Important Notice

The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
COURSE OVERVIEW

CONTENTS

Course schedule ................................................................. 1
  Semester 2, 2015 ................................................................. 1

Course information ............................................................. 2
  Course-level aims and learning goals ............................... 2
  Course learning outcomes ................................................. 3
  Structure ............................................................................. 4

Program quality assurance .................................................... 7
  Program-level learning goals and outcomes assessed for AACSB accreditation ........................................... 7
  Associated governing bodies ............................................. 8

Resources ........................................................................... 9
  Learning resources ............................................................. 9
  Course materials ............................................................... 9
  eLearning .......................................................................... 12
  Administrative and eLearning support ............................ 13
  Additional student resources and support ..................... 13

Continual course improvement ............................................. 14
  Student evaluations from the last presentation of the course ........................................................................ 14
  Coordinator's response .................................................... 14

Course staff ......................................................................... 15
  Course coordinator .......................................................... 15
  Class facilitator ............................................................... 15
  Course author .................................................................... 16

We welcome ideas to improve these course materials.
Please email suggestions to coursematerials@agsm.edu.au
## Course schedule

### Semester 2, 2015

#### Business Economics

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>1</td>
<td>Participation is assessed throughout the semester (15%)</td>
</tr>
<tr>
<td>2</td>
<td>3 August</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10 August</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17 August</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24 August</td>
<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>31 August</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7 September</td>
<td>7</td>
<td>Assignment 1 due on 7 September by 9.30am Sydney time – report (20%)</td>
</tr>
<tr>
<td>8</td>
<td>14 September</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21 September</td>
<td>9</td>
<td></td>
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</table>

**Mid-term recess: Saturday 26 September – Monday 5 October**

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6 October*</td>
<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>12 October</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19 October</td>
<td>12</td>
<td>Assignment 2 due on 19 October by 9.30am Sydney time – report (25%)</td>
</tr>
<tr>
<td>13</td>
<td>26 October</td>
<td>Independent reflective learning and review</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2 November</td>
<td>Examination week</td>
<td>Examination** – Thursday 5 November – 2pm if sitting on campus (40%)</td>
</tr>
</tbody>
</table>

*Monday 5 October is a public holiday in NSW

**Examination is 2 hours, open book
Course information

Course-level aims and learning goals

The purpose of this course is to introduce the analytical framework used by economists in examining economic issues while bringing a technological flavour to this analysis. Economics can be defined as the study of how society uses its limited resources to produce, trade and consume goods and services. It seeks to provide a basic understanding of the economic principles that influence the performance of business. Technology and innovation play a significant role in this allocation of resources. On completion, students should have an understanding of economic concepts, be able to construct economic arguments in terms of these concepts and theoretical frameworks, understand the role of technology and innovation in economic decision making and be able to apply these to the analysis of relevant economic issues.

This course approaches the study of economics in a ‘building block’ fashion. We start at the level of the individual and then move on to the larger and broader pictures: organisations, markets and countries. The first six Units cover how individuals and organisations make decisions and how equilibrium between demand and supply is reached. In particular, we consider in detail how the cost structure of an organisation influences its pricing and output decisions. The specific markets in which organisations operate, as well as their internal structures, have great consequences for the performance of business enterprises and these are also examined.

These topics come under the heading of microeconomics, as they are concerned with the analysis of the organisation or the market in which it operates. At the outset, the economic principles underpinning decisions by individuals and firms to exploit and maximise existing technologies and innovations and the move to develop, adopt and use new technologies and innovations are examined. We then study in some detail the conditions under which markets fail to allocate resources efficiently, as well as common imperfections, such as the existence of asymmetric information between economic agents and the role of government in markets.

Units 7 to 11 provide an understanding of the overall economic environment in which businesses operate – macroeconomics. We learn how the main macroeconomic indicators of output levels and inflation are derived. These will be used to explain major economic policy problems and the fiscal and monetary policies that governments use to alleviate those problems. We will also assess the role of technology and innovation in credit creation and examine the impact this had leading up to, during and after the global financial crisis. In addition, we will review how economies operate in an open economy and the impact that exchange rates have on economic decision making.

We conclude the course with Unit 12, which introduces students to a range of social issues and how technology and innovation have shaped government and business decision-making.
Sets of problems and multiple-choice questions to self-assess your understanding will be available in your online class. You should try to answer them as exhaustively as you can. Upon submission of your answer, the suggested answer is automatically provided.

A well-rounded AGSM education includes being able to analyse situations from different viewpoints. The skills and knowledge gained in this class will be helpful to you in the future, regardless of your intended professional field, by providing alternative viewpoints.

There are no prerequisites for this course. Although some technicalities are used throughout the course, you should remember that the aim of the course is to show the insights that basic mathematical and statistical tools allow us to obtain while facing business decisions in a dynamic, complex and uncertain environment. You are expected to focus on the goal of these Units (how to make decisions when there is uncertainty, or some other form of imperfection) and share your progress with the class as we proceed.

This course provides an introduction to economic analysis, with particular application to decision-making in business. Basic economic concepts are explored and the organisation is analysed from an economic perspective. If you are interested in understanding accounting information and reports, you should complete *Accounting: A User Perspective*.

If you are comfortable with basic economic and accounting concepts, you may also be interested in undertaking *Fundamentals of Corporate Finance*. Some economics issues are also addressed in *Project Management* (the effect of the economic situation on project selection) and Business *Management for a Sustainable Environment* (environmental or green economics).

If you are someone who lacks a basic understanding of economics and how it impacts on business, you are advised to complete this course to ensure you have a fundamental grasp of the economic drivers involved in an organisation’s strategic management.

This course is suitable to be undertaken early in your degree program.

**Course learning outcomes**

When you have completed this course you should be able to:

1. identify the role of economics in society
2. understand microeconomic and macroeconomic theory and the impact technology and innovation has on the economy
3. apply economic theory and methods to a variety of different economic topics
4. critique the key concerns of macroeconomics
5. critique the role that technology and innovation play in economic decision-making
6. present coherent and logical economic arguments when discussing, or writing about, economic issues
7. demonstrate how markets work with reference to demand and supply
8. illustrate the principles of profit maximisation
9. analyse features of competitive markets and how these impact on organisational strategy
10. examine the role that credit creation played in the GFC
11. demonstrate appreciation of a number of contemporary social issues and to understand the role technology and innovation play in achieving a more egalitarian society
12. work effectively as a team member.

**Structure**

**Unit 1:** *Introduction to economics in a technological setting.* The first Unit helps to clarify what economics actually is, what economists study and what questions they typically ask. We discuss the difference between macro- and micro-economics and clarify the different issues addressed by each. We understand the notion of scarcity and allocation of resources and explain its implications for decision-making. We look at the notion of comparative and absolute advantages and how these drive decision-making. We will also develop a useful diagrammatic tool – the production possibilities frontier. Finally, we will consider the impact technology has had on economic development and growth and understand the role played by government to enhance technological innovation.

**Unit 2:** *The demand and supply model.* The laws of demand and supply are central to understanding how an open market economy functions. The demand and supply models by themselves provide basic information only, but when combined they are the key to determining and calculating the distribution mechanism in an open market economy – price. We also introduce the concept of elasticity and understand how elasticity affects business decision-making. Finally, we consider the concept of consumer and producer surplus and how market intervention can be used to allocate surpluses more effectively and equitably.

**Unit 3:** *Short- and long-run competitive decision-making.* In this Unit, we study how a firm manages its allocation of scarce resources and bundles its factor inputs to produce goods and services. We understand that in making these decisions, there are a number of limiting factors that determine what the firm produces, the quantity it produces and the flexibility that is available to make changes to its production profile. Finally, we review how technology and innovation have a large role to play in both the short and the long run. Technological constraints dictate the firm’s production decision-making in the short run, while flexibility may be available in the long run.

**Unit 4:** *Market structures 1 – perfect competition and monopoly.* In this Unit we consider the first two market structures, perfect competition and monopoly. We understand that both markets are at the extreme ends of the market power paradigm. At the end of the Unit we will discuss and evaluate
the role market structures play in the use of technology and innovation. Specifically, we are interested in answering the question of which market structure maximises technology and innovation.

Unit 5: Market structures 2 – monopolistic competition and oligopoly. In this Unit we learn that perfect competition and monopoly are the exceptions, not the rule, in most modern economies. We introduce the two market structures that fall between the extremes of monopolistic competition and oligopoly and are most commonly seen in Australia.

We understand that in monopolistic competition, firms are able to make abnormal profits in the short run by differentiating themselves from their competitors. Oligopoly, in contrast, involves a greater dose of market power and much less competition. Abnormal profits are made both in the short and long run. Lastly, we continue our discussion from the previous week on the role of technology and innovation on market structures.

Unit 6: Asymmetric information and market failure. In this Unit, we provide an overview of incentive conflicts and contracting within firms. We begin by defining the firm as a focal point for a set of contracts. We then discuss the many incentive conflicts that exist between the parties that make up the firm. We examine the role of contracts in reducing these conflicts.

Unit 7: Introduction to macroeconomics. The purpose of this Unit is to provide a general introduction to the main concepts in macroeconomics. We commence by discussing key macroeconomic issues, such as economic growth, inflation, unemployment and business cycles. An analysis of recent global and Australian performance will be included. We also review the main differences in economic thought that have shaped economic policy over the past five decades. In conclusion, we review the Solow growth model and the impact technology and innovations play in determining how fast economies grow.

Unit 8: Aggregate demand and supply. In this Unit, we study the aggregate demand and aggregate supply (AD/AS) model, which is a useful macroeconomic framework that shows the relationship between real gross domestic product (GDP) and price level. We understand that the model provides a simple explanation of how the economy handles short-term fluctuations and adjusts back to long-run, full employment equilibrium. Lastly, we examine how the model is used across all the main economic schools of thought: classical, Keynesian, monetarism and Austrian.

Unit 9: Money, interest rates and credit innovation. In this Unit, we will explain the foundations of money as a medium of exchange, discussing why societies decided to create money and how money is transacted in an economy. We will also discuss how interest rates are determined and the impact that interest rates have on bond prices. Finally, we will consider the role that innovation and technology have played in the finance sector, specifically looking at how commercial banks have circumvented regulatory control and created their own forms of money, through securitisation and other means, to expand the level of credit in the economy.
Unit 10: *Fiscal and monetary policies*. In this Unit, we will explain fiscal and monetary policies as the set of two interventions that the government and the central bank, respectively, use to manage the economy in their pursuit of stable economic growth. We will consider how the government influences the level of spending and taxation. We will discuss the differences in opinion between Neoclassical and Keynesian economists. Finally, we will review the actions taken by the United States Government and Treasury during the global financial crisis (GFC). We will briefly review the Australian Government’s response.

Unit 11: *International economics*. This Unit is concerned with how economies operate in a global, open environment. We will examine the basic macroeconomic concepts with respect to trade and exchange rates. In addition, we will examine the effectiveness of fiscal and monetary policy when operating within an open economy. We will examine the impact that globalisation has had on Australia and consider the currency crisis that plagued Asia in 1997 and the more recent crisis in Greece. Lastly, we will review an interesting theory called the Financial Instability Hypothesis that postulates that contrary to being aberrations, financial crises are common occurrences in a modern financial market.

Unit 12: *Economic growth, sustainable development and the role of technology*. In this final Unit, we introduce students to a number of public policies and other economic and social issues that potentially impact on traditional economic thinking. This Unit is not meant to be an exhaustive list of all current issues. It is designed to introduce a number of contemporary social issues (such as economic development, participation of the disabled and the environment) and to understand the role that technology and innovation play in achieving a more sustainable and egalitarian society. The overall aim of Unit 12 is to provide students with an opportunity to think outside the orthodox economic tool box and to assess some of the social issues that firms, governments and individuals face today.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

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 Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used at the AGSM for the MBAX and MBT programs are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   Learning outcome: Students should be able to identify and apply current knowledge 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.
   Learning outcome: Students 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.
   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
   Learning outcome for 3b – Oral Communication: Students should be able to 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.
   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:
   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
   Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
   Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:
   Our graduates will have an understanding of effective leadership.
   Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of team.

Associated governing bodies

AACSB: http://www.aacsb.edu
EQUIS: https://www.efmd.org/accreditation-main/equis
UNPRME: http://www.unprme.org
Resources

Learning resources
You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials
The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings
Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
Optional textbook

For students wanting to supplement their course notes, the Course Coordinator recommends the following optional textbook.


Please see the publisher’s website for details of the e-book version or to access a range of online resources for each chapter including flash cards, online learning activities and a glossary of key terms.


Journals

*The Economist*

*The Australia Financial Review*

*The Financial Times*

*The Journal of Economic Perspectives* (provides a non-technical treatment; surveys of current economic debates and major findings)

Units and additional textbook structure

The notes provided throughout the entire 12 Units are designed to be completely self-sufficient without the need to read additional textbook chapters. However, the Course Coordinator has included the optional textbook (see above) should students wish to supplement the notes provided. The following table summarises the sections of the textbook that you may wish to read.
As discussed above, the optional textbook is intended only to support your Unit notes. It is highly recommended that those students who wish to read the textbook choose sections that support the structure and flow of the course study guide.

<table>
<thead>
<tr>
<th>Study Guide</th>
<th>Learning Theme</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to economics in a technological setting</td>
<td>Chapters 1–2</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The demand and supply model</td>
<td>Chapter 3, Chapter 5</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Short- and long-run competitive decision making</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Market structures 1 – perfect competition and monopoly</td>
<td>Chapter 7, Chapter 8</td>
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<tr>
<td>Unit 5</td>
<td>Market structures 2 – monopolistic competition and oligopoly</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Asymmetric information and market failure</td>
<td>Nil</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Introduction to macroeconomics</td>
<td>Chapters 11–13</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Aggregate demand and supply</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Money, interest rates and credit innovation</td>
<td>Chapters 15</td>
</tr>
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<td>Unit 10</td>
<td>Fiscal and monetary policies</td>
<td>Chapters 16–17</td>
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<tr>
<td>Unit 11</td>
<td>International economics</td>
<td>Chapter 18</td>
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<tr>
<td>Unit 12</td>
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**eLearning**

To access Moodle, go to: [https://www.business.unsw.edu.au/agsm/students/mbt-students/online-classes](https://www.business.unsw.edu.au/agsm/students/mbt-students/online-classes) and select Login to Moodle.

Login with your student zID (username) and zPass (password).

**Moodle eLearning support**

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For *login* issues:

**UNSW IT Service Centre**

Hours:  Monday to Friday: 8am – 8pm  
        Saturday and Sunday: 11am – 2pm  

Email:  [ITServiceCentre@unsw.edu.au](mailto:ITServiceCentre@unsw.edu.au)  
Phone:  Internal: x51333  
        External: 02 9385 1333  
        International: +61 2 9385 1333

For help with technical issues and problems:

**External TELT Support**

Hours:  Monday to Friday: 7.30am – 9.30pm  
        Saturdays and Sundays: 8.30am – 4.30pm  

Email:  [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)  
Phone:  Internal: x53331  
        External: 02 9385 3331  
        International: +61 2 9385 3331
Administrative and eLearning support

Student Experience

If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

The University and the UNSW 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: +61 2 9385 5584; Email: edu@unsw.edu.au

- **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)

- **UNSW Counselling and Psychological Services**
  

  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: +61 2 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: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Although the overall evaluation of the course was positive, students commented on three areas for improvement:

• providing additional mathematical examples to supplement the course notes
• additional material (case studies) on the effect of technological change on the world/domestic economy
• additional group discussions.

Coordinator’s response

To address students’ expectations regarding relevance, there will be greater communication about what to expect from the Units and their content. Additional mathematical example questions will be provided in the lead up to the final exam.

The course continues to make use of visual aids such as short clips and occasional articles from sources such as *The Economist* magazine, which clearly show the topical nature (and wide applicability) of the subject.

Over the past couple of years, we introduced an innovation in course delivery – uploading short videos introducing the topic of each Unit and its main points. These videos have been revised and updated.

Work to develop new activities catering for this desire is ongoing. Students have appreciated fewer, but deeper, discussions on economic topics. This will continue in the present iteration of the course.

Lastly, the Course Coordinator will continue the weekly discussion on the most recent economic news.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

George Kadmos
BCom(Honours), EMBA (UNSW
Email: g.kadmos@unsw.edu.au

George brings a wealth of experience to the program, having worked in a range of industries, including financial services, aviation, natural resources, government and property and construction. His skills are predominantly in financial evaluation and strategy and operations. Prior to his university studies, George served eight years in the Royal Australian Navy. George has a great deal of experience liaising with a diverse range of stakeholders across industry, government and community groups.

George holds a bachelor’s degree in economics and finance with first-class honours; he also holds an Executive MBA from UNSW Australia. George’s teaching experiences include lecturing in economics and finance at an undergraduate level at the University of Western Australia, Curtin University and Edith Cowan University. George has also been teaching economics and statistics on AGSM’s Executive MBA Program. George’s work has been published in academic journals and books.

Class facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Class Facilitators comprise academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by AGSM Student Experience. Details will also be available in the gallery section of your online class for both face-to-face and distance classes.
Course author

The Course Coordinator, George Kadmos, has recently revised and rewritten the entire course.