



UNSW Business School

# School of Management

## **MGMT 2001 Managing Innovation & Change**

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

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



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# PART A: COURSE-SPECIFIC INFORMATION

## 1 STAFF CONTACT DETAILS

Lecturer-in-charge: James Anderson

Room: UNSW Business School. L5 (West Lobby), Room 554

Email: j.anderson@unsw.edu.au

Consultation Times: Monday's 9-10am on Level 5 (or by appointment)

Tutors: James Anderson and Graeme Taylor (consultation times to be advised)

If you have questions about the course or assessment your point of contact is the lecturer-in-charge. When emailing, please use your UNSW account, indicate the course that your query is about, your full name and your student number. Please do not expect an instant response. 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 (to Week 12): The Time and Location are:

Monday 10-12 **Red Centre Theatre** (K-H13-G001)

Tutorials start in Week 2 (to Week 13). The times and locations are:

1. Monday 12-1 **Law 203**
2. Monday 1-2 **Law 201**
3. Monday 2-3 **Gold G01**
  
4. Tuesday 9-10 **Block G15**
5. Tuesday 10-11 **Block G15**

A full list of tutorials, times and tutors will be on our course website once confirmed.

### 2.2 Units of Credit

The course is worth 6 units of credit.

### 2.3 Summary of Course

This course examines how to implement and manage organisational change and innovation. We explore contemporary techniques and procedures used to understand, initiate, plan, and implement change and innovation.

A good deal of the organisational change literature is firmly located within the organisational behaviour field, which is concerned with the study of human behaviour in organisations. As such, my approach to teaching this course is heavily influenced by the field of organisational behaviour/psychology. As a result, we consider issues such as the role of individuals as change agents in organisations, the process that individual change agents adopt when implementing change, and change attitudes. However, it also is important to recognise that

implementing change and innovation requires acknowledging the larger organisational system and as such we also examine organisational-level issues such as systems thinking, organisational capabilities, and strategic change.

## 2.4 Course Aims and Relationship to Other Courses

Managing Innovation and Change (MGMT2001) is the third of the five core courses in the Management disciplinary major offered by the School of Management in the Business School. MGMT2001 assumes completion of MGMT1001 and MGMT1002 which are concerned with general management and managing people in organisational settings, respectively. Building on these introductory courses, it focuses on an essential area of management in a global context: the capacity of organisational agents to manage innovation and change.

Other management courses – both core and options available for the major – are usually taken after the completion of this course. The Management major may be taken as part of the Bachelor of Commerce or Bachelor of Economics degree (and the relevant variations of these programs), and is available in other programs as approved.

## 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 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:

- |  |
|--|
| <ul style="list-style-type: none"> <li>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</li> <li>b. Identify social and cultural implications of business situations.</li> </ul> |
|--|

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
<i>This course helps you to achieve the following learning goals for all Business 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	Understand and discuss theories and research relevant to managing and implementing innovation and organisational change.  Evaluate research papers on organisational innovation and change and use this information to solve applied organisational problems.	<ul style="list-style-type: none"> <li>• Lecture quizzes</li> <li>• Learning journals</li> <li>• Reviews of journal articles</li> <li>• Change Initiative</li> <li>• Exam</li> </ul>
2	Critical thinking and problem solving	Apply organisational change theories and approaches to help you understand real world organisational problems	<ul style="list-style-type: none"> <li>• Tutorial exercises</li> <li>• Learning journals</li> <li>• Change Initiative</li> </ul>
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Reviews of tutorial readings</li> <li>• Learning journals</li> <li>• Exam</li> <li>• Change Initiative</li> </ul>
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> <li>• Part of tutorial but not separately assessed.</li> </ul>
4	Teamwork	Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• Part of tutorial but not separately assessed.</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	Not specifically addressed in this course	Not specifically assessed.
5b.	Social and cultural awareness	Not specifically addressed in this course	Not specifically assessed.

## 3 LEARNING AND TEACHING ACTIVITIES

### 3.1 Approach to Learning and Teaching in the Course

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 organisational innovation and change 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.

### 3.2 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 innovation and change. 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.

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 interactive and there is an expectation that you will come to class: a) having read any readings for the week **and** the lecture and tutorial-related material so that you can actively participate in exercises in class, and b) come prepared to participate in discussions by having considered the concepts and have some questions to ask or points to make. Active participation means asking relevant questions, expressing opinions, presenting findings 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.

Organisational innovation and change is strongly based in current academic research. As a result, you will be asked to read academic papers regularly throughout the course and are asked to submit a review of a specific reading. These assignments are designed to develop your ability to critically review current academic thinking and to develop your in-depth knowledge of three areas of organisational innovation and change. 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 innovation and change practice and this course is designed to help you do this.

## 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 Individual Assessment Tasks and Requirements

Assessment Task	Weighting	Length	Due Date
A. Academic Journal Review	10%	2 pages / 800 words	In class, the week that it is discussed. Articles will be allocated in week 1 or Week 2 tutorials.
B. Learning Journals	20%	3 pages / 1200 words	Week 11
C. Lecture Quizzes	10% (2 x 5%)	Quizzes administered in two lectures throughout the semester without notice	May occur in <u>any</u> lecture throughout the semester
D. Participation	10%	N/A	Each week
E. Change Initiative	20%	1000 words	Week 7
F. Final Exam	30%	2 hours	University Exam Period
Total	100%		

#### **Note: turn-it-in**

1. Each written assessment is to be submitted to your tutor in hard copy in the tutorial in the week they are due. In addition, you also are required to submit an electronic copy of your reviews to "turn-it-in" link via the course website prior to your tutorial class 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 be the start of your regular tutorial time on the day the assignment is due.
2. If you cannot attend the tutorial on the day it is due you may put the hard copy assignment in the School of Management's assignment box no later than 5pm on the due



date. You must also submit an electronic copy of the assignment to “turn-it-in” via the Course website prior to or on the day the assignment is due.

Your uploaded assignments must be identical to the hardcopy you submit. Any differences in the hardcopy submitted and the e-copy uploaded will be regarded as Academic Misconduct and you may be subjected to disciplinary action. Your assignment will not be returned until an electronic copy of the assignment is submitted to “Turn-it-in” via the Course website.

**Participation in the Course:** Attendance at both lectures and tutorials is very important and students are encouraged to contribute to both class discussions. Participation is the key to a lively class! 10% of the course grade will depend upon contributions to our tutorial sessions as determined by your tutor. Attendance will be taken in tutorials and you must attend at least 80% of your allocated tutorials.

Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. The emphasis will be on providing respectful, informed comments about the tutorial topic that reflect preparation for class as indicated by familiarity with the reading for the week and thought about the issues under consideration. What matters is the **quality** of one's contributions to the class discussion, not the number of times one speaks.

#### **A. The Academic Journal Article Review**

The purpose of asking you to complete a review of a journal article is to continue to develop your ability to critically examine academic papers related to our topic and to summarise and integrate this material in a two-page / 800 word document.

##### **Criteria for reviews of the Article:**

Students' analysis of reading (8%)	<ul style="list-style-type: none"><li>• Were the key theoretical issues or theories discussed in the reading identified and discussed?</li><li>• Did the student discuss the methodological characteristics of the reading?</li><li>• Did the student identify practical implications of the reading?</li></ul>
Writing skills (2%)	<ul style="list-style-type: none"><li>• Was the summary clear and concise (i.e., stick to the page // word limit and make sure your sentences make sense)?</li><li>• Did the student use their own words when writing the review (i.e., don't quote whole blocks of text – use your own words)?</li></ul>

You will be allocated a reading (all of which are available via the course website) in the first or second tutorial class. You will be required to submit a hard copy in class and an electronic copy via moodle/turn-it-in the week that it is discussed.

**Note:** We use the Harvard Referencing method unless otherwise specified.

#### **B. The Learning Journal** **What is a learning journal? <sup>1</sup>**

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<sup>1</sup> RMIT University:

[http://www.dlsweb.rmit.edu.au/lsu/content/2\\_AssessmentTasks/assess\\_tuts/reflective%20journal\\_LL/index.html](http://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/reflective%20journal_LL/index.html) accessed on 21/01/2010

A learning journal, sometimes called a learning log or reflective journal, is a personal record of your learning experiences. It is a space where you can record and reflect upon your observations and responses to situations, which can then be used later to explore and analyse ways of thinking and behaving in workplace contexts. Journals, although generally written, can also contain images, drawings and other types of reference materials.

**What is the purpose of a learning journal?<sup>2</sup>**

- a. *To examine your learning processes.* Reflective writing encourages you to consider and comment on your learning experiences—not only WHAT you've learned, but HOW you learned it.
- b. *To clarify what you are learning*  
Reflecting helps you to:  
Clarify what you have studied;  
Integrate new knowledge with previous knowledge;  
Identify the questions you have; and  
Identify what you have yet to learn.
- c. *To reflect on mistakes and successes*  
Reflecting on mistakes can help you avoid repeating them. At the same time, reflecting on your discoveries helps identify successful principles to use again.

The learning journals are designed to encourage your participation in every tutorial.

**Marking Criteria for the Learning Journal:** You are strongly encouraged to complete a Learning Journal entry each week after class. You are to choose three (3) of these journals (ie those which have impacted you the most, or enjoyed the most, or learnt the most from, or which gave you the most food for reflective thought) to submit together in Week 11. The marking criterion for this assessment will be:

1. Evidence of the knowledge and integration of course concepts and ideas (40%)
2. Evidence of insight / critical thinking about what it all means for practice/application (40%)
3. Quality of the writing – structure, flow, grammar, referencing (10%)

**Note:** We use the Harvard Referencing method unless otherwise specified.

**Submission:** Students will submit a hard copy in class in week 11 and an electronic copy via moodle/turn-it-in.

**C. 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 in regards to the lecture material, we will administer two short quizzes throughout the semester in the lectures without advance notice. Each short quiz will be worth 5%, and may involve questions about any of the lecture content (including videos shown in the lectures) that has been presented in the course. Ten minutes will be allocated to complete each quiz in two different lectures throughout the semester, and these will typically be done in the first 10/15 minutes of the lecture period – so be on time!

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<sup>2</sup> University of New South Wales, Learning and Teaching Unit: <http://www.lc.unsw.edu.au/onlib/reflect1.html> accessed on 21/01/2010

The quizzes will be closed book, and 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.

The quizzes may take a variety of forms including multiple choice or short answer questions on any topics covered in the lecture.

#### **D. Participation in Tutorials:**

As stated above participation is especially critical in weekly tutorials and your contribution will be assessed weekly per the below criteria:

3. **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
2. **Solid Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
1. **Marginal Contributor:** Contributions reflect some minimal or very limited preparation. Few comments made, questions asked or answered. Little evidence of insight gained from the class discussion.

#### **E. The Change Initiative**

You are asked to produce a 1000-word essay/plan where you outline a change initiative that you can, should, or would like to actually make as part your own personal and/or professional development and of our “learning by doing” approach to our topic. Your selection of the specific change initiative is completely up to you, but could be a personal (eg study habits, writing approach, living circumstances, travel plans, learning approach, personal skill development, relationship etc etc) or professional (career, professional skill development, current work challenge, job re-design etc, etc). This assessment is about reflecting on the course content and considering how you could apply it to a real-life change initiative – which may be large or small in scope.

#### **Marking Criteria for the Change Initiative:**

1. Integration of lecture ideas and/or material into your thinking and planning (40%)
2. Evidence of critical thinking about the “why” and the “value” of implementing the change opportunity (40%)
3. Quality of your writing (10%)

This piece of assessment is worth 20% and is due in class in Week 7.

#### **F. The Final Exam**

This will take the form of a 2.0 hour examination paper during the exam period (date to be confirmed during the semester) and will comprise 30% 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. The exam will consist of some multiple choice questions, and some short essays. Material from all lectures and tutorials between weeks 1 and 12 are examinable. Further detail of the exam will be discussed in the lecture in week 12.

## **UNSW 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 (unless otherwise specified) are to be handed in to your regular tutor in the nominated tutorial, with a copy online. 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

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., a medical certificate or work letter).

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.**

## 5 COURSE RESOURCES

The website for our course is on moodle. All readings and copies of the lecture slides and tutorial plans will be posted on moodle. There is no prescribed textbook for this course.

## 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	Tutorial	Readings	Assessment
Week 1	Introduction & Strategic Change	No tutorial	Franken, Edwards, & Lambert (2009)	
Week 2	The Process of Innovation	Innovation & me	Siguaw, Simpson & Enz (2006)	
Week 3	Diagnosis	Effective Interviewing	Seidman (1998)	
Week 4	Change Solutions	Brainstorming	Branson (2006)	
Week 5	Commitment to change & Readiness for change	Assessing & building commitment	Herold, Fedor, & Caldwell (2007)	
Week 6	Change leadership	Would I make a good change leader?	Bommer, Rich, & Rubin (2005)	
Week 7	Change theories & interventions	How values impact our approach to change	Tsoukas and Chia (2002)	<b>Change Initiative Due</b>
	<b>Break Week</b>			
Week 8	Research methods for change	Evidence-based thinking	Pfeffer & Sutton (2008)	
Week 9	Action research & Organisational Learning	Our approach to learning	Lurey & Griffin (2002)	
Week 10	Systems Thinking	The Case	Beer (2006) case study & commentaries	
Week 11	Organisational Capabilities	Capabilities for disruptive innovators	Christensen & Overdorf (2000)	<b>Learning Journal Due</b>
Week 12	Course Review	Putting it all together		
Week 13	No lecture	Exam Preparation		

## 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.

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**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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

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

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.



## 9 ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

## 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, and in online 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 UG 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 Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

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 a composite mark of 50, and a satisfactory attempt at all assessments, 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 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, 2016 are:
  - 11<sup>th</sup> July – exams for the School of Accounting, Marketing
  - 12<sup>th</sup> July – exams for all School of Banking and Finance, Management, Risk and Actuarial Studies
  - 13<sup>th</sup> July – exams for the School of Economics, Taxation, Business Law, Information SystemsIf 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. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The Business School's 'Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses' is available at:

[www.business.unsw.edu.au/Students-Site/Documents/supplementary\\_exam\\_procedures.pdf](http://www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf).

## 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 provides 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 5584; 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 training and search support services**  
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre**  
Provides technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html> Office: UNSW Library Annexe (Ground floor). Ph: 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)
- **Student Equity & Disabilities Unit**  
<http://www.studentequity.unsw.edu.au> Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: [seadu@unsw.edu.au](mailto:seadu@unsw.edu.au)