu.au

Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library services and facilities for students**
  https://www.library.unsw.edu.au/study/services-for-students
- **IT Service Centre:**
  https://www.it.unsw.edu.au/students/index.html
  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au
- **Disability Support Services**
  https://student.unsw.edu.au/disability
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au

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