MGMT 1002
Organisational Behaviour

Course Outline
Semester 1, 2016

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. Eliza Byington
Email: e.byington [at] unsw.edu.au

Tutor: Ben Walker
Email: b.w.walker [at] unsw.edu.au

Consultation appointments can be made by email. In your email, be sure to include the course name (MGMT1002), your full name, and zID, and your question(s).

Question about the course after reading the course outline?

First, go to the course Moodle and check out the Frequently Asked Questions (FAQs) folder. Answers to frequently asked questions will be posted here.

Next, if your question hasn't been answered already on Moodle, raise the question with your tutor.

Finally, if your question has not already been answered, you can email your question to Dr. Byington at e.byington [at] unsw.edu.au. Please include your zID, full name, and your query. Email responses may take between 1-3 working days.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 and conclude in Week 12.
The Time and Location are: Tuesday 9-11am, Civil Engineering 101 (K-H20-101)

Tutorials start in Week 1 and conclude in Week 12.
For updates, see: http://timetable.unsw.edu.au/2016/MGMT1002.html#S1S

The Groups and Times are:

<table>
<thead>
<tr>
<th>Tutorial Day and Time</th>
<th>Location</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuesday 13:00 - 14:00</td>
<td>UNSW Business School Building 215 (K-E12-215)</td>
<td>Ben Walker</td>
</tr>
<tr>
<td>2. Tuesday 14:00 - 15:00</td>
<td>UNSW Business School Building 105 (K-E12-105)</td>
<td>Ben Walker</td>
</tr>
<tr>
<td>3. Tuesday 16:00 - 17:00</td>
<td>Quadrangle 1048 (K-E15-1048)</td>
<td>Ben Walker</td>
</tr>
</tbody>
</table>

*Be sure to attend the same tutorial each week (i.e. the one you are enrolled in).*
You will be working on tasks with your teammates in that tutorial.
2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
As will be discussed in this course, organisational behaviours can have a dramatic effect on one’s personal success, and one’s ability to work effectively with and through others. MGMT1002 has been designed to provide concepts, frameworks, and skills for overcoming organisational behaviour challenges people commonly encounter in organisations.

Through a series of readings, lectures, projects, and experiential exercises, this course will introduce you to research-based insights on effective organisational behaviours. Topics such as effective communication, motivation, working successfully in teams, becoming a leader, performance management, influence tactics, organisational change and more will be discussed. To succeed in this course, you will need to prepare for class each day and should arrive ready to participate and think actively.

2.4 Course Aims and Relationship to Other Courses
MGMT 1001 ‘Managing Organisations & People’ gives you a broad overview of management discipline and concepts.

In contrast, MGMT 1002 ‘Organisational Behaviour’ provides a “deep dive” into organisational behaviour phenomena, challenges, and key skills for improving one’s effectiveness. We will explore research-backed frameworks for understanding and addressing challenges relating to: communicating important messages, motivating oneself and others, enhancing team effectiveness, developing relationships, and the implications of individual differences and diversity for the workplace. Moreover, we will discuss key elements of leadership in organisations, from becoming a leader, to performance management, influence, politics, power, to creating organisational change. Finally, the course considers elements of organisational culture and structure that can have a significant impact on organisational behaviour. By the end of this course, you will have a better understanding of a wide variety of ‘OB’ phenomena and challenges, and will have learned a variety of strategies for improving your own (and others’) effectiveness in organisations.

Later courses that you may take will give you an even more expansive understanding of various elements of OB, including MGMT3721: Negotiation Skills, MGMT2002: Managing Business Communication, MGMT2200: Critical Thinking and Analysis, MGMT2725: Career Planning, as well as knowledge of 1) organisational systems (e.g., MGMT 2718 Human Resource Mgmt., MGMT 3724 Strategic Human Resource Mgmt.), 2) industrial relations perspectives (e.g., MGMT 2705 Industrial Relations), 3) international issues (e.g., MGMT 2012 Managing Across Cultures, MGMT 3101 International Business Strategy), and 4) specialist knowledge (e.g., MGMT 3728 Managing Pay and Performance, MGMT 3729 Managing Workplace Training).

In sum, MGMT 1002 will provide you with the foundations that will allow you to effectively manage the most important asset that organisations have – their people.

2.5 Student Learning Outcomes
The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.
The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate 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’).

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.

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):
This course helps you to achieve the following learning goals for all Business School undergraduate students: 

On successful completion of the course, you should be able to:

<table>
<thead>
<tr>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>

1. Knowledge

- Understand and discuss concepts and frameworks relevant to individual and group behaviour and ultimately organisational behaviour.
- Know which management techniques are appropriate in which situations.

- Quizzes
- Tutorial participation
- Team project
- Exam

2. Critical thinking and problem solving

- Be able to confront real world organisational behaviour challenges and generate feasible and specific recommendations.

- Lecture exercises
- Tutorial participation
- Team project
- Exam

3a. Written communication

- Communicate theoretically sound and practical recommendations in a persuasive manner.

- Team project

3b. Oral communication

- Communicate ideas in a succinct, clear, and persuasive manner.

- Tutorial participation
- Team presentation

4. Teamwork

- Work collaboratively to complete a task.

- Peer evaluations

5a. Ethical, environmental and sustainability responsibility

- Not specifically addressed in this course

- Not specifically assessed.

5b. Social and cultural awareness

- Not specifically addressed in this course

- Not specifically assessed.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

MGMT1002 has been designed to provide research-based concepts, frameworks, and skills useful for identifying and overcoming organisational behaviour challenges people commonly face in organisations. To do this, we use a range of strategies that include research-backed, practically oriented readings, interactive lectures that introduce new ways of thinking about and approaching these challenges, and tutorials that provide interactive opportunities to practice one’s skills in applying these insights.

Along with these learning experiences, assessments are used throughout the course to reinforce key learnings.
3.2 Learning Activities and Teaching Strategies

**Role of Lectures**

Students prepare for most lectures by completing assigned readings. The readings provide a foundation for each day’s lecture. The lectures go into greater depth, providing a) frameworks, examples, and exercises that reveal the dynamics at play in the OB challenge being discussed, and b) behavioural approaches for managing various issues.

3.2.2 The Role of Tutorials:

MGMT1002 Tutorials are designed to give students the opportunity to engage in interactive discussions and put their new OB knowledge and skills to the test. A variety of interactive exercises are provided that allow students to “try on” new behaviours and experience their effects.

Teams will also be presenting their projects in their tutorial toward the end of the course.

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 details 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>11 Quizzes in the lecture (lowest 2 quiz grades will be dropped)</td>
<td>20%</td>
<td>2 question quiz</td>
<td>A 2 question quiz on the readings for that day and/or the prior lecture will happen at the beginning of each lecture (9 a.m.)</td>
</tr>
<tr>
<td>Tutorial Participation (attendance + participation quality)</td>
<td>20%</td>
<td>-</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Written team project</td>
<td>15%</td>
<td>Details To Be Announced ...</td>
<td>Tues 17th May by 11 am, submit on Moodle</td>
</tr>
</tbody>
</table>
| Team presentation                                          | 5%        | 10 minutes + 5 min. Q&A | • A presentation date for your team will be assigned in tutorial.  
• Your presentation slides should be labelled with your name and given to your tutor on the day of (just prior to) your team's presentation |
| Peer evaluation from teammates                             | 10%       |                         | Due 31st May by 12 pm                      |
4.2.1 Two Question Quizzes

Attendance and preparation for each lecture is very important. If you do miss a lecture, it is your responsibility to find out what was missed.

On the majority of days, at the very beginning of the lecture (i.e. 9:00 a.m.), there will be a closed book two-question quiz.

The format will be multiple-choice and the questions will be drawn from: 1) the reading(s) assigned for that day and/or 2) the previous lecture. In total, the quizzes are worth 20% of your grade. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70 for this portion of your grade.

* Please also note: Your lowest 2 quiz scores will be dropped. There will be no makeups.

Performance on the quizzes will determine 20% of your grade.

You will be given feedback on your performance immediately after each quiz and are encouraged to track your own quiz grades to know how you are doing in the course.

*PLEASE BE AWARE: In order to answer the quizzes, you will need to have your student ID number memorized (i.e. your zID number). Be sure to memorize your student ID before the first quiz (i.e. the second lecture).

If you feel there is a mistake with a quiz question, you are encouraged to submit a written explanation of why you believe there was a mistake to Dr. Byington within 1 week of the quiz in question. This written appeal will be considered (1-3 working days). If an error in the question is discovered all students’ grades will be corrected and an announcement will be made either in the lecture or on Moodle.

4.2.2 Tutorial Participation (attendance + evaluation of participation quality)

Attendance and participation in every tutorial is very important.

It is very important that you come to each tutorial prepared to participate in the exercises, and contribute your thoughts, impressions, and questions. We frequently call on people whose hands are not raised, so please let your instructor know before the start of class if you are not prepared so that you are not inadvertently embarrassed. Please note, however, that this should only occur for exceptional reasons.

In terms of your tutorial participation grade, it includes 2 elements: tutorial attendance & quality of participation.

Please note: the quality of your participation matters more than the quantity of contributions.

The quality of your attendance & participation in each tutorial will be rated as either:

0: Did not attend or attended but detracted from class with side conversations
1: Attended, but says little  
2: Attended, average participation  
3: High quality participation

High quality participation can be described as follows: a) Active engagement in the activities and b) offering contributions to discussions that offer valuable insights and/or reflect exceptional preparation. High quality comments deepen the conversation, and the quality of discussion overall would be reduced had they not been made. Questions and well-substantiated challenges that are persuasively presented can also be valuable.

The sum total of your tutorial attendance & participation will determine 20% of your grade.

4.2.3 Written Team Project

Project Details & Evaluation Criteria: To Be Announced on Moodle.

The formatting requirements for your written assignment are:

- Please do not write your names on your written team project. Identify yourselves only by your Student ID numbers.  
- 12 pt. font  
- A4 size paper  
- 2.5 cm margins on all sides  
- 1.5 line spacing  
- Number each page  
- APA, MLA, or the Harvard method may be used for referencing - more information can be found on the UNSW business school EDU website

You should not discuss your project with any other team.

4.2.4 Team Presentation

Project Details & Evaluation Criteria: To Be Announced on Moodle.

4.2.5 Peer evaluation from teammates

After the presentation of your team project, you will be sent a link to a survey which will ask you a series of questions about the level of contribution made by team-members to your team project. The questions are provided below.

10% of team-members’ grades for the course will be a function of these peer evaluations. Your evaluations will be kept completely anonymous, although aggregate feedback will be provided to each teammate.

In terms of how the peer evaluations are calculated, there are several steps. First, for each student, the instructor will sum their teammates’ ratings on the key dimensions associated with being an excellent teammate – i.e., contributing to the team’s work; interacting with teammates; keeping the team on track; expecting quality; and having related knowledge, skills, and abilities. This score excludes self-ratings, so your self-rating is irrelevant to your peer evaluation score. Next, using these aggregated scores, your instructor calculates the percentage above/below the average teammate in the team. Thus, the peer evaluations are relative to other teammates. So, if there are
members in the team who make really big contributions, that can cut into other member’s scores. However, the upside of being in a group full of strong teammates is that your workload is lower and your team gets good evaluations on the team project. Next, we take these relative percent above/below average scores and map it onto a grade. In particular, the average will be set to 70, and the percent above/below score will be added/subtracted. Thus, someone who was rated as an average performer in the team would get a 70. Someone who was rated as performing 15% below average in the team would get a 55 (70-15). Someone who was rated as performing 15% above average would get an 85 (70+15). That is the basics of how the peer evaluation score is reached. However, there are also a few more complicated tweaks used to take into account rating biases and any attempts to “game” the responses. Please rest assured that experience and rigorous research indicate that the final results are a fair reflection of contributions made by each teammate. The peer assessment criteria are provided below.

Peer evaluations are due by noon (12 p.m.) on May 31st
4.2.6 Final Exam
30 multiple-choice questions. Exam questions can be drawn from all content from the lectures and readings and tutorials. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70 on the exam.

4.3 Assessment Format
Details of the assessment format are included in section 4.2 above.
4.4 Assignment Submission Procedure

An electronic copy of your written team project in Word (i.e. .doc or .docx) format is to be uploaded to the Team Project folder on Moodle by 11 a.m., May 17th.

*Your presentation slides should contain your team’s zIDs on the first slide, and be given to your tutor just prior to your presentation in the tutorial.

Please keep a copy of all work submitted and keep your marked assignments until the course is completed.

*Please note, all assignments will be examined for signs of plagiarism / cheating.

Please watch the video here to make sure you understand what counts as cheating and plagiarism:

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

UNSW takes cheating and plagiarism very seriously.

4.5 Late Submission and Special Consideration

Quizzes may not be made up at a later time / date. However, your 2 lowest quiz grades will be dropped.

Turning in an assignment (i.e. written team project, peer evaluation) after the due date will incur a 10% penalty, with an additional 10% penalty for each day late.

No extensions for assignments are granted except in the case of serious illness, misadventure, or bereavement which must be supported with documentary evidence (e.g., medical certificate). Please note, all applications for extensions must be submitted through MyUNSW, and cannot be accepted any latter than 3 days after the assignment was due (see Section 11 below for details).

4.6 Request for a Written Assignment to be Re-marked

If you have a query about the mark you have received on your written team project you may email the course instructor (Dr. Byington) 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 2 weeks after submission of the assignment. If you choose to look up your assignment grade at a later date, please keep in mind that the 2 week window still applies.

If, after speaking to your instructor, 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 cannot be accepted for a re-mark.

Please 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 instructor’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.** Please be aware: 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.

**For questions about a quiz,** please see special instructions in section 4.2.1 above.

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.

When submitting your request for a remark of an assignment or exam, please complete the below form and submit this form to student administration. There is a cost associated with having your assignment remarked.


### 5 COURSE RESOURCES

Presentation slides/decks will be available on the Moodle course website. You can access Moodle using your student number and zPass by visiting: https://moodle.telt.unsw.edu.au/

All materials for this course can be accessed through Moodle.

### 6 COURSE EVALUATION AND DEVELOPMENT

Your suggestions, comments and observations on the content, delivery, and assessment tasks are welcome. Each session 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.

### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Readings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Intro to OB &amp; Communication success</td>
<td>Tutorial 1: Same as Lecture</td>
<td>Readings for each week will be made available on the course Moodle</td>
<td>In-lecture quiz on prior lecture &amp; readings for the day</td>
</tr>
<tr>
<td>Class 2</td>
<td>Teams</td>
<td>Tutorial 2: Same as Lecture</td>
<td>See course Moodle</td>
<td>In-lecture quiz on prior lecture &amp; readings for the day</td>
</tr>
<tr>
<td>Class 3</td>
<td>Motivation &amp; Emotion</td>
<td>Tutorial 3: Same as Lecture</td>
<td>See course Moodle</td>
<td>In-lecture quiz on prior lecture &amp; readings for the day</td>
</tr>
<tr>
<td>Class 4</td>
<td>Developing Relationships</td>
<td>Tutorial 4: Same as Lecture</td>
<td>See course Moodle</td>
<td>In-lecture quiz on prior lecture &amp; readings for the day</td>
</tr>
</tbody>
</table>

Mid-Semester Break: 25 Mar - 3 Apr
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Tutorial</th>
<th>See course</th>
<th>In-lecture quiz on prior lecture &amp; readings for the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 5</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; April</td>
<td>Individual Differences</td>
<td>Tutorial 5: Same as Lecture</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; April</td>
<td>Diversity in 21&lt;sup&gt;st&lt;/sup&gt; Century Orgs</td>
<td>Tutorial 6: Same as Lecture</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; April</td>
<td>Decision Making</td>
<td>Tutorial 7: Same as Lecture</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>26&lt;sup&gt;th&lt;/sup&gt; April</td>
<td>Becoming a Leader</td>
<td>Tutorial 8: Same as Lecture</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 9</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; May</td>
<td>Performance management</td>
<td>Tutorial 9: Same as Lecture</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Influence tactics, politics, power</td>
<td>Tutorial 10: Org. Change Activity</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>17&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Organisational Change</td>
<td>Tutorial 11: Team Presentations &amp; evaluation</td>
<td>See course Moodle</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>24&lt;sup&gt;th&lt;/sup&gt; May</td>
<td>Course Synthesis, Review, &amp; Evaluation</td>
<td>Tutorial 12: Team Presentations</td>
<td>See course Moodle</td>
<td>1) Pre-lecture quiz &amp; 2) Written Team Assignments Due to Moodle by 11 a.m. &amp; 3) In Tutorial Presentation &amp; Slides Due (for some teams)</td>
</tr>
<tr>
<td>Week 13</td>
<td>31&lt;sup&gt;st&lt;/sup&gt; May</td>
<td>NO LECTURE</td>
<td>NO TUTORIALS</td>
<td>-</td>
<td>Peer evaluations due by noon May 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>University exam period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

**8 PROGRAM LEARNING GOALS AND OUTCOMES**

The UNSW 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.

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 UNSW Business School 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.

### Business School 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:
   - c. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   - d. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You will be able to:
   - a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   - b. Identify social and cultural implications of business situations.
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.

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 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.

10.2 Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://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 AND SUPPLEMENTARY EXAMINATIONS

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:

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 channel > 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

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.

UNSW Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Management is that 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 50% achievement in all pieces of assessment 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 UG courses for Semester 1, 2016 are:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accounting and Economics
   - 14th July – exams for the School of Economics

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.


Special consideration and assessments other than the Final exam:
For special consideration other than Final exams please lodge all paperwork with student services who will contact the lecturer in charge.
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.

- **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; Email: counselling@unsw.edu.au

- **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