UNSW Business School

School of Management

MGMT 2721
Managing People

Course Outline
Semester 2, 2017

Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:
- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:
https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies

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COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Chris Jackson
Room 566
Phone No: 9385 9715
Email: c.jackson@unsw.edu.au
Consultation Times – Please contact me by email to arrange a consultation. Please use your UNSW account, indicate the course that your query is about, your full name, and student number when sending me an email.

Tutor names

Position	Name	Email	Room	Phone
Tutor	Mr Graeme Taylor	Graeme.taylor@unsw.edu.au		

If you have questions about the course or assessment your first point of contact should be your tutor. Your tutor will escalate your question to the lecturer-in-charge if needed. When emailing your tutor please use your UNSW account, indicate the course that your query is about, your full name, and student number. Also, please do not expect an instant response from your tutor. Waiting three working days for an email response is a reasonable amount of time.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 and conclude in Week 12.
The Time and Location are: Thursday 10am - 12 pm, ChemSc M10

Tutorials start in Week 2 and conclude in Week 12. The Groups and Times are:

Tutorial Day and Time	Location
1. Thursday 12:00	Quad 1047
2. Thursday 13:00	Quad 1047
3. Thursday 14:00	Quad 1042

When enrolling in this course you will have signed up for a tutorial. You <u>must</u> attend this tutorial. You will need to <u>attend the same tutorial every week</u>. It is for your own benefit to stay with the same tutorial as you will get to know your tutor and classmates.

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

The course aims to introduce students to the principles of managing people, as outlined from the principles of organizational behaviour. At the same time, it subjects organizational behavior to critical examination, so that students should emerge from the course with 'practical' understanding of how to manage people, as well as being able to assess that practice critically.

2.4   Course Aims and Relationship to Other Courses

This course cannot be undertaken by UNSW Business School students who are majoring in Human Resource Management or Management.

It focuses on strategically leading a team in a rapidly changing environment to create maximum competitive advantage. Topics include: leadership and management, influencing the team, increasing team participation and commitment, the structure and design of organisations, entrepreneurism, systems thinking, and 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 students in the BS. 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').

BS 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.

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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 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.

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

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 BS undergraduate students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	Understand and discuss theories and research relevant to managing and implementing innovation and organisational change. Evaluate research papers on Managing People and use this information to solve applied organisational problems.	• Lecture quizzes • Assessments • Exam
2	Critical thinking and problem solving	Apply organisational change theories and approaches to help you understand real world organisational problems	• Tutorial exercises • Assessments • Exam
3a	Written communication	Construct written work which is logically and professionally presented.	• Exam • Assessments
3b	Oral communication	Communicate ideas in a succinct and clear manner.	• Pitch fest
4	Teamwork	Work collaboratively to complete a task.	• Pitch fest
5a.	Ethical, environmental and	Not specifically addressed in this course	Not specifically assessed.

	sustainability responsibility		
5b.	Social and cultural awareness	Not specifically addressed in this course	Not specifically assessed.

3 LEARNING AND TEACHING ACTIVITIES

Learning and teaching in this course will be based upon the principles of 'rigor and relevance'. 'Rigor' describes the validity of the content of this course. Implementing Managing People is more than 'common sense'. The frameworks, theories and facts taught in this course are rigorously researched by psychologists, sociologists, anthropologists, and also those with a business background. Utilising this rigorous research evidence for selecting and implementing the most appropriate structures, processes and people in organisations provides both organisations and employees with a critical competitive advantage and also ensures that employee well-being is maintained.

The theme of 'relevance' highlights the applied nature of the course. The assessment has been designed so that you need to analyse real world situations and apply the ideas and concepts discussed in the lectures and tutorials to understand these problems. To perform well in this course, you will need to integrate rigorous theories with practical solutions for workplace problems.

3.1 Approach to Learning and Teaching in the Course

The learning outcomes of this course are best achieved through active student participation and experiential learning (that is, learning by DOING). As such, the tutorials will be highly interactive and there is an expectation that you will come to class: a) having read any readings for the week **and** the tutorial material from the tutorial work book so that you can actively participate in exercises in class, and b) come prepared to participate in discussions by having completed the learning journal for each week. Active participation means asking relevant questions, expressing opinions, and engaging in learning activities.

The tutorial exercises have been designed to provide you with experience in conducting the types of analyses that you will be required to complete for the assignments. As such, active participation in the tutorials should enable you to develop an understanding of how to complete the assignments.

Managing People is strongly based in current academic research. As a result, you will be asked to read academic papers regularly throughout the course. These assignments are designed to develop your ability to critically review current academic thinking and to develop your in-depth knowledge of Managing People..

3.2 Learning Activities and Teaching Strategies

Learning and teaching in this course will be based upon lecture delivery, absorption of suggested reading material as well as interactive tutorial exercises and discussion. The lectures critically evaluate the core concepts and theories about Managing People. Specifically, lectures are designed to give you a 'head start' on understanding the readings. The tutorials are based

on a learning philosophy that sees engagement in activities and debates as vital precursors to greater understanding, retention and transfer of your learning. Getting away from 'passive' learning techniques, a large portion of the tutorial exercises will take place in groups.

Creating an open yet supportive environment in your tutorial will be important so you can test out your understanding of course concepts on your classmates and listen to their points of view. In turn these are skills that will be of value after you graduate in all aspects of your life.

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	Max Length	Due Date
Tutorial participation	5%	N/A	N/A
Review of positive and negative change agent skills	10%	3 pages	Day before the lecture Week 5
Group pitch	15%	5 mins	Tutorial Week 7
Case study: What should Eitel do?	20%	5 pages	Day before the lecture Week 12
Lecture quizzes	3 * 5% each (15% *)	Quizzes administered in three lectures throughout the semester without notice	May occur in any lecture throughout the semester
Final Exam	35%	2 hours	University Exam Period
Total	100%		

Turn-it-in

1. All assessments must be submitted as an electronic copy of your reviews to "Turn-it-in" via the course website prior to or on the day the assignment is due. Failure to submit via turn-it-in will mean that your assignment is not assessed. The deadline for submitting the assignment to turn-it-in is **11:59.PM on the day the assignment is due**.

PLEASE NOTE: If you have a submission problem, email your assignment to your tutor before the deadline. You will only have one chance to submit.

If there is more than 15-20% overlap between your assignment and other material as determined by Turn-it-in then you will be asked to explain why this is the case. As such, it would be appropriate to upload your assignment early so as to check that there are no issues before the due date. Also, while you are able to get immediate feedback the first time you submit your assignment to turn-it-in, after all other attempts to submit your assignment to this program you need to wait for 24 hours to receive feedback. As such, it is essential that you leave yourself sufficient time to submit your assignment more than once to the turn-it-in system.

Tutorial participation in this course: Class attendance is required and students are encouraged to contribute to class discussion. Participation is the key to a lively class.

Class participation such as the "pitch fest" provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen.

A total of 5% of the total class mark relates to attendance at tutorials. The mark will be allocated in proportion to your attendance according to the following:

Tutorial attendance	Total % of total class mark allocated
10	5%
9	4%
8	3%
7	2%
6	2%
5	2%
4	1%
3	1%
2	0%
1	0%

Lecture Quizzes
It is essential that students attend lectures so that they are familiar with the content of the course, which forms the basis of the activities that we complete in the tutorials. To ensure that students are engaging in a reflective learning process , three short quizzes will be administered throughout the semester in the lectures <u>without advance notice</u>. Each short quiz will be worth 5% each and may involve questions about any of the lecture content (including videos shown in the lectures) that have been presented in the course up the point the quiz is administered. Fifteen minutes will be allocated to complete each quiz in three different lectures throughout the semester.

Preparation for these quizzes will involve attending lectures, taking notes when listening so as to engage in **active learning** (which enhances recall and understanding of information), and ensuring that you ask questions if you do not understand any of the lecture content.
There is **no** opportunity to resit the quiz unless you have a medical certificate or you are on University business elsewhere (with a signed letter to support).

Quizzes are closed book and you must change your seating so that you can not copy the work of fellow students.

Criteria for written assessments

- All reports must be in double space 12 font with 2.5 cm margins.
- Reference list is extra but no appendices are allowed so that tables etc. must be within the page limit.
- Material presented above page limit will not be marked
- Evidence based writing with reference support is best

Assessment 1 – Review of positive and negative change agent skills

Due: Day before Lecture Week 5
Weight: 10%
Maximum length: 3 pages

The purpose of the review is for you to record recent work events in which you identify leaders acting in a change agent role behaving in a **positive** or **negative** way. Think about how they implemented the change. Choose events from your organisation which involves leaders attempting to change something, which can be analysed as to whether or not you perceived it as positive (*i.e. constructive, useful, functional*) or negative (*destructive, not useful or dysfunctional*). You may wish to further classify events as examples of either effective or ineffective change leadership, or both. You should determine if the events fit in with Kanter's (2005) framework for leaders who are making an intervention (which is Reading 1 of the Course Readings). If an event does not fit in with this classification, then add to the classification. Be clear about an event, analyse the event, and provide concise relevant details to support your arguments.

The review will provide you with the opportunity to consider and articulate ways of understanding skills of leaders. If pertinent, you should feel free to speak of personal experience and to discuss mistakes. Use made-up names and be objective as this is not the place to explore your feelings about work.

Your work can draw on concepts from Units 1 but may also include Units 2, 3 and 4 if necessary.

Try to choose events that have happened very recently, say in the past few weeks. The more recent the events, the more detail you will remember and the more salient the analysis will be.

Your work should be presented in essay style. It should have a coherent argument or set of points that you develop through the essay. Avoid heavy descriptions of events that have no conceptual analysis or application of relevant concepts.

Include details about the business such as size of organisation, size of team, nature of business, seniority of leader that the event(s) concern.

In terms of content, it is suggested that you include the following structure:

1) Introduction of the leadership skills identified by Kanter (1/2 page)
2) Examples of positive leadership skills displayed (1 page)

3) Examples of negative leadership skills (1 page)
4) Conclusions about Kanter's classification system (1/2 page)

Note: You will need to write concisely in order to cover all the important aspects of your personal action learning review within the strict limit of 3 pages. If you have no business experience, think of an alternative arena such as sports, club, society or even University as this will be equally acceptable. However, focus on the work context, if you possibly can.

Assessment 2: Group pitchfest

Due: In class as presentation in Tutorial Week 7
Weight: 15%
Assessment: Group – one presentation is produced per group and the same mark is awarded for all members of the group

Length: No more than 5 minutes

You will be assigned a group in Week 5 with the aim of producing a short business pitch for an entrepreneurial venture in Week 7. We recommend joining a group in which people have diverse career plans so that a range of interests and skills are represented. All members of the group will be expected to contribute to the plan and to the final presentation. You should prepare a maximum of 5 minute pitch of a business idea. Follow the guidelines presented in the tutorial in Week 5. Marks will be awarded according to the scoring guidelines presented in the tutorial.

All powerpoint slides must be submitted to turn-it-in.

Assessment 3: What should Eitel do?

Due: Day before lecture Week 12
Weight: 20%
Length: 5 pages

In Tutorial Week 8 you will be presented with a case. You will write a report about what Eitel should do next. You need to use the following case study in course readings which is available for download in Moodle:

Casciaro et al. Leading change at Simmons (A) 2005, Harvard Business Review.

Your report needs to show evidence of understanding of concepts across the whole course, i.e. not just one or two units. You also need to show your ability to integrate concepts, i.e. use more than one concept to analyse an issue or develop a strategy, and consider the links between the concepts. Your report should cover the following:

The issue (about 10% of the page count)

• The scope of your project and how you decided on it.

• Justification that the issue chosen is important for the organisation.

• Change roles in the organisation.

Identifying change (about 30% of the page count)

• Diagnoses of the current state of the organisation which identify the root cause(s) of the issue. Only use the information presented from the case

• A clear statement of the problem.

• A proposed solution which addresses the issue and problem statement.

• Assessment of readiness for change, and of the level of commitment necessary for the change.

In this section you should provide a balance between reporting on both the outcomes of your diagnoses and solution generation (content) and how you arrive at these outcomes (process).

Your implementation plan (about 40% of the page count)

• Clear action steps for implementing the strategy.

• How you will ensure the action steps are implemented, e.g. building readiness for change, change leadership, engagement strategies.

• Identification of obstacles to your implementation plan and how these might be overcome.

In this section you should also provide a balance between reporting on the practices/processes/structure, i.e. the content of the change(s), and the means of implementing them, i.e. the processes of achieving the change(s).

Change evaluation (we suggest this section contains 20% of the page count)

• What you expect the project to achieve, i.e. the intended outcomes of your change intervention. (This should be clearly related to the issue and problem statement identified earlier.)

• Processes and/or measures to evaluate the success of the plan.

• Processes for adjusting the strategy and implementation as the change initiative develops.

You should use concepts from across the whole course in making your diagnoses and developing your action steps, for example Theory E and Theory O (Beer and Nohria 2000), action research, systems thinking, organisational capabilities. You are not expected to use concepts from **every** unit. Only include them if they add value to your analyses and your project plan. However, using only the concepts, theories and frameworks from the early units of the course will limit your analysis. You need not bring in arguments from outside of the course (such as detailed financial analysis).

Exam
This will take the form of a 2.0 hour examination paper during the exam period and comprise 35% of your course grade. The purpose of the exam is to ensure you have a broad understanding of the theories that we cover in the course and the skills needed to effectively manage people. Thus, 30 of the questions will be multiple choice (each question will be worth half a mark). Material from all lectures is examinable. In addition, you also will be required to answer two short essay questions that may cover any of the lecture content covered in the course. Each short answer essay question will be worth 10 marks.

Grading

The table below sets out a detailed description of requirements in this course, consistent with the UNSW grading scheme.

Grade	Name	Range	Summary Description	Indicative Performance Criteria
HD	High Distinction	85-100%	Outstanding performance	Level above DN with consistent evidence of substantial originality and insight in identifying and generating competing arguments, perspectives, positions, or problem-solving; critical evaluation of problems/issues, solutions and implications; uses high level of communication above DN.
DN	Distinction	75-84%	Superior performance	Level above CR with frequent evidence of originality in defining and analysing problems/issues and creating solutions; uses level, style, and means of writing and communication appropriate for the discipline and reader.
CR	Credit	65-74%	Good performance	Demonstrates substantial understanding and application of fundamental concepts, and their application in contexts in the disciplinary area of study; develops and adapts convincing arguments and coherent justification; fluent communication of information, clear ideas in conventions of the discipline.
PS	Pass	50-64%	Acceptable level of performance	Demonstrates an adequate understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; develops routine arguments and applications with acceptable justification; adequate communication of information and ideas in conventions of the discipline.
FL	Fail	0-49%	Below acceptable standard of performance	Demonstrates clear deficiencies in understanding of fundamental knowledge and concepts, and their application; incomplete, inadequate or confusing arguments with little justification; poor communication of information and ideas. Or: Demonstrates a superficial, partial, or incorrect level of understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; presents undeveloped or unsupported arguments; communication of information and ideas inconsistent in conventional disciplinary terms.

4.3   Assessment Format

Details of the assessment format are included in section 4.2 above.

4.4   Assignment Submission Procedure

All assignments are to be submitted through turn-it-in with the assignment cover-sheet properly completed. Please keep a copy of **all** work submitted and keep your marked assignments until the course is completed.

4.5   Late Submission and Special Consideration and penalties

For information on Special Consideration please refer to the Business School's Course Outlines Policies webpage**.**

Submissions after the due date will incur a **10% penalty each day they are late**. No extensions granted except in the case of serious illness, misadventure, or bereavement which must be supported with documentary evidence (e.g., medical certificate).

Please note: you need to **APPLY FOR SPECIAL CONSIDERATION BEFORE THE DUE DATE FOR THE ASSIGNMENT.** If you fail to do so, then you place yourself in the position of potentially not being able to submit your assignment without incurring a late penalty. Also, **submission of a request for special consideration does not mean that this request will be granted**. As such, it is important to continue to work on the assignment while waiting to hear back regarding whether your application has been approved or not.

ALL APPLICATIONS FOR EXTENSIONS IN THIS COURSE SHOULD BE SUBMITTED TO THE LECTURER-IN CHARGE THROUGH MYUNSW.

 Requests for special consideration will not be accepted after three days past the assignment due date.

4.6   Protocol for viewing final exam scripts

The UNSW Business School has set a protocol under which students may view their final exam script. Please check the protocol here.

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

All the readings below can be downloaded from the course site on Moodle. You are strongly encouraged to download the readings.

1	Kanter, R. M. 2005, *Leadership for change: Enduring skills for change masters*, Harvard Business School, pp. 1–16.
2	Loehr, J. & Schwartz, T. 2001, 'The making of a corporate athlete', *Harvard Business Review*, vol. 79, no. 1, pp. 120–128.
3	Amason, A. C., Thompson, K. R., Hochwarter, W. A. & Harrison, A. W.

	1995, 'Conflict: an important dimension in successful management teams', *Organizational Dynamics,* vol. 24, no. 2, pp. 20–35.	
4	Nadler, D. & Nadler, M.B. 1998, 'Winning hearts and minds: overcoming the obstacles to change', *Champions of change: how CEOs and their companies are mastering the skills of radical change*, Jossey-Bass Publishers, San Francisco, pp. 83–108.	
5	Kotter, J. P. 2008, 'Deal with NoNos: Increasing true urgency and managing people who resist change', *A Sense of Urgency,* Harvard Business Press, Boston, Massachusetts, pp. 1–24.	
6	Nadler, D.A. & Tushman, M.L. 1990, 'Beyond the charismatic leader: leadership and organizational change', *California Management Review*, Winter, pp. 77–97.	
7	Pfeffer, J. & Sutton, R. I. 2006, 'Management half-truths and nonsense: how to practice evidence-based management'. *California Management Review*, vol. 48, no. 3, pp. 77–100.	
8	Beer, M. & Nohria, N. 2000, 'Cracking the code of change', *Harvard Business Review*, vol. 78, no. 3, pp. 1–9.	
9	Senge, P. 2006, 'The laws of the fifth discipline', *The Fifth Discipline,* Chapter 4, Random House, pp. 57–67.	
10	Alves, J., Narques, M. J., Saur, I. & Marques, P. 2007, 'Creativity and Innovation through multidisciplinary and multisectoral cooperation', *Journal compilation*, vol. 16, no. 1, pp. 27–34.	
11	Franken, A., Edwards, C. & Lambert, R. 2009, 'Executing Strategic Change: Understanding the Critical Management Elements that Lead to Success', *California Management Review*, Vol 51, No.3, pp. 49–73.	
12	Christensen, C. M. & Overdorf, M. 2000, 'Meeting the challenge of disruptive change'*, Harvard Business Review*, March–April, pp. 1–11.	

There is no prescribed textbook for this course and many books on organisational behaviour and management of change from the library will cover aspects of the course. Here are chapters somewhat related to the material in the lectures so think of these as reasonably useful supplementary readings but the lectures and the chapters are not designed to cover the same topics .. sometimes there is very little in the text books about things I will concentrate a lot on … I do not recommend buying these textbooks.

	McShane, S. & Travaglione, T. (2008) Organisational Behaviour on the pacific rim. Mcgraw-Hill. Chapters	Robbins, S & Judge, T. (2007).Organizational Behavior
1	17	1
2	2, 3, 4, 5	2,3,4,5,6,7,8
3	9, 10,11, 17	10,11,19
4	9,10, 11, 17	10, 11, 19
5	7, 17	19
6	14	13
7	3	19
8	6	7 (very obliquely)
9	15,16,17	16,17,18
10	15	16

11	16
12	

6   COURSE EVALUATION AND DEVELOPMENT

Your suggestions, comments and observations on the content, delivery, and assessment tasks are welcome. Each session 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 is one of the ways in which student evaluative feedback is gathered.

7   COURSE SCHEDULE
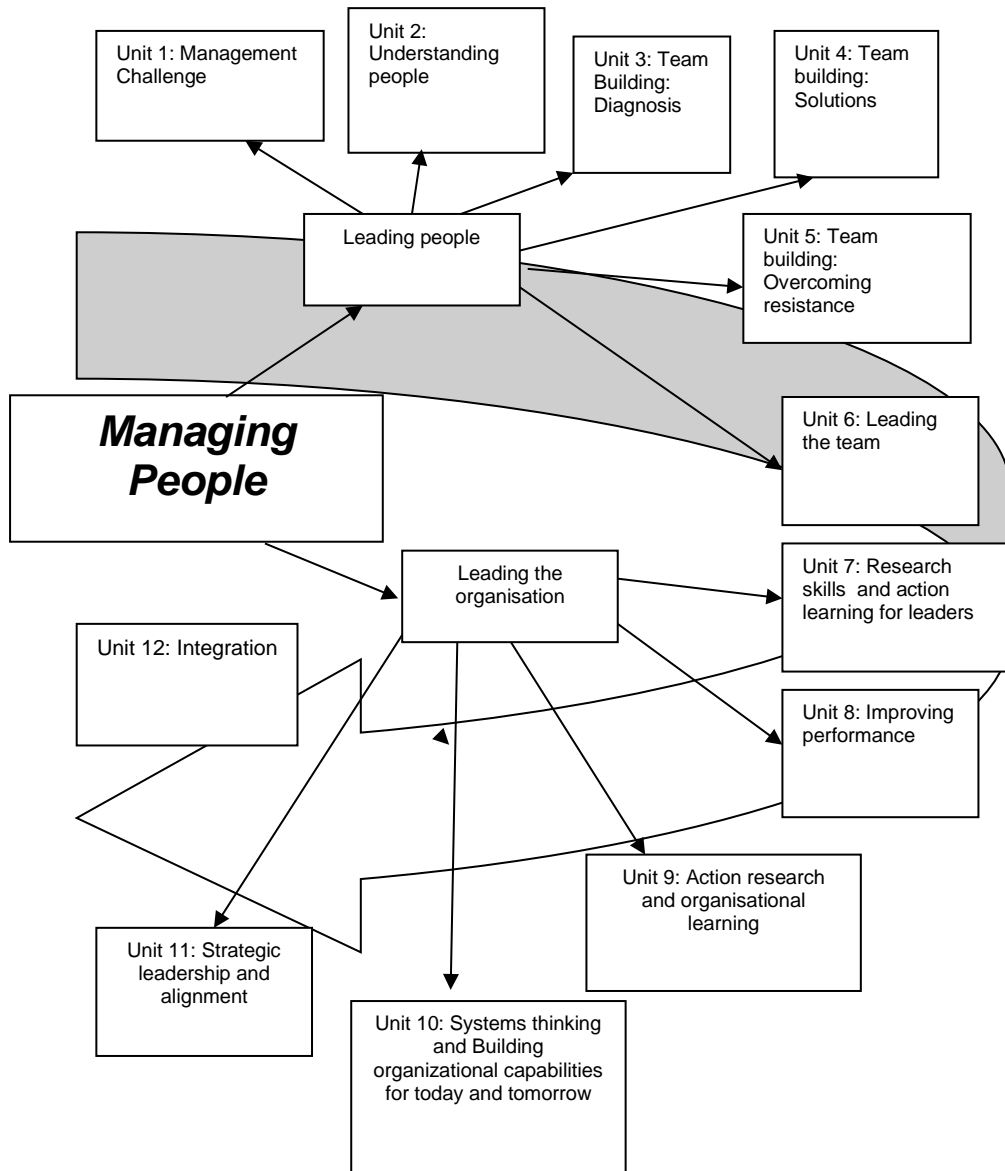
Week	Lecture Topic	Tutorial Topic	Assessments due
Week 1 27th July	Management Challenge and Skills	No tutorial	
Week 2 3rd August	Understanding people	Ethics, values and personality	
Week 3 10th August	Team Building: Diagnosis	Diagnosis	
Week 4 17th August	Team Building: Solution generation and implementation	Solution generation and implementation	
Week 5 24th August	Team building: Overcoming resistance Remaking a government giant	Planning your pitch	**Assessment 1: Your review of positive and negative change agent skills**
Week 6 31th August	Leadership	Case study: Pizza Hut Lead the team to change	
Week 7 7th September	Research Skills for leaders	Pitchfest	**Assessment 2: Group pitch-fest**
Week 8 14th September	Performance interventions	Different interventions reviewed Understand Simmons case	
Week 9 21th September	Action research and organisational learning	Describe your AR Review Course	
RECESS			
Week 10 5th October	Systems thinking and Organisational capabilities	Woolies, IBM, McDonalds, HP Your organisational capabilities	
Week 11 12th October	Strategy, Alignment & Organisational Design	Northcott Housing Estate	
Week 12 19th October	Review & Integration	SEMCO CATEI	**Assessment 3: Case study - What should Eitel @ Simmons do?**
			EXAM

Course leader Professor Chris Jackson

BSc (UK), MPhil (UK), PhD (UK)

Professor of Business Psychology, the School of Management in UNSW Business School, UNSW

Chris Jackson is a Professor of Business Psychology in the School of Management in UNSW Business School, UNSW. He is a registered Psychologist in Australia.

Chris has substantial international business experience. He has worked as a Management Consultant in the UK specialising in selection and development of people and has developed electronic learning systems for large corporations. He has also designed personnel selection systems and advised on the management of change in Australia. He also has substantial interest in the programming of expert systems which help advise on these processes.

These interests have continued in his research. Now Chris is very involved in understanding the processes underlying learning and personality from biological and cognitive perspectives. His research at the moment is on developing a hybrid model of learning which represents a new and compelling way of understanding personality in the workplace. He is currently developing an on-line psychological research laboratory for understanding these processes and how they relate to work performance.