MGMT 1101
GLOBAL BUSINESS ENVIRONMENT

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

Please note that this is a tentative course outline with lots of moving parts.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Details</th>
<th>Consultation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Hokyu Hwang</td>
<td>Management, Business School building Room 546C, Business School building</td>
<td>TBA</td>
</tr>
<tr>
<td>Lecturer-in-Charge</td>
<td><a href="mailto:hokyu.hwang@unsw.edu.au">hokyu.hwang@unsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Dr Young Ok Kim</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Yulius Santoso</td>
<td>Management, Business School 5th Level, Business School building <a href="mailto:y.santoso@unsw.edu.au">y.santoso@unsw.edu.au</a></td>
<td>TBA</td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Amir Ghazinoori</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that the Course Coordinator, Dr Hokyu Hwang will only respond to e-mails relating to matters or problems specific to an individual student. If you have a more general query that is likely to be shared by other students, please post it to the FAQ section on the Course website. All students are to keep abreast of all postings on the Announcements and FAQ sections on the Course Website.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Both lectures and tutorials start in Week 1. Lecture and tutorials will not meet in Week 2.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>4401 Monday 9:00 – 11:00 (MathewsThA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4402 Thursday 10:00 – 11:00 (MathewsThA)</td>
</tr>
<tr>
<td>Tutorials:</td>
<td>3046 Tuesday 13:00 – 14:00 (w1, 3-9, 10-13, QUAD G047)</td>
</tr>
<tr>
<td></td>
<td>3047 Tuesday 14:00 – 15:00 (w1, 3-9, 10-13, QUAD G047)</td>
</tr>
<tr>
<td></td>
<td>3048 Tuesday 16:00 – 17:00 (w1, 3-9, 10-13, QUAD 1047)</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Course Aims and Relationship to Other Courses
This Course is designed to be an introduction to international business. It is the first compulsory Course in the International Business major. International Business can be taken as a single major or co-major in the Bachelor of Commerce and a co-major in the
Bachelor of Economics. It is also offered to students majoring in International Business as part of a Bachelor of Arts/Bachelor of Social Science.

The aim of this course is to help students develop the ability to evaluate the impact of key business environmental factors on multinational firms and how these firms should respond to them. Students majoring in International Business will go on to take MGMT2101 (International Business and Multinational Operations) and STRT3101 (International Business Strategy) in their second and third year of study.

More specifically, the aims of this Course are:
- To introduce students to the nature of international business and the internationalised firm;
- To analyse trends and changes in the current global business environment and debate the impact of globalisation;
- To show how international business is affected by the many different types of environments (i.e. economic, political, social, cultural, financial, technological) in which it operates;
- To discuss the relevance of international institutions, governments and non-governmental organisations to international business; and
- To analyse multinational firms’ responses to threats and opportunities in the global business environment.

2.4 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 UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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

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 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>
</tbody>
</table>
| 1 Knowledge | explain concepts and theories concerning the global business environment; apply concepts about the global business environment to actual business situations; analyse business cases in the area of international business; research and write on contemporary international business topics; and build up a good foundation for further study of international business. | • Tutorial questions  
• Memos  
• Group presentation  
• Exam |
| 2 Critical thinking and problem solving | Use the concepts and models of international business to interpret and analyse real problems in global business environment. | • Tutorial questions  
• Memos  
• Group presentation  
• Exam |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Memos |
| 3b Oral communication | Communicate ideas in a succinct and clear manner and facilitate discussion on contemporary issues in international business. | • Group presentation and discussion facilitation |
| 4 Teamwork | Work collaboratively to complete tasks. | • Group presentation and discussion facilitation |
| 5a. Ethical, environmental and sustainability responsibility | Identify and assess environmental and sustainability in international business. | • Exam  
• Memos |
| 5b. Social and cultural awareness | Identify and assess socio-cultural environments and their influences in international business. | • Exam  
• Memos |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
This course has been designed to provide a supportive context for independent learning. As well as guiding students through the different topics of the course, teaching staff aim to assist students to ‘learn how to learn’ in a university environment. The structure of the course enables students to apply the international business theories and concepts they learn in lectures and the textbook to actual problems and real-life business situations.

3.2 Learning Activities and Teaching Strategies
Lectures do not simply reiterate material covered in the text but aim to extend it, and provide a more detailed and sophisticated analysis of both theoretical concepts and applied materials. In order to make the most out of lectures, the reading of textbook chapters should be completed prior to the lecture.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this Course, students must
a) Attempt ALL assessment tasks as given below;
b) Attain an overall pass mark of 50%; and
c) Attend at least 80% of scheduled lectures and tutorials.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Individual memos:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Weeks 2, 3 or 4)</td>
<td>30%</td>
<td>These are due at the beginning of your respective tutorial for which you are writing a memo.</td>
<td>Maximum 500 words</td>
</tr>
<tr>
<td>2 (Weeks 5, 6, or 8)</td>
<td>7.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (Weeks 9, 10, 11, or 12)</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Group Presentation &amp; Discussion Facilitation</td>
<td>20%</td>
<td>To be arranged by your tutor. Will start from Week 3</td>
<td>Presentation (30 minutes max) and Discussion for the remaining time</td>
</tr>
<tr>
<td>3 Class Attendance and Participation</td>
<td>10%</td>
<td>5% for tutorial attendance; and 5% for participation.</td>
<td>Weekly</td>
</tr>
<tr>
<td>4 In-class Exam 1</td>
<td>20%</td>
<td>Week 7</td>
<td>1 hour</td>
</tr>
<tr>
<td>5 In-class Exam 2</td>
<td>20%</td>
<td>Week 13</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
1. Individual Memos (30%)
Throughout the session you are required to hand in 3 memos written to your “boss” (i.e. your tutor) and be prepared to discuss them each week. The purpose of the memo questions is to enable you to:

♦ prepare effectively for tutorials and think critically about lecture readings;
♦ reflect on what has been learnt from lectures and course readings and apply these insights to real life business situations and decisions;
♦ prepare for the final examination, as it ensures that you cover the required readings and exercises, and do not fall behind in your work;
♦ practise critical thinking, analysis and writing (also important for exam preparation).

Your tutorial questions therefore serve multiple functions and are the main way in which you develop your knowledge during the semester. All these tutorial questions are provided in the course outline. Prior to attending each of your respective tutorials, you should prepare discussion for the tutorial questions for that week.

Answer Format
Your boss’ time is precious and so the memo should be written concisely but persuasively. You should open your memo with “I recommend that we...”, and use the rest of the memo to buttress and support your views. Professional business memos follow a specific format, and a sample is provided to you at the back of this course outline, which you should follow. While memos do not usually contain references and in-text citation, it is important that you get into the habit of referencing for your future courses. As such, you should reference any and every information that you get from an external source. This is a practice of academic honesty, and citing your sources would add to the persuasiveness of your analyses and recommendations.

All in all, the written memo should be no more than 500 words (double spaced and using Times New Roman 12 point font). If necessary, you may use charts and graphs to support your case, and this will not be counted against the word limit. In parts of your memo, you may use point form (with sufficient explanations) for your answers, but remember that this is a piece of business writing so it should be in a formal style (although you are welcome to use the personal pronoun, e.g. ‘I believe’). This is a good practice to write concisely and give to-the-point business insight.

Your first memo should be submitted between Week 2 and Week 4. The second memo is due between Week 5 and Week 9. And the last memo should be handed in between Week 10 and Week 12. You are not allowed to write a memo for the week in which you are scheduled to facilitate discussion. Your memos are due at the beginning of the tutorial for which you are writing the memo. Make sure that you attach to the front of your submission a copy of the duly completed assignment coversheet, a copy of which is included in this course outline. Finally, please include the word count in the first page of your text.

Marking Criteria
Answers will be assessed based on the following criteria:
♦ completeness of answer: soundness of recommendation backed by logical and reliable data and supporting arguments
♦ appropriate understanding and application of relevant international business concepts and theories; and
♦ evidence of critical thinking: ability to clearly state and justify your position.
♦ clarity and succinctness of written expression, in accordance to professional business writing style and referencing criteria.
In summary, the 30 marks assigned for this assessment task will be based on the completeness and quality of your submissions.

2. **Group Presentation and Facilitation (20%)**

Groups of three to four students will be formed in Week 1 tutorials. The exact size of groups will be determined by your tutor depending on the number of students in the tutorial. Tutors will then assign each group to present on one of the weekly presentation questions from the tutorials respectively from Week 3 to Week 12. The full presentation should be approximately 20 to 25 minutes. The groups should present their findings and opinions. They should then lead and facilitate a well-designed class discussion to examine controversial issues of their presentation including each week’s memo question. Then the groups will facilitate class discussion based on the questions generated from their research and presentation for the remaining class time (20 to 25 minutes). Discussion facilitation is an important and useful skill. Formulating relevant discussion questions and engaging other students are essential to successful discussion facilitation.

Groups will be rated on their presentation style, ability to lead the class discussion and answer questions from other class members, and effectiveness of their own solution to the question(s). More details on the group presentation and a detailed marking sheet are provided at the end of Part A of this course outline, as well as the course website under ‘Assessment Guides’. Your tutor will also briefly address the presentation guidelines in the Week 2 tutorial. The course coordinator may adjust the marks of individual group members if there is substantial evidence that there is disparity in the extent of contribution among group members in preparation of presentation.

3. **Class Attendance and Participation (10%)**

Students will be assessed by their respective tutors on their participation and quality of contribution towards class discussion in the weekly tutorials. Class Participation will be awarded based on three elements

   a) Attendance of both lectures and tutorials
   b) Discussion of tutorial presentations
   c) Discussion of tutorial memo questions

4. **Mid-term examination (20%)**

The mid-term examination will be a one-hour examination and will take place in Week 7 during lecture times, covering materials from Week 1 to 5. *Make sure to take the exam in the lecture in which you are enrolled. Your failure to do this will result in a severe penalty. No make-up exam will be allowed.*

5. **Final Examination (20%)**

The one-hour final examination will be held on Week 13 and will be based on lecture topics from Week 1 to 12. Materials from the textbook, tutorial activities, as well as lectures will be covered. *Make sure to take the exam in the lecture in which you are enrolled. Your failure to do this will result in a severe penalty. No make-up exam will be allowed.*

4.3 **Late Submission**

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made in writing to the Course Coordinator prior to
the due date. Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the extension sought. Late assignments which have not been granted an extension will incur a penalty of 10 per cent of the assigned mark per day.

**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

MGMT1101 Moodle page:

Course Textbook:


The reading required for each week is detailed in the lecture and tutorial schedules. Students should come to the class having completed at least the essential reading in the textbook. The textbook has an Internet website that provides further resources and learning materials for students. You can access the website at [www.mhhe.com/au/hill](http://www.mhhe.com/au/hill) with the registration code that accompanies the textbook.

6  COURSE EVALUATION AND DEVELOPMENT

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

7  COURSE SCHEDULE

**LECTURES**
<table>
<thead>
<tr>
<th>Week beginning</th>
<th>TOPIC</th>
<th>LECTURE READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 March 2 &amp; 5</td>
<td>Course Overview; International Business – What is it?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2 March 9 &amp; 12</td>
<td>Multinational firms in a globalised world</td>
<td>Chapter 11; pp. 98-108</td>
</tr>
<tr>
<td>3 March 16 &amp; 19</td>
<td>State vs. firm? The political and legal environment</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>4 March 23 &amp; 26</td>
<td>When in Rome: The socio-cultural environment</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>5 April 1 &amp; 2</td>
<td><em>No Classes</em></td>
<td></td>
</tr>
<tr>
<td>April 3-12</td>
<td>Mid-semester break</td>
<td></td>
</tr>
<tr>
<td>6 April 13 &amp; 16</td>
<td>Does size matter? The economic environment &amp; Review for mid-term exam</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7 April 20 &amp; 23</td>
<td>Digital divides? Technology diffusion and innovation</td>
<td>pp. 23-28; 298-304; 541-545</td>
</tr>
<tr>
<td>8 April 27 &amp; 30</td>
<td>In-class exam 1</td>
<td></td>
</tr>
<tr>
<td>9 May 4 &amp; 7</td>
<td>Money makes the world go round: Foreign exchange</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>10 May 11 &amp; 14</td>
<td>International trade policy: WTO and regional economic integration</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>11 May 18 &amp; 21</td>
<td>Corporate responsibility for international business</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>13 May 25 &amp; 28</td>
<td>In-class exam 2</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>WEEK BEGINNING</td>
<td>TUTORIAL QUESTIONS</td>
<td></td>
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<tr>
<td>----------------</td>
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<td></td>
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<tr>
<td><strong>1</strong>&lt;br&gt;Week of March 1</td>
<td><strong>Activities:</strong>&lt;br&gt;(1) Forming presentation groups,&lt;br&gt;(2) Explaining expectation on presentation and memo questions&lt;br&gt;(3) Explaining marking criteria</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;Week of March 9</td>
<td><strong>Memo from boss:</strong> As a new recruit of a multinational enterprise, why do you think international business is important to the company, and what are the key challenges we face in conducting international business?</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;Week of March 16</td>
<td><strong>Group Presentation:</strong> Discuss the underlying logic of the stage model of globalization and born global (pp. 98-108) by using two examples of actual internationalisation processes. If firms can be ‘born global,’ what are the business implications?&lt;br&gt;<strong>Memo from boss:</strong> The company has developed some valuable and innovative medical products and wants to enter the U.K. market. What are the options available to us? Briefly assess the pros and cons of each option and let me know your recommendation whether to enter (if so how) or not.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;Week of March 23</td>
<td><strong>Group Presentation:</strong> Compare and contrast the types of political risks in Indonesia (pp. 268-270) and Fiji (pp. 311-314). How should firms protect themselves from the respective political risks?&lt;br&gt;<strong>Memo from boss:</strong> The company has stakes in Thailand with a full scale factory and a large domestic market share in the fast food sector. How will a political unrest observed in the last few years in the country affect our company? What should we do about it?</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong>&lt;br&gt;Week of March 30</td>
<td><strong>No tutorials.</strong></td>
<td></td>
</tr>
<tr>
<td>Week of April 6</td>
<td><strong>Mid-semester break.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong>&lt;br&gt;Week of April 13</td>
<td><strong>Group Presentation:</strong> Of some conceptualizations of culture in this course (both lecture and textbook), which do you think are most relevant for international business? Describe these conceptualizations, and explain your choices.&lt;br&gt;<strong>Memo from boss:</strong> The company has just won a contract offshore in a Middle Eastern country. It has the opportunity to meet and negotiate with its potential foreign customer. What recommendations based on cultural consideration will you give for this initial meeting? What can we do to take an advantage of this knowledge to get the upper hand?</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong>&lt;br&gt;Week of April 20</td>
<td><strong>Group Presentation:</strong> GDP, inflation, unemployment, government deficit are some measures which could be used to assess the economic environment. How useful are they in giving a comprehensive picture of the economic environment when making decisions about international business?&lt;br&gt;<strong>Memo from boss:</strong> The GDP growth rate is higher in Mexico than in the USA. Should our company shift the business focus from USA to Mexico? What other relevant factors should be taken into account?</td>
<td></td>
</tr>
<tr>
<td>WEEK BEGINNING</td>
<td>TUTORIAL QUESTIONS</td>
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<td>-----------------</td>
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<td></td>
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<tr>
<td>8 Week of April 27</td>
<td><strong>In-class exam 1; No tutorials</strong></td>
<td></td>
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</tbody>
</table>
| 9 Week of May 4 | **Group presentation:** Why has there been so much emphasis on protecting intellectual property recently? How effective are the protection measures?  
**Memo from boss:** The company has a new CEO. She is asking you about the intellectual properties in the company. Classify and give examples of the intellectual property assets owned by the company. What are the best ways to protect them as the company considers setting up business in China? |
| 10 Week of May 11 | **Group presentation:** What are the flaws in the design and management of the euro? Are the economic and human costs to the Greeks during the eurozone crisis justified (p. 220-223)?  
**Memo from boss:** The company is selling a piece of equipment to a buyer in India. The sale is for immediate delivery, but payment will only be due in 30 days time. What financial risks should we consider before deciding whether to go ahead with the sale? How to best protect ourselves? With this analysis, should we go ahead with the sale? |
| 11 Week of May 18 | **Group presentation:** What are the costs and benefits of trade protectionism? Is protecting the electrical appliance industry good for the BRIC countries (p. 132)?  
**Memo from boss:** Our company produces and exports Australian wine, and we plan to export our goods to EU. What are the pros and cons of us exporting to this regionally integrated market? |
| 12 Week of May 25 | **Group presentation:** What are some important ethical dilemmas that MNEs face? What are the economic ramifications when a MNE attempt to fulfil its social responsibilities?  
**Memo from boss (12):** The new CEO has recently found out that a garment contractor of our company has outsourced part of their operation to a subcontractor, who is employing child labour in Bangladesh, being paid US$30 a month. Since we do not have direct business with this subcontractor, should we do anything about it? and if we should, how? (background of Bangladesh’s textile industry on p. 74-75) |
| 13 Week of June 1 | **In-class exam 2; No tutorials.**                                                 |
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.

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**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 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 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](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](http://subjectguides.library.unsw.edu.au/elise)

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

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: [https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf](https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf)  
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 50 and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special consideration and the Final Exam in undergraduate courses:
Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle
the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2015 are:
   - 14th July – exams for the School of Accounting
   - 15th July – exams for all Schools except Accounting and Economics
   - 16th July – exams for the School of Economics
   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

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

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


### 12 STUDENT RESOURCES AND SUPPORT

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

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

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

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

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

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

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc.  
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  

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

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