MGMT1001
Managing Organisations and People

Course Outline
Semester 2, 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
Lecturer-in-charge: Dr Lynn Gribble
Room Level 5 West Wing UNSW Business School
Email: l.gribble@unsw.edu.au
Consultation Times – by appointment

Lecturer and Everest Co-ordinator: Dr Hugh Bainbridge, h.bainbridge@unsw.edu.au
Lecturer and Senior Tutor: David Cheng, d.cheng@unsw.edu.au

Your tutor or the Senior Tutor is your first point of contact after the discussion board. From weeks 3 – 13 your tutor will be available for consultation. You can drop past or book to see them. The role of the consult time is to answer any questions you may have in more depth than can be addressed within the structure of the tutorial which is filled with activities. It is NOT to provide a personal lecture. Your tutor will advise you of their consult time in week 2 when you meet them. They will also provide their email details. Please note any emails to your tutor will be answered within 48 hours during the working week (i.e. any emails received outside of business hours will be answered within 2 working days). Before emailing your tutor check the discussion board as your question may have already been asked there.

<table>
<thead>
<tr>
<th>Tutor Name</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dhammika Abeyshinghe</td>
<td>Thursdays</td>
</tr>
<tr>
<td>James Anderson</td>
<td>Mondays</td>
</tr>
<tr>
<td>Joy (Ozge) Fettahlioglu</td>
<td>Tuesdays</td>
</tr>
<tr>
<td>Tom Kramer</td>
<td>Tuesdays &amp; Thursdays</td>
</tr>
<tr>
<td>Annabelle Lewer-Fletcher</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Doug Long</td>
<td>Mondays</td>
</tr>
<tr>
<td>Esha Mendriatta</td>
<td>Tuesdays</td>
</tr>
<tr>
<td>Greta Sharples</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Graeme Taylor</td>
<td>Tuesdays</td>
</tr>
<tr>
<td>Julie Wilson</td>
<td>Fridays</td>
</tr>
<tr>
<td>Philip Warburton</td>
<td>Fridays</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 and finish in Week 12. The Time and Location are:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture A</td>
<td>Monday 9.00 – 11.00</td>
<td>Mech Eng G03</td>
</tr>
<tr>
<td>Lecture B</td>
<td>Tuesday 14.00 – 16.00</td>
<td>Mech Eng G03</td>
</tr>
<tr>
<td>Lecture C</td>
<td>Thursday 16.00 – 18.00</td>
<td>Mech Eng G03</td>
</tr>
</tbody>
</table>

Students enrol and attend just one tutorial per week. Please note tutorials are designed for you to experience and apply the concepts from the lecture. They DO NOT teach lecture content. Tutorials start in Week 2 and finish in Week 13. A full list of tutorials, times and tutors will be on the Course Website.
2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary Of Course
Managing Organisations and People is a foundational core course offered in the main bachelor degree programs. This course introduces students to the knowledge and skills required to successfully manage organisations and people in a global economy, based on contemporary research and practice. The course is designed to provide strong foundations for the development of future organisational leaders and managers who will be able to successfully respond to complex and turbulent environments, promote and sustain competitive advantage, ensure ethical and social responsibility in business practice and decision making, and manage changing social, political and technological factors both inside and outside the organisation, in an increasingly global and diverse workplace. Topics include: the role of organisations in modern societies, sustainability and corporate social responsibility, the importance of organisational leadership, power and networks, sources of conflict, problem solving, group motivation and behaviour, as well as professional skills.

2.4 Course Aims and Relationship to Other Courses
The aim of MGMT1001 is to provide you with an introduction to principles, practices, issues and debates that are relevant to the management of organisations. You will study concepts and theories that help explain the attitudes and behaviours of employees and managers.

As a core course in the Bachelor of Commerce degree, the activities, materials and assessments have been designed to provide students with the opportunity to develop skills relevant to their studies and employment.

2.5 Student Learning Outcomes

Content outcomes:
1. explain the central role of organisations in society
2. evaluate the value and importance of the human side of organisations
3. describe the interconnections between individual(s), team(s) and organisation(s)
4. understand the language of organisations and management

Skills outcomes:
5. acquire foundational academic research skills
6. demonstrate familiarity with the process of critical analysis
7. enhance your effectiveness in working in groups and teams
8. learn independently and assume responsibility for the learning process

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):

The Learning Outcomes in this course also helps 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’).
For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

### Business Undergraduate Program Learning Goals and Outcomes

1. **Knowledge**: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving**: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective professional communicators.
   You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork**: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

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

### Business Undergraduate Program Learning Goals and Outcomes

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 undergraduate 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>1 Knowledge</td>
<td>Content outcomes: 1. explain the central role of organisations in society 2. evaluate the value and importance of the human side of organisations 3. describe the interconnections between individual(s), team(s) and organisation(s) 4. understand the language of organisations and management</td>
<td>• Tutorial participation  • Assignment 1  • Assignment 2  • Exam</td>
</tr>
</tbody>
</table>
### 3 LEARNING AND TEACHING ACTIVITIES

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

MGMT1001 has been designed to provide you with a complete learning experience that incorporates interactive teaching and learning and provides a strong foundation for successful studies in your Bachelor’s degree. We encourage student contributions, through discussion and questioning that draw upon your reading and life experiences.

#### 3.2 Learning Activities and Teaching Strategies

**Role of Lectures**

The lectures provide a forum to introduce students to the main issues, theories and conceptual frameworks for each topic. Lecture notes for each week’s topic will be available on the course website on the preceding Sunday. For example, the Week 4 lecture handout will be available to you on the Sunday at the end of Week 3.
**Role of the Tutorial**

The tutorials use a variety of experiential learning activities which encourage active engagement in the tutorials. The weekly tutorials provide you with an interactive environment to enhance your formal and informal learning in the course. The more conscientiously you participate, the more you will enjoy and learn from the tutorials. The tutorials also provide you with opportunities to improve important interpersonal skills by working with other students in groups and teams, building relationships and networks, and being exposed to the opinions and values of others.

**Role of Everest Simulation**

The Everest Simulation provides students with a hands-on experience of concepts taught in this course. Via the Everest Simulation, students will appreciate how individual attitudes and behaviours relate to group functioning – and gain a practical understanding of the influence of key topics central to effective teamwork.

**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>%</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual essay (short writing task)</td>
<td>15</td>
<td>1000 words</td>
<td>End of Week 4, 21st August by 9.30 am, electronic copy submitted via turn-it-in (Course website)</td>
</tr>
<tr>
<td>Individual Report</td>
<td>30</td>
<td>2500 words</td>
<td>Week 10, 9th October by 9.30am, electronic copy submitted via turn-it-in (Course website)</td>
</tr>
<tr>
<td>Student participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active and engaged participation in tutorials</td>
<td>5</td>
<td>NA</td>
<td>Assessed in each tutorial</td>
</tr>
<tr>
<td>(students must attend at least 9 tutorials to be eligible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Video presentation</td>
<td>2</td>
<td>2 minutes maximum</td>
<td>Uploaded to Moodle by Friday week 11 October 16th at 12 noon</td>
</tr>
<tr>
<td>Peer review of video presentation</td>
<td>10</td>
<td>NA</td>
<td>Undertaken via Moodle by Friday week 12 October 23rd at 12 noon</td>
</tr>
</tbody>
</table>
4.3 Assessment Format

4.3.1 Assignment 1 Requirements: Essay - 15% of final mark

Due date & submission procedure: In WEEK 4, Friday 21 August by 9.30am, submit an electronic copy via the turn-it-in link on the MGMT1001 website. A paper copy is not required.

Submission procedure: See section 4.4 “Assignment Submission Procedure” in this course outline

Weighting: 15% of your total course mark

Length: 1,000 words +/- 10%. The word count excludes the list of references/bibliography.

Essay Task and Question:
Imagine you have recently joined an organisation where you are advising the CEO. They are an avid watcher of TED talks. They also consider themselves to be an informed business practitioner. Recently your CEO watched the following video:


They know that Dan Airley is a published academic and author and has something important to say. They have come to you asking you to conduct further research about Dan’s point of view.

Write an essay discussing your view of the following statement:

Decision making is not rational but about perceptions, hence managers should concentrate more on perceptions than rational decision making.

Reference requirements: Use a minimum six (6) references for this assignment and no more than ten (10) references.

You must find at least 5 academic journal articles in the following library databases: ProQuest Central; Business Source Premier; Web of Science that are relevant to support your analysis. Note: Articles from Harvard Business Review, websites and books are not valid sources for this assignment.

Marking criteria:
- Development of a consistent, clear and well-supported answer to the question
- Overall quality of analysis, depth of reflection/thinking in terms of the key themes and issues raised in the question
- Quality of academic research (sourced from appropriate journals/databases, appropriate number of sources, relevance of sources to your argument)
- Appropriate structure (logical sequence; transitions between parts; well-developed paragraphs)
- Clarity of expression & grammar
- Correct format of in-text citations and bibliography using Harvard referencing.
- Appropriate document formatting as per requirements on section 4.6 of the Course Outline and length (1,000 words +/- 10%)

**4.3.2 Assignment 2 Requirements: Report - 30% of final mark**

**Due date:** In WEEK 10, 9 October by 9.30 am, submit an electronic copy via the turn-it-in link on the MGMT1001 website. A paper copy is not required.
**Submission procedure:** See section 4.4 “Assignment Submission Procedure” in this course outline
**Weighting:** 30% of your total course mark
**Length:** 2,500 words +/- 10%

**Report Focus:**
While studying MGMT 1001 you have completed two simulated climbs of Mount Everest. Simulations are often used as a method for developing management capability and learning ‘soft skills’. You are now required to write a report on the use of simulations as a development tool for managers. Your report must:
- Show you understand and have selected issues to analyse your learning as a result of your Everest participation.
- Demonstrate development and analysis of skills by using frameworks and theories from MGMT 1001 course.
- Reflect upon what you have learnt as a result of your experiences in a supported manner (by utilising theories and frameworks from MGMT 1001).

The report should include the following:

<table>
<thead>
<tr>
<th>Included in word limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page: No</td>
</tr>
<tr>
<td>Executive summary: Presents the entire report in brief No (approx 250 words)</td>
</tr>
<tr>
<td>Table of contents: No</td>
</tr>
<tr>
<td>Introduction: Indicate scope and direction of the report Yes (approx 200 words)</td>
</tr>
<tr>
<td>Section One: discusses the value of simulations as a learning tool. With direct reference to the Issues encountered during Everest Yes (approx 500 words)</td>
</tr>
<tr>
<td>Section Two: Analysis of your learning through the simulation of the Everest experiences using frameworks from MGMT 1001 Yes (approx 1000 words)</td>
</tr>
<tr>
<td>Section Three: recommendations for learning Yes (approx 600 words)</td>
</tr>
</tbody>
</table>

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CRICOS Code 00098G
relevance to your future career.

**Conclusion:** Integrate issues covered in the body of the report, and make comments upon the meaning of all of it.

<table>
<thead>
<tr>
<th>List of references / bibliography</th>
<th>Yes (approx 200 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory appendices:</td>
<td>No</td>
</tr>
<tr>
<td>• All students who were “participants” (not “observers”) in Everest must attach their individual and team goals achieved from the simulation (screen shots or typed in table format is acceptable).</td>
<td>No</td>
</tr>
<tr>
<td>• All students (participants &amp; observers) must attach a copy of team contract (These must be referred to throughout your paper).</td>
<td>No</td>
</tr>
</tbody>
</table>

Reference requirements: You must use a minimum of six (6) academic references to support your analysis.

Marking criteria:
- Overall quality of analysis, depth of reflection/ thinking in terms of simulated learning experiences related to the Everest climbs.
- Quality of academic research (appropriate number of academic sources, relevance of sources to your argument).
- Appropriate structure (logical sequence; transitions between parts; well-developed paragraphs).
- Clarity of expression & grammar.
- Correct format of in-text citations and bibliography using Harvard referencing.
- Correct document formatting as per requirements in section 4.6 of the Course Outline, length (2,500 words +/- 10%), and inclusion of compulsory appendices.

More information about the Everest Simulation can be found on the course website. You must undertake your first climb virtually via computer mediated discussion. The second climb is to be taken with all members in the same room working on their computers.

Note that the Everest simulation is to be completed twice. The simulation will be available to students at the following times only.

- **Everest simulation 1:** 21 – 28 August (midnight)
- **Everest simulation 2:** 11 – 18 September (midnight)
4.3.3 Individual Participation - 20% of final mark

**Tutorial Participation: (5%)**

Preparation for, and active participation in, your lectures and seminars is a vital component of the learning in this subject and as such students who prepare and participate in the classroom will be rewarded. Participation may involve small group discussion, short informal presentations to the class, answering questions, participation in class discussion.

Participation marks are based on the degree to which students make an informed contribution to class and small group discussion. Simply attending tutorials without getting involved in class discussion is of little value to you or your classmates and will result in a minimal participation mark.

To be eligible for the Tutorial Attendance and Participation mark students must attend a minimum of nine (9) tutorials. Students **must ensure** their attendance is taken. If students have a valid reason to be absent, documentary evidence (e.g. medical certificate) must be presented to the tutor in the next tutorial.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Contribution</td>
<td>Attends 9 + tutorials and actively participates in both small group and class discussions. Contributions in class reflect thorough preparation. Provides good insights; has clear and thoughtful views; and supports and argues for but is open to modifying positions</td>
<td>4-5</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Attends 9 + tutorials and participates in both small group and class discussions. Contributions demonstrate some preparation for tutorial. Some contribution of facts or opinion.</td>
<td>2.5-4</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Attends 9 + tutorials but is an unwilling participant, is observed to rarely speak in small group discussion and never voluntarily speaks in class discussions. For example: only speaks when directly addressed by a tutor.</td>
<td>1-2.5</td>
</tr>
<tr>
<td>Does not meet attendance requirement</td>
<td>Students must attend a minimum of 9 + tutorials to be eligible for participation marks</td>
<td>0</td>
</tr>
</tbody>
</table>

**Everest Video Presentation (2%) Due Friday Week 11, 16 October (12 noon)**

**Task:** Your team must create short video demonstrating the learning outcomes from the two Everest climbs in relation to teamwork. Creativity is to be encouraged. You must demonstrate you have applied the concepts of teamwork to your video. The videos are to be loaded to Moodle and your tutors will provide instructions on how to do this.

*Marks will be awarded based upon completion of both loading the video and peer reviewing SATISFACTORY (2 marks) / UNSATISFACTORY (0 marks) only.*

**Peer Review of your tutorial videos. You will be required to view all videos for your tutorial group. This is due no later than Friday week 12, October 23 (noon)**

This component requires that students watch the videos and peer review each based on the criteria posted on Moodle. You must provide at least one comment per video to justify the grade you give to each video you review.

This peer review will grade your video. There are 10 marks available and details will be available on Moodle.
Research Studies Participation (3%)

You are required to participate in either two management research studies (each worth 1.5% of your total mark) or one study (worth 3% of your total mark), before the end of the semester. Participating in ongoing research is a great way to learn about how UNSW researchers are advancing knowledge in Management and involves you in an important aspect of University life.

Descriptions of the research studies available for you to participate in will be posted from Week 3 onwards on the Management Research Participation System (https://unswasb.sona-systems.com). The system closes at 5pm, 13 November (Week 13). The link to the Management Research Participation System will be available on the course Moodle site. You will need to:

1. register in the system with your UNSW email address,
2. browse through the list of research studies,
3. sign up for a study <note the 1 or 2 studies issue above> you find of interest, and
4. choose a time slot to participate.

The system is easy to use. There are also instructions provided on Moodle. You can contact the Research Pool Coordinator (mgmtResearchPool@unsw.edu.au) if you have any questions.

Most research studies are 60 minutes in duration, including a debrief highlighting the key insights for managing organisations and people. Each study will accept only a limited number of participants, so sign up early to ensure your spot in the studies that interest you most. Some studies may be added later in the semester, so check back in the system if you are still looking for a research study.

- Alternative assessment. All students are strongly encouraged to participate in two research studies. If you are unable to participate in the research studies, you may choose two alternative pieces of assessment (i.e., two online multi-choice tests) in the Management Research Participation System. Each of these tests is of 60 minutes in duration and is worth 1.5% of your total mark. A minimum mark (50%) on each test is required to receive participation marks.

There is no written feedback provided.

4.3.4 Final Examination - 35% of total mark

A final two-hour exam will be held in during the University exam period at the end of the semester. All material from the course is examinable (including lecture content, tutorial experiences, and textbook). Students are expected to sit the exam on the prescribed day and should not make plans to travel, attend work functions or make any other plans on this day.
4.4 Assignment Submission Procedure

The essay (Assignment 1) is to be submitted in an electronic copy via the turn-it-in link on the Course website by Week 4, 21 August, 9.30 am. Paper copy submission is not required. When submitting your assignment in the course website, you are required to declare your work is original, and has not been submitted previously for assessment.

The report (Assignment 2) is to be submitted in an electronic copy via the turn-it-in link on the Course website by Week 10, 9 October, 9.30am. Paper copy submission is not required. When submitting your assignment in the course website, you are required to declare your work is original, and has not been submitted previously for assessment.

4.5 Late Submission

You must submit all assignments and attend all examinations scheduled for your course. A penalty of 10% for each day the assignment is late will be applied. You should seek assistance early if you suffer illness or misadventure affecting your course progress. No extensions will be granted except in the case of serious illness or misadventure or bereavement which must be supported with documentary evidence.

Requests for extensions must be made to David Cheng (MGMT 1001 Senior Tutor) by email and be accompanied by the appropriate documentation no later than 24 hours before the due date of the assignment (the time your tutorial commences).

David Cheng is the only person who can approve a request for an extension. If you do make a request for an extension, he will email you and your tutor with the decision. Note: A request for an extension does not guarantee that you will be granted one.

Request for assignment to be re-marked

From time to time some students will query the mark they have received on an assessment. If you have a question about the mark you received on Assignment 1 or Assignment 2, you must first make an appointment with your tutor no earlier than one week after the course assignment return date, but no later than two weeks from the return date, to discuss your concerns. The return date is usually 3 weeks after submission of the assignment. If you choose to access your assignment via the course website at a later date, keep in mind that you are still required to follow the course return date timing.

If, after speaking to your tutor you remain unhappy with their explanation, you may request a review of your assignment. This request must be made within 3 weeks of the assignment return date to the Lecturer in charge. Requests made later than 3 weeks will not be accepted for a re-mark. Keep in mind that a request for an assignment review is not automatically granted. To qualify for an assignment review you must submit, in writing, the specific reasons you believe a review is warranted. This document should also include a discussion of the tutor’s comments and how the components of your essay relate to the assignment criteria. Applications that request a re-mark on the basis of “I felt the mark was too low” will be rejected. If a re-mark is granted, your assignment mark may decrease, increase, or remain the same. You should be aware that historically, many assignment marks have been lowered following a review. The mark awarded following the review is final and no further discussion will be entered into.

If you are requesting a re-mark of your final exam, this request must be made to the Lecturer in charge within 2 weeks of the UNSW release date of marks for the semester.

4.6 Submission guidelines

Your written assignments must be formatted as per the requirements below:

- Use 12pt font
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Use Harvard method for referencing - more information can be found on the UNSW business school EDU website
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.

5 COURSE RESOURCES

Required Resources: available to purchase at UNSW Bookshop or in the UNSW Library

- **Textbook:**

6 COURSE EVALUATION AND DEVELOPMENT

Based on feedback and consultation with the Business School’s key stakeholders (including major corporations and professional service firms, professional associations and alumni) the core program for the Bachelor of Commerce has been redeveloped. This course has been developed and included in the core based on stakeholder feedback that graduates need to be proficient not only in ‘technical’ skills but also have a broader understanding of the ‘human side’ of organisation and well developed teamwork, critical thinking and communication skills.

In light of the need for students to critically evaluate on line media sources, the course assessment items have been adjusted to reflect the changing nature of information. Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through the university CATEI process.

7 COURSE SCHEDULE
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Topic 1: Introduction to organisations and management</strong>&lt;br&gt;Lecturer: Lynn Gribble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 July</td>
<td></td>
<td></td>
<td><strong>No tutorials</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Topic 2: Foundations of management theory</strong>&lt;br&gt;Lecturer: Lynn Gribble</td>
<td><strong>Topic 1: Introduction to organisations and management</strong></td>
<td></td>
</tr>
<tr>
<td>3 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Topic 3: Decision making</strong>&lt;br&gt;Lecturer: Lynn Gribble</td>
<td><strong>Topic 2: Foundations of management theory</strong></td>
<td><strong>Essay workshops</strong></td>
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<td>10 August</td>
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<tr>
<td>Week 4</td>
<td><strong>Topic 4: Attitudes, perception and personality</strong>&lt;br&gt;Lecturer: Lynn Gribble</td>
<td><strong>Topic 3 Decision making experience</strong></td>
<td><strong>Essay due Friday 21 August at 9.30 am</strong></td>
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<td>17 August</td>
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<tr>
<td>Week 5</td>
<td><strong>Topic 5: Communications</strong>&lt;br&gt;Lecturer: David Cheng</td>
<td><strong>Topic 4: Attitudes, perception and personality</strong></td>
<td><strong>Everest climb 1</strong></td>
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<td>24 August</td>
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<tr>
<td>Week 6</td>
<td><strong>Topic 6: Team work</strong>&lt;br&gt;Lecturer: David Cheng</td>
<td><strong>Topic 5: Communication</strong></td>
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<td>31 August</td>
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<tr>
<td>Week 7</td>
<td><strong>Topic 7: Human Resources Management</strong>&lt;br&gt;Lecturer: David Cheng</td>
<td><strong>Topic 6: Groups and teams</strong></td>
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<td>7 September</td>
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<tr>
<td>Week 8</td>
<td><strong>Topic 8: Leadership</strong>&lt;br&gt;Lecturer: David Cheng</td>
<td><strong>Topic 7: HR Management</strong></td>
<td><strong>Everest climb 2</strong></td>
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<td>14 September</td>
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<tr>
<td>Week 9</td>
<td><strong>Topic 9: Strategic management</strong>&lt;br&gt;Lecturer: Hugh Bainbridge</td>
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<td><strong>Everest debrief</strong></td>
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<td>21 September</td>
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<td><strong>Report writing workshops</strong></td>
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<td><strong>Mid-semester break: Saturday 26 September - Monday 5 October inclusive</strong></td>
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<tr>
<td>Week 10</td>
<td><strong>Topic 10: International business</strong>&lt;br&gt;Lecturer: Hugh Bainbridge (note Monday 5 Oct is a public holiday for this week you can attend a lecture on Tuesday or Thursday as a substitute)</td>
<td><strong>No tutorials this week</strong></td>
<td><strong>Report Due Friday 9 October at 9.30am</strong></td>
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<td>5 October</td>
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<tr>
<td>Week 11</td>
<td><strong>Topic 11: Social responsibility and ethics</strong>&lt;br&gt;Lecturer: Hugh Bainbridge</td>
<td><strong>Topic 10: International business</strong></td>
<td><strong>Video presentation due Friday 16 October noon</strong></td>
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<td>12 October</td>
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<tr>
<td>Week 12</td>
<td><strong>Topic 12: Course review and exam preparation</strong>&lt;br&gt;Lecturer: Hugh</td>
<td><strong>Topic 11: Social responsibility and ethics</strong></td>
<td><strong>Peer review due Friday 23 October noon</strong></td>
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<td>19 October</td>
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<td>Bainbridge</td>
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<td>Week 13</td>
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<td>26 October</td>
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<tr>
<td>NO LECTURES</td>
<td>Topic 12: Course review</td>
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<td>and exam preparation</td>
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**Week 13**
**26 October**

**NO LECTURES**

**Topic 12: Course review and exam preparation**
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought 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>
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<tbody>
<tr>
<td><strong>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</strong></td>
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<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<td><strong>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</strong></td>
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<td>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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<td><strong>3. Communication: Our graduates will be effective professional communicators.</strong></td>
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<tr>
<td>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>
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<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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<td><strong>4. Teamwork: Our graduates will be effective team participants.</strong></td>
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<td>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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<td><strong>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</strong></td>
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<tr>
<td>You will be able to:</td>
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<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
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</tbody>
</table>
b. Identify social and cultural implications of business situations.

9 ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars 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 website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Business School policy on requests for special consideration for Final Exams in undergraduate courses:
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least a satisfactory attempt at all 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 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 2, 2015 are:
   - 8th December – exams for the School of Accounting
   - 9th December – exams for all Schools except Accounting and Economics
   - 10th December – 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 in undergraduate courses:

Requests for extensions of written assignments must be made to the MGMT student support David Cheng by email and be accompanied by the appropriate documentation no later than 24 hours before the due date of the assignment (the time your tutorial commences).

The David Cheng is the only person who can approve a request for an extension. If you do make a request for an extension, David Cheng will email you and your tutor with the decision. Note: A request for an extension does not guarantee that you will be granted one.

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au