ACCT5919
Business Risk Management

Course Outline
Semester 1, 2015

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

Teaching staff:
Lecturer-in-charge Paul Martin
Room 3109 Quad Building
Phone No: 9385 5907
Email: p.martin@unsw.edu.au
Consultation Times – Tuesdays 9.00am (or by appointment)

Lecturer: Andrew Bissett
Room 3109 Quad Building
Phone No: 9385 5907
Email: a.bissett@unsw.edu.au
Consultation Times – (by appointment)

Outside of consultation contact should be via email.

2  COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Times and Locations are:
   Tuesdays          10.00 to 13.00 Business School Room 130
   Tuesdays          14.00 to 17.00 Pioneer Theatre
   Thursdays         18.00 to 21.00 Webster 250

2.2 Units of Credit
The course is worth 6 units of credit.
This course is taught in parallel.

2.3 Summary of Course

In a rapidly changing global world, with decreasing product life cycles and increasing customer and societal expectations placed upon businesses, there are significant and increased risks that have the potential to imperil value creation by businesses.

In this world, value is put at risk - by competition, or failures of corporate leadership, strategies, processes and operating capabilities. Developing effective ways of managing such Business Risks is proving to be a central agenda item for organisations seeking continuing success.

This course addresses this emergent field conceptually, technically and speculatively by examining the tools, techniques and approaches used to identify measure and manage business risks which are designed to enable managers to create value in the face of the ever changing environment confronting them. The course makes extensive use of case studies and research reports.
2.4 Course Aims and Relationship to Other Courses
The aims of the course are as follows:
1. To provide a practical understanding of the nature of business risks organisations confront.
2. To examine the impact of risk on the decision-making processes of organisations.
3. To review the techniques used to identify, codify and quantify these risks.
4. To examine strategies and techniques used to mitigate the impact of these risks on the business, including the role of strategy formulation and implementation and the development of effective risk control strategies, processes and structures.

This course will assist students to better understand the significance of adequately assessing and managing risk in the context of the management of business operations and in making informed business decisions. The course therefore builds upon material in other management accounting course offerings.

2.5 Student Learning Outcomes
By the end of this course, you should be able to:

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<tbody>
<tr>
<td>1</td>
<td>Apply fundamental theories and concepts in diverse and unpredictable business environments to better understand economic, commercial and business issues</td>
</tr>
<tr>
<td>2</td>
<td>Formulate and develop persuasive arguments relevant to major fields of study that can be applied to business problems</td>
</tr>
<tr>
<td>3</td>
<td>Critically analyse underlying theories, concepts, assumptions and arguments in major fields of study</td>
</tr>
<tr>
<td>4</td>
<td>Apply specialist skills, tools, techniques and frameworks to critically analyse business risks and to integrate these with knowledge drawn from other disciplines of commerce in business and professional practice</td>
</tr>
<tr>
<td>5</td>
<td>Conduct research in archives, libraries, the web and other sources in order to understand the changing nature of the frontiers of knowledge through research</td>
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<tr>
<td>6</td>
<td>Communicate effectively in verbal, written and group contexts to a professional standard</td>
</tr>
<tr>
<td>7</td>
<td>Collaborate effectively in teams (including members from diverse cultural backgrounds); manage, persuade and influence others</td>
</tr>
<tr>
<td>8</td>
<td>Apply technical and specialist skills to global business issues and/or in practice within a multicultural environment</td>
</tr>
</tbody>
</table>

Business School Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

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 ethical, social, cultural and environmental implications of business issues and practice. You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

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):

<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 postgraduate coursework students:</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></td>
<td>Incorporate risk assessment and analysis into a range of business decision-making process.</td>
<td>• Workshop Problems</td>
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<tr>
<td></td>
<td>Be able to assess the causes of and recommend the appropriate response to risk events that impact upon organisations.</td>
<td>• Report</td>
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<tr>
<td></td>
<td>Use statistical and analytical skills to incorporate risk assessment processes into organisational decision-making.</td>
<td>• Case studies</td>
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<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Use the standard approaches to risk identification, measurement and management to identify how business risks can be more effectively managed.</td>
<td>• Workshop Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Syndicate Case Study presentation and report.</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>• Syndicate Case Study presentation and report.</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>Identify and assess environmental and sustainability considerations in problems in business.</td>
<td>• Case Studies</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td>• Report</td>
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<td></td>
<td></td>
<td>• Class discussion</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The course is conducted in a single 3 hour block each week, which includes a lecture, student presentations and group workshops. The course makes extensive use of case studies to demonstrate real life examples of situations where specific issues in the area of risk management have been either poorly or well managed. Students are allocated to syndicate groups and will be responsible for presenting one of the case studies during the course. Students are expected to actively engage in class discussion related to the cases and the course material.

3.2 Learning Activities and Teaching Strategies
Students will be allocated to syndicate groups and one of the syndicate groups will present a case study each week during the course. The case study examines how organisations managed or mismanaged major risk events that confronted the organisation. These case studies are intended to provide examples of the practical application of the risk management techniques and approaches that are examined during the course.

Students will complete an individual assignment which analyses the management of a major risk event. The assignment is intended to develop students’ analytical and report writing skills.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment Report</td>
<td>30%</td>
<td>See 4.2.1 below</td>
<td>Week Commencing 13 April 2015</td>
</tr>
<tr>
<td>Syndicate Presentation and Report</td>
<td>20%</td>
<td>See 4.2.2 below</td>
<td>The assigned week</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

4.2.1 Assessment Task 1 – Individual Assignment Report – Due Date Week Commencing 13 April 2015 see also Section 4.4 for details.

The Management Team of your firm is proposing to develop a manual, for internal use, the purpose of which is to train staff in areas of major risk, so that your company can avoid experiencing similar failures in risk management procedures. Management are aware that you have recently completed a course in business risk management, and have asked you to prepare a case study for inclusion in the manual covering one of the following six cases or another case of your choice (see below):
Company/Incident | The Risk Event
--- | ---
Fukushima Daiichi | Nuclear disaster
BP | The Oil Spill in the Gulf of Mexico
The sinking of the Sewol Ferry | The South Korean Ferry Disaster
Parmalat | Failures in corporate governance & fraud
News Corporation | Phone-hacking scandal
QF32 | The near crash of the Qantas A380 over Singapore

Case Study of your choice*

* If this option is chosen the case must receive prior approval from your supervisor (Course Presenter) based on a brief written proposal (of one (1) to two (2) A4 pages) submitted no later than the end of Week 3, i.e. **Friday 20 March 2015** in hard copy or via email. Ensure that your email address is included to facilitate correspondence.

If you chose to complete a report on one of the six cases listed above you do not need to submit the proposal referred to above, simply submit your report by the due date.

**The Project**
Management has agreed the following specific tasks after discussions with you:

1. Describe the facts surrounding the case. Material for the analysis of the case should be drawn from the details of the case as reported in the press, internet, or other sources such as books and journals, and should be fully referenced.
2. You are required to identify at least two, and at most three, risk management issues illustrated by the case. Compare and contrast the way in which these issues were dealt with by the firm(s) involved with material presented in the course or other reference material dealing with the concepts or issues that the case illustrates. In your report you may also assess the effectiveness with which the crisis, created as a result of the failures in risk management evident in the case, were managed.
3. Management believes that the quality of this material will not be judged on the number of concepts or issues illustrated by a particular case study but on how well each concept or issue is illustrated. Therefore greater depth in the assessment of the risk management issues rather than breadth is required. Indeed, some of the management team argued that each case should only illustrate one concept or issue, but finally agreed that there may be circumstances where more than one is desirable.
4. Prepare a report as specified below.

**The Report**
Your report should contain the following sections:

1. Executive Summary: A concise review of the report including major findings and conclusions. This should be no more than one (1) A4 page. This section is allocated 4 marks out of 30.
2. Introduction and Aims: Outline the general aims of the analysis and discuss the approach you have taken to develop your case material. Make explicit the criteria that you have used in choosing the risk management issue(s) identified in the case. This should be no more than one to two (1-2) A4 pages. This section is allocated 3 marks out of 30.
3. Case Study: This section should include the full text of your case study and analysis. Please be concise and limit this section to no more than six (6) pages. Management has specifically asked for some shorter examples for inclusion in their manual. In the event that your case study is included in the manual it will fully acknowledge you as the author (management believe this will be great “profile” for you). Longer case
4. Conclusion. Identify the lessons that can be learned from the case, your conclusions and the nature of any control procedures and/or risk treatment systems that you believe should have been implemented or where failures occurred. This should be no more than three (3) A4 pages. This section is allocated 9 marks out of 30.

5. References: Please list the sources you have consulted for the completion of the report. This section is allocated 2 marks out of 30.

Grading

In grading the report marks will be allocated for each of the above sections of the report as above. Creative and innovative work will be rewarded. In particular in assessing the case study the assessment will consider the extent to which the case study effectively links the facts of the case to the risk management issues that have identified, and the extent to which the conclusions and lessons highlight better ways of addressing and managing the risk management issues identified.

General

The report should include a cover page (indicating your name and student number) and be no longer than nine (9) to ten (10) single sided A4 pages (size 12 font, one and a half line spacing) excluding the cover page and any attachments.

4.2.2 Assessment Task 2 – Group Syndicate Presentation and Report

All students will be allocated to a syndicate group. Each syndicate will be allocated to one of the case studies listed in the course outline under each week’s work, e.g. the Case Study for Week 2 is the Heblon case.

The syndicate is required to present the case to the class during the session listed. The scope of the presentation will obviously vary from case to case, but as a guide the following are intended to assist you with your presentation.

1. Describe the facts surrounding the case. Material for the analysis of the case should be drawn from the details of the case included in the material provided for the Session. If appropriate, additional credit will be earned for the use of additional references sourced from press reports, the internet, or other sources such as books and journals, and should be fully referenced.

2. Identify the risk management issues illustrated by the case.

3. Compare and contrast the way in which these issues were dealt with by the firm(s) involved with material presented in the course or other reference material.

4. Identify any lessons that can be learned from the case.

5. Identify what proscriptive action was taken by the firm involved or regulators, and identify any broader consequences of the case that have added to the management of risks or the understanding of risk management processes.

6. A formal presentation should be made to the class. The duration of the presentation should be 25 -35 minutes. If you propose to spend longer than this time you should consult the Course Presenter prior to the evening of the presentation.

7. Since the class will have read the material you may wish to make the presentation interactive and to draw out the views of the class on certain aspects of the case. This could be done, for example, by posing provocative questions or giving the class a short exercise to do.

Syndicates are free to determine the style of the presentation which could include (without limitation) a formal presentation, a role play or interviews. Syndicates should assume that
all members of the class will have read and prepared for the case and therefore class interaction including short exercises can be incorporated into the presentation. If you plan to involve the class please note that this can take some time and therefore this needs to be factored into your planning.

**Presentation**
The marks for the presentation will be 14 out of the available 20 and following criteria will be used for grading the class presentations:
- Time management (e.g. the pace and total time of the presentation)
- Clarity of communication (expression of ideas)
- Engagement with the audience
- Structure of the presentation (transition and logic, quality of slides etc.)
- Content of the presentation (insights and applications)

**Report**
On the night of the Syndicate Presentation each Syndicate will be required to submit a report. The report has no formal word limit but as a guide the report should be as a guide 5 to 6 pages. The report will present the key features of the syndicate’s presentation and the syndicate’s findings and conclusions in relation to the case. These findings will cover the issues listed on points 1-5 above (as relevant), and will in particular detail the syndicate’s conclusions about the lessons from the case for risk management. The marks for the report will be 6 out of the available 20.

**4.3 Assessment Format**
Refer to Section 4.2 for details.

**4.4 Assignment Submission Procedure**
Completed individual assignments are to include a completed cover sheet and must be submitted in hard copy at the start of class during week 6, i.e. the week commencing 13 April 2015. Submission after this date will be penalised see section 4.5 below.

In addition an electronic copy of the assignment should be submitted via Turnitin no later than 5.00pm on Monday 13 April 2015.

Syndicate Groups must present during the nominated week for their topic and must also submit their report to their lecturer during that class, see section 4.2.2 above. Failure to do so will result in a no marks being awarded for this Assessment Task.

You should keep a copy of all work submitted for assessment and your returned marked assignments.

**Quality Assurance**
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

**4.5 Late Submission**
For information about late submission of assignments, including penalties you should refer to the School of Accounting policy.
5 COURSE RESOURCES

The website for this course should be consulted regularly. It will contain announcements, questions to assist with the weekly readings, class workshop questions and suggested solutions as well as other learning resources which will be posted from time to time. The following is a link to the website in Moodle http://moodle.telt.unsw.edu.au

The textbook for this course is:
Course Notes and Readings for each Week are available from the Co-op Bookshop.

The major reference material for the course is as follows:
Donaldson L, Performance Driven Organizational Change, Sage Publications 1999
Hoffman D, Managing Operational Risk, John Wiley and Sons, 2002
Keasey K, S Thomson, M Wright (Eds.), Corporate Governance Economic Management, Oxford University Press, 1997
Luehrman T, Strategy as a Portfolio of Real Options, HBR, Sep 1998
Matten C, Managing Bank Capital, John Wiley and Sons 2000
Rayner, J, Managing Reputational Risk, John Wiley and Sons 2003

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. Feedback from previous students indicated a desire to incorporate mathematical elements into the course and as a result this is covered in Weeks 5 and 6.
## COURSE SCHEDULE
Lectures start in Week 1 and finish in Week 12.

### LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td><strong>The Risk Framework</strong></td>
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</table>
| Week 1 2 March | **Value, Risk and Culture and Organisation Frameworks**  
- Defining and Classifying Risk  
- The Evolution of Business Risk  
- The Role of Risk Management in Business Organisations and their environment  
- Resource dependency & value creation  
- Organisational functioning in response to risk |  
- Vaughan, Chapter 1  
- Crockford, Chapters 1 and 2  
- Donaldson, Performance Driven Organisational Change, Chapter 2 |
- Risk Identification and the types of risks  
- The Risk Management Process – AS4360  
- Accepting, avoiding and sharing risk  
- Establishing Risk Management frameworks |  
- Vaughan, Chapter 6  
- Borge, Chapter 4  
- Case Study Heblon plc, from Ritchie and Marshall pp295-304 |
| Week 3 16 March | **Crisis Management and Contingency Planning**  
- Can crises be avoided?  
- Contingency Planning for crises  
- The tactics of Crisis Management, what to do when risk management fails  
- Profiting from Crises |  
- Sadgrove Chapter 14  
- Case Study The Classic Contrast - Johnson & Johnson’s Magnificent Crisis Management with Tylenol, but Then…. |
| **Risk Measurement**                                                                 |                                                                          |
- Risk Measurement Systems  
- Risk and Regret  
- The Risk & Return relationship |  
- Dembo, Chapter 4  
- Crockford, Chapter 4  
- Case Study The Travails of Nike |
| Week 5 30 March | **The Risk Management Process - Measuring Risk (Cont.)**  
- Statistics Refresher  
- Calculating Value at Risk |  
- P Martin – Working Paper on Credit Risk Management  
- Beckstrom and Campbell - Understanding VaR  
- Case Study Long Term Capital Management  
- Class Exercise Calculating Value at Risk |
| **Mid-Session Break: Good Friday 3rd April -Sunday 12 April**                                                                 |                                                                          |
| Week 6 13 April | **Individual Assignment Due**  
- Capital at Risk and Performance Measurement  
- Analysing the segments of the value at risk distribution  
- Assessing Capital at Risk and Earnings at |  
- C Matten – Managing Bank Capital Chapters 13 and 14  
- Class Exercise Assessing Capital at Risk and Risk-based |
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<tr>
<th>Week 7 20 April</th>
<th>Risk and Strategy under Uncertainty</th>
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<tbody>
<tr>
<td></td>
<td>• The shortcomings of traditional strategic evaluation techniques</td>
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<td>• Assessing the level of uncertainty confronting organisations</td>
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<td>• Developing strategic responses to risk</td>
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<td></td>
<td>• Matching strategy with organisational capability</td>
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<tr>
<td></td>
<td><em>Courtney et al, Strategy Under Uncertainty</em></td>
</tr>
<tr>
<td></td>
<td><em>Amram and Kulatilka, Uncertainty : The New Rules for Strategy</em></td>
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<td><strong>Case Study</strong> Lesser Developed Country (LDC) Debt Crisis in the US</td>
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(note: Anzac Day is Sat 26 April - no public holiday)

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<thead>
<tr>
<th>Week 8 27 April</th>
<th>Risk and Strategy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• The use of Real Options in strategy formulation and valuation</td>
</tr>
<tr>
<td></td>
<td>• The significance of implementation in strategic risk management</td>
</tr>
<tr>
<td></td>
<td><em>Luehrman, Strategy as a Portfolio of Real Options</em></td>
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<tr>
<td></td>
<td><em>Kogut and Kulatiaka, Options Thinking and Platform Investments: Investing in Opportunity</em></td>
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<tr>
<td></td>
<td><strong>Case Study</strong> Lincoln Electric’s Harsh Lessons from International Experience</td>
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<tr>
<th>Week 9 4 May</th>
<th>Control Systems and the Management of Risk</th>
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<tbody>
<tr>
<td></td>
<td>• The nature &amp; structure of control systems</td>
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<td></td>
<td>• The levers of control within an organisation</td>
</tr>
<tr>
<td></td>
<td>• Control structures &amp; risk management</td>
</tr>
<tr>
<td></td>
<td><em>R Simons, The Levers of Control</em></td>
</tr>
<tr>
<td></td>
<td><em>W Birkett, Extract from Business Risk Management Working Paper, Section 4.4 and Section 2.2.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Case Study</strong> Maytag, Leaving a Foreign Subsidiary Free as a Bird</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10 11 May</th>
<th>Corporate Governance – Where the rubber meets the Road</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What is corporate governance?</td>
</tr>
<tr>
<td></td>
<td>• Senior Management and the role of the CFO</td>
</tr>
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<td>• Individual &amp; organisational Influences on Decision Making and Behaviour</td>
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<tr>
<td></td>
<td>• Risk Management and Shareholder Value</td>
</tr>
<tr>
<td></td>
<td><em>Keasey et al, Ch. 1</em></td>
</tr>
<tr>
<td></td>
<td><em>Donaldson, Performance Driven Organisational Change Ch. 7</em></td>
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<tr>
<td></td>
<td><em>PwC, CFO Architect of the Future, Ch. 5, Integrating Financial and Business Risk Management</em></td>
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<td><strong>Case Study</strong> Westpac – The Bank that Broke the Bank</td>
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<thead>
<tr>
<th>Week 11 18 May</th>
<th>Fraud Risks</th>
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<tbody>
<tr>
<td></td>
<td>• The role of Insurance</td>
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<td></td>
<td>• Hedging activities</td>
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<td>• Risk Management Strategies</td>
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<td>- Fraud</td>
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<tr>
<td></td>
<td>- People Risks</td>
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<tr>
<td></td>
<td><em>Sadgrove, Chapters 9, 11 and 13</em></td>
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<td></td>
<td><em>Samociuk, Chapter 2</em></td>
</tr>
<tr>
<td></td>
<td><strong>Case Study</strong> National Australia Bank A video will also be screened on the collapse of Barings Bank plc</td>
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<tr>
<th>Week 12 25 May</th>
<th>Environmental Risk</th>
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<td></td>
<td>• Environmental Risk and its impact of firms</td>
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<td>• Should Environmental Risk be avoided or can it be managed?</td>
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<td></td>
<td>• Can firms profit from the management of Environmental Risk</td>
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<td></td>
<td><em>F Reinhardt, Bringing the Environment Down to Earth, HBR July-Aug. 1999</em></td>
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<td><em>P Pritchard, Environmental Risk Management, Earthscan Publications 2000</em></td>
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<td></td>
<td><strong>Case Study</strong> BHP and the Ok Tedi Mine Environmental Disaster</td>
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| Week 13 1 June | NO LECTURES |
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.

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>3. Communication: Our graduates will be effective professional communicators. You should be able to:</td>
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<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>
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<tr>
<td>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.</td>
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<tr>
<td>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:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
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<tr>
<td>b. Identify social and cultural implications of business situations.</td>
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</table>
# Business Postgraduate Coursework Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong></td>
<td>Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
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<tr>
<td><strong>2. Critical thinking and problem solving:</strong></td>
<td>Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
</tbody>
</table>
| **3. Communication:** | Our graduates will be effective communicators in professional contexts. You should be able to:  
  - c. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and  
  - d. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. |
| **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 ethical, social, cultural and environmental implications of business issues and practice. You should be able to:  
  - c. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
  - d. Consider social and cultural implications of business and/or management practice. |

## 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.
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 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 Occupational 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://www.ohs.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 at least a minimum mark of 50% in the total of other assessment items 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:
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, 2015 are:
   - 14th July – exams for the School of Accounting
   - 15th July – exams for all Schools except Accounting and Economics
   - 16th 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.


**Special consideration and assessments other than the Final Exam in undergraduate courses:**

There will be NO special considerations in assessments other than for final exams.
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](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