



UNSW Business School

# School of Management

## **MGMT. 1002 Organisational Behaviour**

### **Course Outline Semester 1, 2017**

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

## Table of Contents

<b>PART A: COURSE-SPECIFIC INFORMATION</b>	<b>2</b>
<b>1 STAFF CONTACT DETAILS</b>	<b>2</b>
<b>2 COURSE DETAILS</b>	<b>2</b>
2.1 Teaching Times and Locations	2
2.2 Units of Credit	3
2.3 Summary of Course	3
2.4 Course Aims and Relationship to Other Courses	3
2.5 Student Learning Outcomes	3
<b>3 LEARNING AND TEACHING ACTIVITIES</b>	<b>5</b>
3.1 Approach to Learning and Teaching in the Course	6
3.2 Learning Activities and Teaching Strategies	6
<b>4 ASSESSMENT</b>	<b>7</b>
4.1 Formal Requirements	7
4.2 Assessment Details	7
4.3 Assessment Format	16
4.4 Assignment Submission Procedure	17
4.5 Late Submission and Special Consideration	18
4.6 Request for Assignment or Exam to be Re-marked	18
<b>5 COURSE RESOURCES</b>	<b>19</b>
<b>6 COURSE EVALUATION AND DEVELOPMENT</b>	<b>200</b>
<b>7 COURSE SCHEDULE</b>	<b>21</b>
<b>PART B: KEY POLIIES, STUDENT RESPONSIBILITIES AND SUPPORT</b>	<b>ERROR!</b>
<b><u>BOOKMARK NOT DEFINED.2</u></b>	
<b>8 PROGRAM LEARNING GOALS AND OUTCOMES</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>9 ACADEMIC HONESTY AND PLAGIARISM</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>10 STUDENT RESPONSIBILITIES AND CONDUCT</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
10.1 Workload	Error! Bookmark not defined.
10.2 Attendance	Error! Bookmark not defined.
10.3 General Conduct and Behaviour	Error! Bookmark not defined.
10.4 Occupational Health and Safety	Error! Bookmark not defined.
10.5 Keeping Informed	Error! Bookmark not defined.
<b>11 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS</b>	<b>ERROR!</b>
<b><u>BOOKMARK NOT DEFINED.</u></b>	
<b>12 STUDENT RESOURCES AND SUPPORT</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>

## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

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Email: [c.jackson@unsw.edu.au](mailto: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
Lecturer-in-charge	Prof Chris Jackson	<a href="mailto:c.jackson@unsw.edu.au">c.jackson@unsw.edu.au</a>	566 Business School Bldg	9385 6715
Tutors	Terry Wickendon	<a href="mailto:terrywickenden@gmail.com">terrywickenden@gmail.com</a>	-	-

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:

Webster Theatre B (F Hall B) (K-G15-290) Wed 09:00 - 11:00
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Tutorials start in Week 2 and conclude in Week 12. The Groups and Times are:

Tutorial Day and Time	Location	
1. Wednesday 11 – 12	MorvB G6	Chris Jackson
2. Wednesday 12 – 1	MorvB G6	Chris Jackson
3. Thursday 3 - 4	MAT 232	Terry Wickendon
4. Thursday 4 – 5	MAT 232	Terry Wickendon
5. Thursday 5 – 6	MAT 232	Terry Wickendon
6. Thursday 6 – 7	MAT 232	Terry Wickendon

When enrolling in this course you will have signed up for a tutorial. You must attend the same tutorial every week. 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**

This course is designed to provide students with knowledge of the fundamental theories and models relevant to understanding individual and group behaviour in organisation settings. Organisational behaviour is concerned with how to manage individual and group behaviour in work settings. Topics such as work attitudes, emotions and motivation in the workplace, organisational culture, and turnover will be discussed.

## **2.4 Course Aims and Relationship to Other Courses**

MGMT 1001 'Managing Organisations & People' gives you a broad overview of management discipline. In contrast, MGMT 1002 'Organisational Behaviour' is concerned with providing a more in-depth analysis of individual, team, and organisational phenomena. We will explore a variety of 'micro' topics such as personality, attitudes, motivation and leadership as well as more 'macro' topics such as organisational culture and organisational change. By the end of this course, you will have a better understanding of how to enhance employee well-being as well as how to maximise performance and therefore organisational performance.

Later courses that you may take will give you a deeper understanding of: 1) organisational systems (e.g., MGMT 2718 Human Resource Management, MGMT 3724 Strategic Human Resource Management), 2) industrial relations perspectives (e.g., MGMT 2705 Industrial Relations), 3) international issues (e.g., MGMT 2012 Managing Across Cultures, MGMT 3101 International Business Strategy), and 4) specialist knowledge (e.g., MGMT 3728 Managing pay and Performance, MGMT 3729 Managing Workplace Training).

In summary, MGMT 1002 will provide you with the basic foundations that will allow you to effectively manage the most important asset that organisations have – their people.

## **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 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').

### **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.**

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):

<b>Program Learning Goals and Outcomes</b>	<b>Course Learning Outcomes</b>	<b>Course Assessment Item</b>
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<i>This course helps you to achieve the following learning goals for all Business School undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<p>Understand and discuss theories and research relevant to individual, group, and organisational behaviour.</p> <p>Evaluate research papers in organisational behaviour and use this information to solve applied organisational problems.</p> <p>Be familiar with a range of survey tools used when studying organisational behaviour constructs.</p>	<ul style="list-style-type: none"> <li>• Lecture quizzes</li> <li>• Assignments</li> <li>• Exam</li> </ul>
2	Critical thinking and problem solving	Apply organisational behaviour theories and approaches to help you understand real world organisational problems	<ul style="list-style-type: none"> <li>• Tutorial exercises</li> <li>• Assignments</li> </ul>
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Assignments</li> </ul>
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> <li>• Assignment 2</li> </ul>
4	Teamwork	Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• Assignment 2</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	Not specifically addressed in this course	<ul style="list-style-type: none"> <li>• Not specifically assessed.</li> </ul>
5b.	Social and cultural awareness	Not specifically addressed in this course	<ul style="list-style-type: none"> <li>• Not specifically assessed.</li> </ul>

### 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. Organisational behaviour 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 the type of work 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.

Organisational behaviour is strongly based in current academic research. As a result, you will be asked to read academic papers regularly throughout the course that will help you understand more about the topic and prepare you for your assignments. Assignments are designed to develop your ability to critically review current academic thinking and to develop your in-depth knowledge of two areas of organisational behaviour. In addition, by completing these reviews you also are developing your ability to assess academic articles in a rigorous fashion which is necessary to successfully complete an academic essay. Ultimately, it is important to gain an appreciation and understanding of how academic thinking informs organisational behaviour practice and this course is designed to help you do this.

### **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 organisational behaviour. 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	Length	Due Date
Quizzes * 3 in the lecture	5% each * 3 = 15%	10 questions per quizz	To be announced without notice in any lecture (at any time in the lecture) in the course
Tutorial participation	5		
Assignment 1: The jerk	10	2 pages	Day before Tutorial 4
Group Assignment 2: Interview and analysis	15	3 min presentation in tutorial	Tutorial 7
Assignment 3: Case Study	20	5 pages	Day before Tutorial 12
Final Exam	35	2.0 hours	University Exam Period
Total	100		

#### Turn-it-in

1. You are required to submit all written assignments 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 may mean that your assignment is not assessed. The deadline for submitting the assignment to turn-it-in is 5pm on the day the assignment is due.

**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.**

#### 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 without advance notice. 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 to the point the quiz is administered. Fifteen minutes will be allocated to complete each quiz.



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.

**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 presentation 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	4%
7	3%
6	3%
5	2%
4	2%
3	1%
2	0%
1	0%

### 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

### Assignment 1: Case Study of The Jerk

**Due:** Day before Tutorial Week 4

**Weight:** 10%

**Length:** 2 pages

You are presented with a case study that is in your reading list. You will write a report about what should be done next.

Your report needs to show evidence of understanding of concepts across the first few units of the course before the assignment is due. You should not bring in arguments from outside of the course (such as detailed financial analysis). 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.

*Analysing what needs to be done* (about 30% of the page count)

- A clear statement of the problem.
- A proposed solution which addresses the issue and problem statement.

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

- Clear action steps for implementing the strategy.
- 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 plan and the means of implementing the plan i.e. the processes of achieving the change(s).

*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 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.

## **Assessment 2: Interview and report**

**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 presentation in Week 7. We recommend joining a group in which you are comfortable. 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 presentation. Follow the guidelines presented in the tutorial in Week 5 and below. Marks will be awarded according to the scoring guidelines below.

For this project, your goal is to successfully develop a case study, where your team should:

- Interview a manager in an organisation with at least 5 people about a “major people problem” they have encountered in the course of their work (their people problem may have occurred in the past). A major people problem is one that “keeps the manager up at night”.
- **Record the interview (with permission)** & develop a rich understanding of the details related to the problem: symptoms, causes, consequences, who/what/where/why/how.
- Define the problem: identify the most critical causes that needed to be addressed in the situation, as well as any other major concerns that should be addressed by the recommendations.
- Apply relevant course concepts up to Week 6, readings, frameworks, and/or insights from other **credible** sources to analyse the situation.
- Identify & define key goals of your recommendations, and generate a set of practical recommendations to address the key issues for the interviewee, *as well as for future managers who face a similar situation (who you will address in your presentation)*.
- Critique and analyse the problem, what was done and why it was done. Use your own ideas based on the course
- Prepare a **5 minute presentation** that contains the problem description, analysis, goals, and recommendations for the individual, and for future managers who might find themselves in this situation (i.e. your classmates) to be presented in your tutorial.

#### **Team Presentation Grading Criteria: 15% of course grade overall**

- **4% - Problem description:** How accurately, clearly, thoroughly, and concisely did the team describe the problem? What evidence about the problem was provided in the description (e.g. quotes from the interview? Objective data about the situation mentioned by the interviewee?) Were key details / facts missing for understanding the situation?

***\*Make sure you present the relevant “who”s, “what”s, “where”s, “how”s, and “why”s for understanding the situation.***

- **1% - Analysis:** How well does the case analysis draw on course concepts, information from readings, discussions, lectures, and/or relevant insights from other **credible** sources to illuminate the problem in ways that leads to solutions?
- **4% - Identified Goals:** How clearly defined are the goals of the recommendations (i.e. are they so concrete that we can measure, clearly observe, and count them)? Do the goals the recommendations are trying to achieve make sense given the case problem?

- **5% - Quality of the recommendations:** To what extent is the recommended course of action a) concrete / behavioural and b) realistic / feasible given the situation? How well are the goals linked to the recommended plan of action?

Be careful that your goals and recommendations are not vague / unfeasible. For example, “there should be constant communication” would be considered a weak recommendation / goal, since it is not clear what specific actions are being recommended – i.e., What information should be communicated? How often (i.e. hourly? weekly? daily?)? By whom? How will this solve the issue? etc.

- **1% - Persuasiveness / Evidence that the recommendations presented will achieve the stated goal(s):** How strong of a case is made that the recommendations provided will resolve the key issues of the case? What evidence can you provide the audience that your recommended actions will resolve the key challenge of the case? How well were audience questions addressed?

***\*\*Turn in an electronic copy of your presentation (e.g. .ppt file) to your tutor, prior to your presentation (i.e. by email, or in person prior to presenting)\*\****

## HOW YOU APPROACH THIS PROJECT: POTENTIAL PATHS

Think hard in advance about what you want to get out of this project.

If you want to ***maximize learning and/or your final grade***, my advice would be to follow / draw on the ***\*Recommended\* Steps Outline*** provided below. This guide includes steps that build on the key strengths of team-work and individual-work to increase the likelihood of an excellent outcome.

However, if you want to ***minimize effort and are willing to risk your grade***, you could divide up the project into parts for different group members to do. This strategy can take less time, but can also result in more misunderstandings, mistakes, and last minute integration problems, and can increase the likelihood of a lower team grade.

The point is just to consider upfront the trade-offs associated with different group processes and team project strategies.

***Whichever strategy you use, I strongly recommend you get started on your team project as soon as you are assigned to your team to ensure your team is able to meet the project deadlines.***

### **\*Recommended\* Steps**

#### **Pt.1: Getting started: Team processes → Team performance**

- ☐ **Get started early - literally as soon as possible.** Time pressure is the enemy of positive team dynamics and team performance.
- ☐ **On your own, carefully read through the project instructions and this recommended steps checklist.**
- ☐ **Have a meeting with your team**

- As a group, **develop a general timeline** of dates for when activities need to be completed.
- **Determine the next team meeting time, when the first set of “deliverables”** (e.g. each member’s list of potential interview questions, and potential interview candidates) **are due**.

### **Pt.2: Getting going:**

- **As individuals:** Create a list of potential interview candidates who a) are managers and work with at least 5 other people, b) might be willing to be interviewed & recorded, and c) might have a “major people problem” to discuss.
  - **As individuals:** Generate a list of potential interview questions for any potential interview candidates.  
**\*Your goal is to use these questions to create a rich picture of the details of the situation for your analysis (i.e. who? what? where? how? why?).**
  - **Meet with your team:**
    - **Discuss your individually generated lists of potential interviewees**
    - Decide who are your top choices for interviewees.
- \* Keep in mind: It can make sense to interview more than one person and “go with the best” problem / interview.***
- \*Keep in mind, choosing an interviewee with a great people problem can dramatically improve the quality of your report.***
- Decide who / how many people will be involved in conducting the interview. Does anyone in your team have experience interviewing? Is a great listener? Is good at coming up with follow-up questions in the moment?
  - Choose a safe location for the interview and do not put yourself at risk
  - Decide how the interview will be **recorded** and **transcribed** for the other team members, and for the appendix of your written report, once the interview is complete. Do a practice run recording something and sending to another teammate.
  - Test your recording equipment before the interview to make sure a) the sound is picked up and b) it will work for the duration - full charge / fresh batteries.

### **Pt.3: Interview Phase: Understanding the Situation in Rich Detail**

- Ask for permission to record, and note that the interviewee may use names such as “Company X”, “Jane Doe”, “John Smith”, etc. to keep the identity of the company and actors involved private.
- **GOAL:** Your goal in the interview is to do detective work to create a rich, detailed picture of a people challenge: Who did What, Where, How, and Why? What are the facts? Opinions? Motives of the actors? e.g. Why was the problem so challenging? Why did it happen? What were other peoples’ perspectives on the situation? What factors contributed to the situation? ***\*Be sure to ask follow-up questions.***  
***\* Keep in mind:*** The more detail you can get from your interviewee about the people challenge, the more information you have to analyse, and generate a strong set of recommendations for future managers!
- Share the interview recording / transcript with your team for review.

#### **Pt.4: Problem Description Phase:**

##### **□ As individuals:**

- Listen to / Read through the interview transcript and note key facts the interviewee reports about the situation.
- List out for yourself:
  - “Objective” facts about the situation that could be observed by an outside party,
  - “Opinions” and “interpretations” of the situation,
  - Factors which may have contributed to the situation.  
For example: What organisational factors might have contributed to the situation? What individual factors might have contributed? Who are the key people involved and what were their motivations and concerns?
- In your own words, define the most important issues(s) about the situation that need to be addressed. Note the specific statements / facts that led you to identify the/se problem(s).
- Identify relevant course materials (e.g. MGMT 1002 lecture notes, course readings), and information from other credible sources that can be used to help understand, analyse, & generate solutions to the situation.

##### **□ As a team:**

- Facilitate & record a discussion where each person shares a) their impression of the key problem(s) that need to be addressed in the situation and b) the key facts / details from the interview that lead to that conclusion, and c) the relevant materials they identified for understanding & analyzing the situation.
- One highly effective approach for this discussion is to create
  - a) a list of the “key facts” of the case, and
  - b) to create a model of the causes and consequences of these facts that identified by members of the team. ***What are the symptoms? What are the root causes? What are the consequences?***
- This outline of key facts can be used as the outline for the ***Problem Description*** section of your written report & presentation.

##### **□ Once you have a thorough understanding of the situation and the problem:**

- **As individuals: Identify Possible Goals:** What would a **realistic, positive resolution** of the situation look like? What are the goals you could / should try to achieve with your recommendations?

***\*Once you have some potential goals, make them concrete and specific - i.e. well defined goals can be clearly measured, observed, and counted to know when they have been achieved.***

***\*Make sure your goals fit the description of the problem!***

- **As a team:** Share, generate, prioritize, and clearly define a final set of measureable, observable goals that your recommendations should aim to

achieve. **\*\*Record your team's agreed upon a) goals, b) prioritization of goals, c) measurable definitions of the goals, and d) how the goals are related to the case problem. This can serve as the outline for the Goal Identification part of your written report & presentation.**

#### **Pt.5: Analysis & Developing Recommendations Phase:**

In this phase, your goal is to generate a variety of potential recommendations for ways to 1) address key elements of the challenge identified in the *Problem Description* phase and 2) achieve the *Identified Goals*. Recommendations should be behavioural, and clearly defined.

☐ **As individuals:**

- Consider the relevant materials identified by team members (noted above in the **Analysis Phase**; e.g. MGMT 1002 lecture notes, course readings, and information from other credible sources) that can be used to help understand, analyse, & generate solutions to the situation that achieve **Identified Goals**.
- Generate a set of potential behavioural steps, and evidence / reasons why you think those steps will likely lead achieve the **Identified Goals**.

☐ **As a team:**

- Share & discuss the potentially relevant materials each member has identified to incorporate into your case analysis & recommendations.
- Share & discuss the potential behavioural recommendations identified by members, how they should be defined, how often implemented, how long, evidence indicating the likelihood that particular recommendations will achieve **Identified Goals**, etc.
- Decide on a) a set of well-supported, behaviourally-defined recommendations, b) the relevant materials from credible sources that will be used to support your analysis & recommendations, and c) how you would persuade a sceptical audience that the recommendations will achieve the identified goals. **\*\*Record this information as the outline for the Analysis & Recommendations section(s) of your written report & presentation.**

**\*Make sure your** recommended course of action is a) behaviourally-defined (i.e. what should actors “do” in this situation?), b) clearly linked to your **Identified Goals**, and c) realistic for most managers in this situation. For example, firing someone immediately is likely to be unrealistic for most managers facing a problem.

#### **Pt.6: Preparing the Presentation**

##### **Have 1 Team Member with Strong Organisational Skills:**

- ☐ Bring together a) the written interview transcript for the appendix and b) outlines generated by the team from the discussion steps above (i.e. *Problem Description, Goal Identification, Analysis & Developing Recommendations Phase*).
- ☐ Integrate & complete the written outline for the report such that a) the main sections of the report and b) topic sentence for each paragraph & key content

for each section are noted (i.e. *Brief Intro / Problem Description, Goal Identification, Analysis & Recommendations, Brief Conclusion*).

- ☐ Be sure you reference statements in the transcript in the written case transcript as evidence for your *Problem Description*, and when relevant for your *Goal Definition* and *Analysis & Recommendations*.
- ☐ Don't assume your audience will agree with your claims! Be sure to note persuasive evidence / arguments for a) why your analysis of the situation is correct in your *Analysis & Recommendations* section(s), b) why your identified goals are appropriate, and c) why your recommendations are likely to achieve the goals your team has identified.
- ☐ Circulate the outline among team members so any missing information can be noted / added to the outline. Be sure to reference and build on course concepts / lecture discussions / frameworks and other credible sources in your *Analysis & Recommendations* where relevant.

#### **Presentation Prep:**

- ☐ **Roles:** Once the written report is settled, consider a) having 1 member prepare & lead the team presentation, b) having at least 2 members of the team involved in delivering the presentation, c) with other members providing feedback on a practice presentation.

#### **For the person(s) preparing the first draft of the presentation slides:**

- ☐ Review the Presentation Evaluation Criteria (above).
- ☐ Use the written report outline (above) as the outline for the major sections of the presentation
- ☐ Prepare your draft of the PowerPoint slide presentation.

*\*Keep in mind: Your audience is future managers (i.e. your classmates), and your goal in the presentation is to describe for them a key people challenge they might face in the future, what their goals could /should be in such a situation, and to provide credible, convincing, behavioural recommendations for what to do if they find themselves in a similar situation.*

- ☐ Get feedback on slides from other members involved in presenting.

#### **As a team:**

- ☐ **Practice:** Strongly recommended that you do at least one "practice" presentation all the way through with some team members providing an audience / feedback / practice audience questions.
- ☐ **Recommendations:** On presentation day bring a backup copy of the slides "just in case" there is a technical problem.

**\*\*Submit an electronic copy of your presentation (e.g. .ppt file) to turnitin\*\***

### **Assessment 3: Case Study**

**Due:** Day before Tutorial Week 12

**Weight:** 30%

**Length:** 5 pages



In Tutorial Week 8 you will be presented with a case study that is also in your reading list. You will write a report about what should be done next.

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.

*Identifying the problem* (about 30% of the page count)

- A clear statement of the problem.
- A proposed solution which addresses the issue and problem statement.

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

- Clear action steps for implementing the strategy.
- How you will ensure the action steps are implemented
- 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).

*Evaluation of the plan* (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 motivation, culture and leadership. 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.

<b>Grade</b>	<b>Name</b>	<b>Range</b>	<b>Summary Description</b>	<b>Indicative Performance Criteria</b>
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 must be submitted to “Turnitin”. Assignment 2 material must be submitted prior to giving your presentation.

Keep a copy of **all** work submitted and keep your marked assignments until the course is completed, marked and your final grade awarded.

#### **4.5 Late Submission and Special Consideration**

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 Request for Assignment or Exam to be Re-marked**

From time to time some students will query the mark they have received on an assessment. If you have a question about the mark you received on any assignment (except the exam), you must first make an appointment with your tutor no earlier than one week after the course assignment return date, but no later than two weeks from the return date, to discuss your concerns. The return date is usually 2 weeks after submission of the assignment. If you choose to pick up your assignment at a later date, keep in mind that you are still required to follow the course return date timing.

If, after speaking to your tutor you remain unhappy with their explanation, you may request a review of your assignment. This request must be made within 3 weeks of the assignment return date to the Lecturer in charge. Requests made later than 3 weeks will not be accepted for a re-mark.

Keep in mind that a request for an assignment review is not automatically granted. To qualify for an assignment review you must submit, in writing, the specific reasons you believe a review is warranted. This document should also include a discussion of the tutor's comments and how the components of your essay relate to the assignment criteria. Applications that request a re-mark on the basis of “I felt the mark was too low” will be rejected. **If a re-mark is granted, your assignment mark may decrease, increase, or remain the same.** You should be aware that historically, many assignment marks have been lowered following a review. The mark awarded following the review is final and no further discussion will be entered into.

If you are requesting a re-mark of your final exam, this request must be made to the Lecturer in charge within 2 weeks of the UNSW release date of marks for the semester.

**When submitting your request for a remark of an assignment or exam, please complete the below form and submit this form to student administration. There is a cost associated with having your assignment remarked.**

<https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ReviewofResults.pdf>

## **5 COURSE RESOURCES**

### **Reading list and readings associated with course**

Available for download from Moodle. Here is a list:

For each lecture:

2	Bregman Chamorro 2016 Schrage 2014 Winsborough 2015
3	Allen 2008
4	Nicholson 2003 Nohria et al. 2008
5	Kellerman 2004
6	Simmons 2005
7	Hill 2008
8	Taylor 2016 Murnieks 2016
9	Pfeffer 2010
10	Barside, S., & O'Neill, O. (2016).
11	Christenson et al. 2000

For your tutorials

7	Manzoni 2012 (A & B)
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For your assignments:

Ass 1	Cliffe, J. What a star – what a jerk (case study)  This might be helpful: Levinson (1978).
Ass 2	N/A
Ass 3	Barry, M & Slocum, J. (2003). Slice of reality: Changing culture at Pizza Hut and Yum! Brands Inc. Organizational Dynamics, 32, 319-330

### **Useful supplementary text:**

Robbins, S. P., Judge, T. A., Millett, B., Boyle. (2013). Organisational Behaviour (15th edition). Pearson Prentice Hall, Education Australia.

### **Journals**

The following journals are held in the library and will provide you with a good source of research for topics:

- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Annual Review of Psychology
- Applied Psychology: An International Review
- Asia-Pacific Human Resource Management
- European Journal of Work and Organisational Psychology
- Group and Organisation Management
- Human Factors
- Human Relations
- International Journal of Selection and Assessment
- International Review of Industrial and Organisational Psychology
- Journal of Applied Behavioural Science
- Journal of Applied Psychology
- Journal of Applied Social Psychology
- Journal of Business and Psychology
- Journal of Business Research
- Journal of Management
- Journal of Management Studies
- Journal of Occupational and Organisational Psychology
- Journal of Organisational Behaviour
- Journal of Personality and Social Psychology
- Journal of Vocational Behaviour
- Leadership and Organisation Development Journal
- Leadership Quarterly
- Organisation Science
- Organisational Behaviour and Human Decision Processes
- Organisation Development Journal
- Organisational Dynamics
- Personnel Psychology
- Strategic Management Journal
- Training and Development Journal
- Work and Stress

## **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 Course and Teaching Evaluation and Improvement (myExperience) process is one of the ways in which student evaluative feedback is gathered.

## 7. COURSE SCHEDULE

Week	Lecture Topic	Tutorial Topic	Readings (Available in Study Kit)	Assessment
Week 1 1 <sup>st</sup> March	Introduction to Organisational Behaviour	<i>NO TUTORIALS</i>		
Week 2 8 <sup>th</sup> March	Personality and individual differences	Understand your personality (EPP)	Bregman Chamorro 2016 Schrage 2014 Winsborough 2015	
Week 3 15 <sup>th</sup> March	Work Attitudes	Work Attitudes: Understand your job satisfaction (WVQ) and Attributional Styles (OASQ)	Allen 2008	
Week 4 22 <sup>nd</sup> March	Workplace Motivation	Goal setting	Nicholson 2003 Nohria et al. 2008	<b>Assignment 1 due one day before tutorial</b>
Week 5 29 <sup>th</sup> March	Leadership	Prepare for Team Presentation	Kellerman 2004	<b>Prepare for Assignment 2</b>
Week 6 5 <sup>th</sup> April	Job Design	Job Design	Simmons 2005	
Week 7 12 <sup>th</sup> April	Stress	Discussion of Stress Case by Manzoni 2012	Hill 2008	<b>Assignment 2 in tutorial</b>
<b>RECESS</b>				
Week 8 26 <sup>th</sup> April	Turnover	Assignment 3 Preparation	Taylor 2016 Murnieks 2016	<b>Prepare for Assignment 3</b>
Week 9 3 <sup>rd</sup> May	Power and Conflict  Movie Time	Power and conflict	Pfeffer 2010	
Week 10 10 <sup>th</sup> May	Organisational Culture	Culture	Barside, S., & O'Neill, O. (2016).	
Week 11 17 <sup>th</sup> May	Organisational Change	Tutorial 11: Change	Christenson et al. 2000	
Week 12 24 <sup>th</sup> May	Review	Tutorial 12: Review	-	<b>Assignment 3 due one day before tutorial</b>
Week 13	<i>NO LECTURE</i>	<i>NO TUTORIALS</i>	-	-

## 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 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.

#### **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:

- c.** Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- d.** 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.

## **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/referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (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/documents/studentmisconductprocedures.pdf>

## **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.

## 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 satisfactory performance would require at least at least a 50% achievement in all pieces of assessment 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 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:

<b>Tuesday 11 July 2017</b>	Exams for the School of Accounting, Marketing
<b>Wednesday 12 July 2017</b>	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>

**Special Consideration and assessments other than the Final Exam :** For special consideration other than Final exams please lodge all paperwork with student services who will contact the lecturer in charge.

## **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](mailto: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](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.
- **UNSW Learning Centre**  
[www.lc.unsw.edu.au](http://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](mailto: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](mailto:disabilities@unsw.edu.au)