ACCT3583
MANAGEMENT ACCOUNTING 2

Course Outline (draft)
Semester 1, 2016

Part A: Course-Specific Information
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PART A. COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Room (Quad)</th>
<th>Tel</th>
<th>E-mail</th>
<th>Consult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar and Course Leader</td>
<td>3096</td>
<td>9385 5916</td>
<td><a href="mailto:km.chong@unsw.edu.au">km.chong@unsw.edu.au</a></td>
<td>Monday 2-3PM, Tuesday 2-3PM</td>
</tr>
<tr>
<td>Dr Kar Ming Chong</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultations are conducted on a drop-in basis or via phone, with priority for drop-ins. The staff member will not conduct extensive consultations by e-mail. Written communication to staff must contain the student's name and student identification number. Short hand or text/SMS language will not be accepted. Students must use their official university email address only when corresponding with staff.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Seminar starts in Week 1 and ends in Week 13. There is no seminar in week 8 due to Anzac Day public holiday on Monday. Due to teamwork activity and space constraint, you must attend the seminar in which you are enrolled.

<table>
<thead>
<tr>
<th>Seminar Location</th>
<th>Seminar Code</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business School G23</td>
<td>M11A</td>
<td>Monday</td>
<td>11:00AM – 2:00PM</td>
</tr>
</tbody>
</table>

2.2 Units of Credit

ACCT 3583 Management Accounting 2 has a total of 6 units of credit.

2.3 Relationship of This Course to Other Course Offerings

This course is offered by the School of Accounting and may form part of an accounting major, double major or disciplinary minor within the Bachelor of Commerce or Bachelor of Economics degree. It builds on the knowledge from Management Accounting 1 and therefore, to enrol in this course, the following pre-requisite must have been satisfied – ACCT 2522 Management Accounting 1. This course also constitutes part of the core curriculum of studies required by CPA Australia and ICAA.
2.4 Course Aims

This course is concerned with the ways in which tangible and intangible resources are leveraged and combined, through organisational strategies and processes, to create organisational competence and deliver 'value' for a diversity of organisational stakeholders, namely, shareholders, customers, employees, suppliers, the community and the natural environment. It also considers how value can be created from managing the relationships among various stakeholders. The course aims to introduce these issues, to encourage critical thinking, and to impart a set of competencies that will enable such issues to be addressed with confidence and creativity in a professional and work-based context. The course draws upon contemporary and international research, professional literatures, case studies and the applied research experiences of course participants to explore the issue of Management Accounting 2.

2.5 Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</td>
</tr>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective professional communicators.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
</tbody>
</table>
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 Coursework 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:

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School undergraduate coursework</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>• Formulate and implement strategies based on an understanding of the strengths, weaknesses, opportunities, and threats of a firm; • Understand how accounting controls are used to implement the strategies. • Understand how accounting controls are used to manage various stakeholders of the firm such the shareholders, customers, employees, suppliers, customers and the environment.</td>
<td>• Course Preparation Assurance Test (C-PAT) • Team Case Project. • Team Case Presentation. • Seminar Activities. • Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>• Apply the accounting control frameworks to interpret and analyse stakeholder issues.</td>
<td>• Team Case Project. • Team Case Presentation. • Seminar Activities. • Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>• Construct written work which is logically and professionally presented.</td>
<td>• Team Case Project.</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>• Communicate ideas in a succinct and clear manner.</td>
<td>• Team Case Presentation.</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>• Work collaboratively in seminar and to complete two tasks: a written assignment and presentation.</td>
<td>• Individual Reflection Statement. • Participation in Team Activities (PTA)</td>
</tr>
<tr>
<td>5a. Ethical,</td>
<td>• Identify environment and society as</td>
<td>• Exam</td>
</tr>
<tr>
<td>environmental and sustainability responsibility</td>
<td>stakeholders and using accounting controls to manage these stakeholders.</td>
<td>• Activities in Seminar 9</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>• Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

At university, the focus is on self-directed search for knowledge. Seminars, textbooks, exams and other resources are all provided to help you learn. You are therefore required to attend all seminars, and read all required readings in order to fully grasp and appreciate the concepts of Management Accounting 2.

It is up to you to choose how much work you do in each part of the course: preparing for seminars; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and goals in this course. Seminar questions and self-study questions are provided to guide your learning process.

3.2 Learning Activities and Teaching Strategies

Seminars

This course is held over 12 seminars (see section 7 of the course outline). Each seminar is approximately three hours in duration. Students are required to attend the seminar in which they have registered via MyUNSW. In each three-hour seminar, students will be provided with case problems/questions and are required to discuss and critique accounting concepts in a team environment, present their findings in front of the class, and apply their knowledge to solve business problems.

In order to maximise the benefits of attending seminars, students must listen to the podcast recordings on the Moodle and read the required readings before attending the seminars. Seminar instructions and podcasts will be posted on the Moodle prior to the seminar being held. To assist in the development of key research and analysis skills, some of these seminar questions will require students to conduct additional research using library resources.

Self-Study

Self-study is a key element of the learning design of this course. From time to time, self-study materials will be posted on the Moodle to facilitate deeper learning of core elements of the course. The aim of these self-study questions is to encourage students to assume responsibility in the learning process, and to make the seminars more effective. Thus onus is on students to review and complete these materials. Staff will be available in consultation hours to assist with difficulties experienced with self-study materials.
4. **Assessment**

4.1 **Formal Requirements**

All assessment tasks are considered compulsory. This ensures that you have every opportunity to illustrate your knowledge of the course material. Failure to complete an assessment task may result in students being refused permission to sit the final examination, and being given an “Unsatisfactory Fail” (UF) grade for this course.

To be eligible for a passing grade in this course, students must:

(a) Achieve composite mark of at least 50% **AND**

(b) Satisfactorily complete all assessment tasks (or submit appropriate documentation relating to your failure to complete a task to the course coordinator) **AND**

(c) Achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50%. Any student having an overall mark of 50 or more but less than 50% in the final examination will be given an UF grade.

Please note that there will only be **ONE** supplementary final exam. It is the student’s responsibility to ensure that he or she is available on the date of the supplementary exam. Please see Part B, section 3 for more detail explanations of the special consideration and supplementary exam process.

**NOTE:** From Semester 1, 2016, the “pass conceded” (PC) grade is being discontinued.
### 4.2 Assessment Overview

The composite mark for **ACCT 3583** will be calculated as follows:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Preparation Assurance Test [C-PAT]</td>
<td>10%</td>
<td>Ongoing Seminars 1 - 11</td>
</tr>
<tr>
<td>Participation in Team Activities [PTA]</td>
<td>5%</td>
<td>Ongoing Seminars 1 - 12</td>
</tr>
<tr>
<td>Team Case Project</td>
<td>15%</td>
<td>Seminar 7</td>
</tr>
<tr>
<td>Team Case Presentation</td>
<td>10%</td>
<td>Seminar 12</td>
</tr>
<tr>
<td>Individual Reflection Statement</td>
<td>5%</td>
<td>Seminar 12</td>
</tr>
<tr>
<td>Final Examination</td>
<td>55%</td>
<td>University Exam Period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Preparation Assurance Test [C-PAT] (10%)

To maximise your learning experiences at the seminar, you need to listen to the podcasts (available on Moodle), read the required readings and attempt a pre-seminar activity (if any) before attending the seminars. Doing so will provide you with the confidence to participate in seminar activities which in turn will deepen your appreciation and understanding of the topics.

To encourage you to prepare for the seminar, C-PAT will be used to assess your level of seminar preparation in terms of your **basic awareness and understanding** of the key concepts, ideas or frameworks covered in a topic for that seminar. Feedback will be provided immediately after each C-PAT.

<table>
<thead>
<tr>
<th>Location/time:</th>
<th>In the seminar room. Each C-PAT will start at 10 minutes past the starting hour. You can only sit for the CPATs in your enrolled seminar.</th>
</tr>
</thead>
</table>
| Duration:     | 6-9 minutes. Every seminar, from seminars 1 to 11.  
Podcast, required readings and pre-seminar exercises (if any) for that seminar topic. |
| Topics covered: | For the whole class, the seminar leader will randomly choose 5 out of 11 C-PATs to mark. Your mark will comprise the best of 4 out of 5 C-PATs that were marked.  
This formatting ensures that all misadventures and absences (legitimate or otherwise) are taken into account, and therefore there is no special consideration for this assessment.  
The CPATs will comprise short discursive questions, |
| Format:       |                                                                                                                                 |

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business.unsw.edu.au

CRICOS Code 00098G
Individual Reflection Statement (5%)

You are required to complete weekly individual reflection journal entries on Moodle (if you attended the seminar) and submit a one-page individual reflection statement that covers your own reflections on the team learning process and of the ways (if any) your knowledge or perspective changed as a result of completing teamwork in this course.

**Due date:** Seminar 12.

**Topics covered:** Refer to teamwork marking guide on criteria 2 and 3. Both criteria cover teamwork in seminar activities, team case project and team case presentation. Each team member must: (i) complete at least seven weekly individual reflection journal entry (via Moodle using the BLOG tool), appropriately reflecting on their seminar experience and team interactions. A penalty of 1% (out of 5%) for failure to do so; and (ii) submit a one-page individual reflection statement in Seminar 12.

**Format:** For specific requirements please refer to the Moodle, under "Assessments".

*Note: There is no “special consideration” for your individual reflection statement.*

Team Assessments in ACCT3583

The team assessments will be undertaken by a team of 6 students. The main purposes of team assessments are to develop your (1) communication skills (both written and oral) and (2) teamwork skills. The seminar leader will allocate you to a team **by the end of seminar 1.** It is the student’s responsibility to be present at the seminar from Seminar 1. Any student who is not in a team by the end of seminar 3 may have to present and complete the assignment individually (and must therefore suffer the consequences of having additional workload).

- **Participation in Team Activities [PTA] (5%)**
  This assessment has two related aims: (1) to encourage you to prepare for the seminar (similar to C-PAT) and (2) to encourage you to collaborate with your team members by being mindful of factors that influence teamwork effectiveness (see teamwork marking guide, criterion 1). Team activities cover:

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1 Depending on seminar size and other circumstances a team can also have 4-5 members.
(i) seminar activities which include working on and solving case studies and problems with your team members, and when called upon, presenting the team’s findings;

(ii) team case project; and

(iii) team case presentation.

| Evaluation dates: | • End of Seminar 5 (formative assessment to guide students’ team behaviour) |
| Location/time: | • End of Seminar 12 (summative assessment) |
| Duration: | In the seminars. |
| Topics covered: | After C-PAT feedback till the end of seminar. |
| Format: | Seminars 1 to 12. |

- Your team members will evaluate the quality of your participation and contributions, as a team member, in team activities, using the teamwork marking guide on criterion 1. Please log in to Moodle to evaluate your team members online. For each team member, rate him/her on a Likert-scale (1-7) and provide detailed written feedback. Your responses will be confidential.

- Written feedback from team members will be given to each student anonymously in Seminar 6 via Moodle. An average mark provided by your team members in Seminar 12 will count towards this assessment.

**Note:** There is no “special consideration” for participation in team activities.

- Team Case Project (15%)

| Due date: | Seminar 7. |
| Topics covered: | The majority of the materials will be based on seminars 1, 2, 3, 4, and 5. A significant amount of applied research is required. |
| Format: | Details regarding the nature and formatting of the team written assignment are provided in Appendix 1. Please attach the official UNSW cover page to the team case project. |

Significant amount of applied research is required for the team to be acquainted with the company’s business environment, operations and strategies. Students are expected to conduct their own business research, then apply knowledge gained from this course to critically analyse and evaluate this information, and compared it to the information in the past report. Because many business contexts are ambiguous in nature, this assignment is targeted at evaluating and providing feedback on students’ ability to apply and integrate various analytical frameworks found in seminars 1 to 5 of this course to make sense of
uncertainties in various business contexts, and reach the appropriate conclusions.

- **Team Case Presentation (10%)**

<table>
<thead>
<tr>
<th>Location/time:</th>
<th>Team presentations will be held in seminar 12 in the seminar room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>Between 13 (minimum) – 15 (maximum) minutes.</td>
</tr>
<tr>
<td>Topics covered:</td>
<td>Selected findings from the team case project. For specific requirements please refer to the Moodle, under “Assessments”.</td>
</tr>
<tr>
<td>Format:</td>
<td>All team members must present. 8% out of the 10% is allocated to individual performance and the remaining 2% to the team’s performance. A presentation marking guide can be found on Moodle to assist you in your presentation.</td>
</tr>
</tbody>
</table>

**Note:** There is no “special consideration” for team presentations.

**Final Examination (55%)**

You are required to sit a final examination paper in this course. The final exam will cover all topics in this course. The general format of the exam will be provided in seminar 12.

**Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and only aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

**5. Student Resources**

**5.1 Course Resources**


2. **Reading Kit – ACCT 3583 Reading Kit (Semester 1, 2016).**

Both the textbook and reading kit are compulsory references for ACCT 3583. They are available at the UNSW Bookshop. You may also find the textbook in the second hand bookshop.
5.2 Course Website

This Course uses Moodle and the login URL for Moodle is: https://moodle.telt.unsw.edu.au/login/index.php. Under the course code ACCT3583. You are required to have a Unipass and Unipin to access the website. In addition, you must also be enrolled in the course to access the website. Please note that students are responsible for updating themselves on any information that appears on Moodle.

During the session, you must:
- Maintain your official student email address and ensure that it does not have an “Over Quota” problem;
- Check your assessment marks and inform your seminar leader of any discrepancies or problems with them; and
- Update and download Powerpoint seminar slides and other additional materials.

Information provided on Moodle may include:
- Course Outline;
- PowerPoint seminar slides (which may include announcements made in seminars);
- Assessment results; and
- Course-related announcements and other administrative matters.

6. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations.
7. Course Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Week beginning</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29th Feb</td>
<td>Overview of the course; Analysing the external environment</td>
</tr>
<tr>
<td>2</td>
<td>7th March</td>
<td>Analysing the internal environment</td>
</tr>
<tr>
<td>3</td>
<td>14th March</td>
<td>Developing strategy</td>
</tr>
<tr>
<td>4</td>
<td>21st March</td>
<td>Measuring performance</td>
</tr>
</tbody>
</table>

**University Mid-semester Break**
*(Friday, 25th March – Sunday, 3rd April 2016)*

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4th April</td>
<td>Managing shareholder value creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>PTA Evaluation 1 due (for feedback purpose only)</em></td>
</tr>
<tr>
<td>6</td>
<td>11th April</td>
<td>Managing customer value and relationships</td>
</tr>
<tr>
<td>7</td>
<td>18th April</td>
<td>Managing supplier relationships and strategic outsourcing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Team case project due</em></td>
</tr>
<tr>
<td></td>
<td>25th April</td>
<td>No seminar this week due to Anzac Day public holiday on Monday</td>
</tr>
<tr>
<td>8</td>
<td>2nd May</td>
<td>Managing human capital as a strategic resource</td>
</tr>
<tr>
<td>9</td>
<td>9th May</td>
<td>Managing environment and engaging in corporate social responsibility</td>
</tr>
<tr>
<td>10</td>
<td>16th May</td>
<td>Managing strategic risks</td>
</tr>
<tr>
<td>11</td>
<td>23rd May</td>
<td>Management controls</td>
</tr>
<tr>
<td>12</td>
<td>30th May</td>
<td>• <em>PTA Evaluation 2 (Final)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Individual reflection statement due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Team case presentation due</em></td>
</tr>
</tbody>
</table>
PART B. KEY POLICIES, STUDENT RESPONSIBILITIES, AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
</table>
| 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. |
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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
   a. Identify social and cultural implications of business situations.

2. 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).

3. 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.

3.1 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

3.2 Attendance

Your regular and punctual attendance at lectures and seminars 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

3.3 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

3.4 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/

3.5 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.
4. 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 an attempt of the 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:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accounting and Economics
   - 14th July – exams for the School of Economics
   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. 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.

**Special consideration and assessments other than the Final exam:**
Please refer to the assessment information in the Course Outline.
5. 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](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.

- **Business Student Centre**  
  [https://www.business.unsw.edu.au/students/resources/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](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**  
  [www.lc.unsw.edu.au](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](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](https://www.it.unsw.edu.au/students/index.html)  

- **UNSW Counselling and Psychological Services**  
  [https://student.unsw.edu.au/wellbeing](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.

- **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](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
APPENDIX 1: TEAM CASE PROJECT

Required (total = 85 marks):

The team case project is to be based on JB Hi-Fi Limited (hereafter JB Hi-Fi)*. Imagine that your team has been hired by JB Hi-Fi to provide consultation advice to the Board and Senior Management team of JB Hi-Fi regarding the issues below. Your team’s advice is to be communicated to the JB Hi-Fi’s team via a written report (and later a team presentation):

- Part 1 (20 marks): Present a SWOT analysis for JB Hi-Fi. Discuss two main opportunities, two main threats, two main strengths, and two main weaknesses.
- Part 2 (10 marks): Conduct a stakeholder analysis for two major stakeholders of JB Hi-Fi (excluding shareholders). The stakeholders chosen must be the stakeholders that will be discussed in this course. For each major stakeholder:
  - clearly identify the stakeholder and discuss its varied interests in JB Hi-Fi;
  - assess whether its specific interests are aligned with and/or opposed to the generation of shareholder value by JB Hi-Fi, with an overall conclusion; and
  - recommend and justify (or explain) one measure that JB Hi-Fi can use to monitor whether it has generated value for the stakeholder.
- Part 3 (20 marks): Recommend and discuss two strategies for JB Hi-Fi. For each strategy recommended:
  - justify the strategy’s appropriateness in the context of your SWOT analysis in Part 1 above, i.e., suitability and feasibility;
  - assess the strategy’s impact on each of the major stakeholder that you have identified in Part 2 above, i.e., acceptability; and
  - discuss whether the strategy will create shareholder value for JB Hi-Fi.
- Part 4 (25 marks): Prepare a Balanced Scorecard (BSC) for JB Hi-Fi that reflects the two strategies you have recommended in Part 3 above. You must include a strategy map.

- Clarity in writing (10 marks): Includes, but not limited to, the appropriate use of grammar and phrases, and correct spellings. Also, evidence of flows and linkages in discussions. Finally, the appropriate use of the executive summary, introduction, conclusion, and headings in the report [i.e., main and sub-headings].
*The team can focus on JB Hi-Fi’s operations in Australia and New Zealand (if any) to identify trends. International trends will be trends outside Australia and New Zealand.
## TIPS FOR THE CASE PROJECT

A **good** case project covers the five key elements below:

1. Ability to apply frameworks covered in various topics (e.g., Porter’s Five Forces of Competition, capabilities, Rappaport SVA etc etc), where relevant to JB Hi-Fi, with explicit reference to those frameworks. Case project, similar to other types of assessments (e.g., team case presentation, C-PAT), is designed to test your knowledge of the topics covered during the semester. To do well in any assessment, you need to **demonstrate** that you have understood the topics and, in the case of a project, be able to apply the knowledge in a particular context, in this case, JB Hi-Fi;

2. Providing JB Hi-Fi-specific information/context so that the readers are aware that the report is specifically about JB Hi-Fi and not about its competitors, i.e., the information/arguments provided are not generic and as such, difficult to be used interchangeably to describe the competitors;

3. Providing insightful facts and/or arguments – evidence of careful acquisition (research) and analysis of data, and critical thinking;

4. Clarity in writing (includes, but not limited to, the appropriate use of grammar and phrases, and correct spellings. Also, evidence of flows and linkages in discussions. Finally, the appropriate use of executive summary, introduction, conclusion, and headings in the report [i.e., main and sub-headings]; and

5. Complying with the format and submission details provided on pages 20-22. Marks will be deducted for non-compliance.

### Format for Your Team Case Project:

- The case project must be typed using Times New Roman font size 12, 1.5 line spacing, and margins on all sides must be exactly 2 cm wide. For footnotes (if any), use font size 10 and single-line spacing.

- Tables, charts and diagrams should be used, where possible, to display information in a clear and cogent manner. Tables must use Times New Roman font size of 12 with single-line spacing. Ensure supporting text is provided to contextualise tabular content (except for the Balanced Scorecard). This will improve presentation and make it easier to stay within the page limit.

- Maximum length of case project is 9 pages. Any writing in excess of the page limit will not be marked. **As a tip, please use the marks allocated to each part of the report as a rough guide to the page allocation for each part (with the exception of Part 4 which requires at least 2 pages).** The 9 pages do not include the end-text references and appendices. Executive summary, footnotes, introduction and conclusion are included in the 9-page limit. The executive summary must have its own separate page and must not be more than 3/4 page. Executive summary is a plan for the report (i.e., what you intend to write in the report) **AND** a summary of findings. The body of the report provides the opportunity for you to demonstrate your understanding of
the topics. Information in the appendix is of secondary importance (and rarely read). The page limit is imposed to highlight the importance of succinctness and editing skills.

- Footnotes should be reserved for points of clarification, not referencing. Marks may be deducted for inappropriate uses of footnotes and appendices. Appendices should be used only for the following:
  - list of major assumptions, if any;
  - list of calculations and formula, if any.

- Only in-text and end-text references must be used. No other referencing style is permitted. Examples of end-text referencing are shown below:

- Consult the seminar leader if you are unsure about any of the above formatting requirements as marks will be deducted for not complying with the formatting.

Submission Details:

- A hardcopy and softcopy of the team case project is to be submitted.
  - Please submit the hardcopy to the seminar leader in seminar 7 at the start of your enrolled seminar.
  - Please submit the soft (file) copy to Turnitin via Moodle before the start of your enrolled seminar 7. Ensure you select only one member to submit the soft copy to Turnitin.

Any assignment received after the stated time above will be considered late and subject to the penalty of 10% of the case project’s mark (/85) per day. Last minute printing difficulties, computer failure or transportation problems will not constitute an adequate excuse for lateness.
- A team case project cover page must be fully completed and attached to the team project. The cover page can be downloaded from the course’s Moodle. All team members must sign the cover page. Failure to fully complete the cover page will incur a 5-mark penalty.

- Hardcopy of the case project must be stapled on the top left-hand side of the page. Do not use elaborate binding or provide plastic covers for the assignment.