



UNSW Course Outline

ZBUS3310 Emotion at Work - 2024

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General Course Information

Course Code : ZBUS3310

Year : 2024

Term : Semester 1

Teaching Period : Z1

Is a multi-term course? : No

Faculty : UNSW Canberra

Academic Unit : UC School of Business

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : UNSW Canberra at ADFA

Campus : UNSW Canberra

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The course will introduce students to the major theories and approaches to emotion, feeling, passion and affect with a focus on the organisational setting. Students will be introduced to the controversies in the field and encouraged to explore the intersection of emotion and cognition. This will give them a critical understanding of the theories of mind/emotion and how we might

understand feelings. The emotional life of organisations – how the contexts of work structure feelings forms the second component of the course. Students will develop a strong understanding of their own emotional repertoire by the use of reflective engaged learning tasks. The theory – experience – reflection nexus is a core aspect of emotional management and as such will be utilised as an educative tool in the course. Students will complete the course with a strong understanding of the various theoretical approaches to emotion and how these can be utilised in organisational settings to achieve more effective management.

Course Aims

The course will challenge students to reflect on how they feel, how they can affect other's feelings and how socio-cultural expectations about emotions impact on their feelings. Students will be equipped with a greater understanding of feeling and expression rules, especially in a workplace context. The ability to manage one's own and other's feelings appropriately is a fundamental management and leadership skill. Through fully interactive tutorial sessions students will be encouraged to explore and understand emotions theories, ways of understanding emotion and how to modify and manipulate feelings.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and critically assess the key theoretical paradigms that explain emotion/affect/passion.
CLO2 : Critically apply the paradigms to problems of management.
CLO3 : Evaluate their own emotion management style and how this will affect those around them.
CLO4 : Develop the skills to assess and change the emotional interactions within a workplace to achieve better outcomes.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and critically assess the key theoretical paradigms that explain emotion/affect/passion.	<ul style="list-style-type: none"> • Reflective journalling • Essay • Summative exam
CLO2 : Critically apply the paradigms to problems of management.	<ul style="list-style-type: none"> • Essay • Summative exam
CLO3 : Evaluate their own emotion management style and how this will affect those around them.	<ul style="list-style-type: none"> • Reflective journalling • Summative exam
CLO4 : Develop the skills to assess and change the emotional interactions within a workplace to achieve better outcomes.	<ul style="list-style-type: none"> • Reflective journalling • Essay

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Learning and Teaching in this course

I will be using a range of teaching methods to foster engagement and understanding. Lectures will be highly interactive and use a range of media / mediums to further our understanding of emotion. Tutorials will focus around a particular topic area and readings. I will use an adapted version of Boler's (1999) pedagogy of discomfort to help us challenge and re-think our taken for granted assumptions about how and why we feel what we do.

Workload

Students are expected to undertake an average of 10 hours of study per week for a 6 UOC course. This includes engagement with course readings and other activities, assessment preparation and research, as well as contact time with the lecturer and fellow students.

Other Professional Outcomes

Developing Program Attributes

Students will be encouraged to develop the following School of Business program attributes by undertaking the course activities and mastering the knowledge content:

1: Business knowledge

Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

a. Students will select and apply disciplinary knowledge to business situations in a local and global environment.

2: Problem solving

Our graduates will be critical thinkers and effective problem solvers.

a. Students will identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3: Business communication

Our graduates will be effective professional communicators.

a. Students will prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context.

4: Teamwork

N/A

5: Responsible business practice

N/A

6: Global and cultural competence

Students will identify social and cultural implications of business activities.

7: Leadership development

Our graduates will understand the dynamics of leadership and will learn effectively from their leadership experiences.

Developing Graduate Capabilities

Successful completion of this course contributes to the acquisition of UNSW graduate capabilities. UNSW aspires to develop globally focused graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflective journalling Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: R1: 08/03/2024 5:00pm. R2: 03/05/2024 5:00pm. R3: 31/05/2024 5:00pm.
Essay Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 17/05/2024 05:00 PM
Summative exam Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Exam week Post Date: 10/07/2024 03:00 PM

Assessment Details

Reflective journalling

Assessment Overview

Reflective journalling tasks where emotional experiences are chronicled then analysed using

appropriate theory.

Course Learning Outcomes

- CLO1 : Identify and critically assess the key theoretical paradigms that explain emotion/affect/passion.
- CLO3 : Evaluate their own emotion management style and how this will affect those around them.
- CLO4 : Develop the skills to assess and change the emotional interactions within a workplace to achieve better outcomes.

Detailed Assessment Description

Please see Moodle for more information.

Generative AI:

Because of the nature of this task - writing about your own emotional experiences and then analysing them - Generative AI is not actually helpful. As this is your own emotional reflection you will want to use words and phrases that capture your lived experiences of emotion.

Generative AI tends to create bland, un-emotive prose. What you need for the task are your real feelings expressed as well as you can using your own words.

Permitted use of Generative AI: SIMPLE EDITING ASSISTANCE:

For this assessment task, you may use AI-based software to research and prepare prior to completing (or writing/creating) your assessment. You are permitted to use standard editing and referencing functions in word processing software (such as the word grammar and spell check functions) in the creation of your submission. You must not use any functions that generate or paraphrase (or translate) passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assessment Length

Reflection 1 - 300 words, Reflection 2 - 300 words, Reflection 3 - 800 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Essay

Assessment Overview

Critical comparative essay on competing theoretical approaches to emotion.

Course Learning Outcomes

- CL01 : Identify and critically assess the key theoretical paradigms that explain emotion/affect/passion.
- CL02 : Critically apply the paradigms to problems of management.
- CL04 : Develop the skills to assess and change the emotional interactions within a workplace to achieve better outcomes.

Detailed Assessment Description

Please see Moodle for detailed information.

Permitted use of Generative AI: FULL ASSISTANCE WITH ATTRIBUTION

Any output of generative AI software that is used within your assessment must be attributed with full referencing. See the APA 7th guidelines on how to do this.

If the outputs of generative AI software form part of your submission and is not appropriately attributed, your marker will determine whether the omission is significant. If so, you may be asked to explain your understanding of your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties

Assessment Length

1500-2000 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Summative exam

Assessment Overview

Open book exam with an emotional vignette analysis and reflective task on emotion and leadership.

Course Learning Outcomes

- CL01 : Identify and critically assess the key theoretical paradigms that explain emotion/affect/passion.
- CL02 : Critically apply the paradigms to problems of management.

- CLO3 : Evaluate their own emotion management style and how this will affect those around them.

Detailed Assessment Description

Please see Moodle for detailed information.

Permitted use of Generative AI: SIMPLE EDITING ASSISTANCE

For this assessment task, you may use AI-based software to research and prepare prior to completing (or writing/creating) your assessment. You are permitted to use standard editing and referencing functions in word processing software (such as the word grammar and spell check functions) in the creation of your submission. You must not use any functions that generate or paraphrase (or translate) passages of text, whether based on your own work or not.

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Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

Referencing

APA 7th Edition.

Extensions and Special Consideration (School of Business, Undergraduate)

All extension requests for this course must be submitted as a Special Consideration application.

Applications should be submitted BEFORE the assessment due date.

If extenuating circumstances prevent you from submitting an application before the due date, please notify your course convenor by email and submit the application as soon as possible.

If your application is approved, the outcome may be one of the following:

- A supplementary or alternative assessment,

- An extended deadline for the assessment (note the extension granted is normally equivalent to the period of impact outlined in your supporting documentation),
- An aggregated or averaged mark derived from other comparable completed assessments.

Please note, applying for Special Consideration does not automatically mean that you will be granted additional assessment, or that you will be awarded an amended result.

More information

Special consideration and application process: <https://www.student.unsw.edu.au/special-consideration>.

Late submission of assessment

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Grading Basis

Standard

Requirements to pass course

Students must achieve at least 50% overall to pass the course. Students are expected to engage actively in course learning activities and attempt all assessment requirements in the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Blended	First week of the course - Huzzah! Why do we even have emotions? NO tutorials/labs in week one
Week 2 : 4 March - 8 March	Blended	Sociological perspectives on emotions Tutorials begin
Week 3 : 11 March - 15 March	Blended	No lecture
Week 4 : 18 March - 22 March	Blended	Psychological perspectives on emotion
Week 5 : 25 March - 29 March	Blended	Studying / researching emotion
Week 6 : 1 April - 5 April	Blended	No lecture
Week 7 : 22 April - 26 April	Blended	Manage / lead with emotion
Week 8 : 29 April - 3 May	Blended	Humour at work
Week 9 : 6 May - 10 May	Blended	Anger and fear
Week 10 : 13 May - 17 May	Blended	Shameful guilt
Week 11 : 20 May - 24 May	Blended	Love
Week 12 : 27 May - 31 May	Blended	Sadness
Week 13 : 3 June - 7 June	Blended	Once more with feeling - review the course

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Please see the course Moodle site for more information.

Course Resources

Prescribed Resources

There are no compulsory textbooks for this course. All required course readings will be made available on the course Moodle site and the library.

Course Evaluation and Development

Formal feedback will be sought via the myExperience process. I welcome informal feedback at any point from students, please reach out via email or in person and let's discuss it.

This will be only the second time the course has been run. Significant changes were made from the first iteration, primarily from informal feedback during that course.

These are:

1. Clarifications around the expectations on the emotion reflection assessment tasks.
2. Some modifications in how learning exercises will be run in the tutes based on the experience of running them first time around.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	James Connor		Building 27, Room 313, School of Business, UNSW Canberra	+ 61 2 5114 5677	By appointment	Yes	Yes

Other Useful Information

Academic Information

Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitable Learning Services team. Equitable Learning Services is a free and confidential service that provides

practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Our team of dedicated **Equitable Learning Facilitators (ELFs)** are here to assist you through this process. We offer a number of services to make your education at UNSW easier and more equitable.

Further information about ELS for currently enrolled students can be found at: <https://www.student.unsw.edu.au/equitable-learning>

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct. Find relevant information at: [Student Code of Conduct \(unsw.edu.au\)](https://www.student.unsw.edu.au/student-code-of-conduct)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It is defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

<https://student.unsw.edu.au/plagiarism>

Submission of Assessment Tasks

Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:

(i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or

(ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: <https://www.student.unsw.edu.au/special/consideration/guide>

Or apply for special consideration through your [MyUNSW portal](#).

Late Submission of assessment tasks (other than examinations)

UNSW has a standard late submission penalty of:

- 5% per day,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Electronic submission of assessment

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

Release of final mark

All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is the only official mark.

School Contact Information

Email: Business@adfa.edu.au