MGMT 2721
Managing People

Course Outline
Semester 1, 2016

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Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Chris Jackson
Room 566
Phone No: 9385 9715
Email: c.jackson@unsw.edu.au
Consultation Times – Please contact me by email to arrange a consultation. Please use your UNSW account, indicate the course that your query is about, your full name, and student number when sending me an email.

Tutor names

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Professor Chris Jackson</td>
<td><a href="mailto:c.jackson@unsw.edu.au">c.jackson@unsw.edu.au</a></td>
<td>566 Bus Bldg</td>
<td>9385 9715</td>
</tr>
</tbody>
</table>

If you have questions about the course or assessment your first point of contact should be your tutor. Your tutor will escalate your question to the lecturer-in-charge if needed. When emailing your tutor please use your UNSW account, indicate the course that your query is about, your full name, and student number. Also, please do not expect an instant response from your tutor. Waiting three working days for an email response is a reasonable amount of time.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 and conclude in Week 12.
The Time and Location are: Friday 10am - 12 pm, LEC/A ColomboThB

Tutorials start in Week 1 and conclude in Week 12. The Groups and Times are:

<table>
<thead>
<tr>
<th>Tutorial Day and Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friday 12 -&gt; 1</td>
<td>Gold G03</td>
</tr>
<tr>
<td>2. Friday 1-&gt;2</td>
<td>Law 389</td>
</tr>
<tr>
<td>3. Friday 2-&gt;3</td>
<td>Bus 118</td>
</tr>
</tbody>
</table>

When enrolling in this course you will have signed up for a tutorial. You will need to attend the same tutorial every week. It is for your own benefit to stay with the same tutorial as you will get to know your tutor and classmates.

2.2 Units of Credit
The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course
The course aims to introduce students to the principles of managing people, as outlined from the principles of organizational behaviour. At the same time, it subjects organizational behavior to critical examination, so that students should emerge from the course with 'practical' understanding of how to manage people, as well as being able to assess that practice critically.

### 2.4 Course Aims and Relationship to Other Courses

This course cannot be undertaken by UNSW Business School students who are majoring in Human Resource Management or Management.

It focuses on strategically leading a team in a rapidly changing environment to create maximum competitive advantage. Topics include: leadership and management, influencing the team, increasing team participation and commitment, the structure and design of organisations, entrepreneurism, systems thinking, and strategy.

### 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 ASB. 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):

<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>
</tbody>
</table>
| 1 Knowledge                         | Understand and discuss theories and research relevant to managing and implementing innovation and organisational change. | • Lecture quizzes  
                                          • Assessments  
                                          • Exam |
|                                    | Evaluate research papers on Managing People and use this information to solve applied organisational problems. |                                                          |
| 2 Critical thinking and problem solving | Apply organisational change theories and approaches to help you understand real world organisational problems | • Tutorial exercises  
                                           • Assessments  
                                           • Exam |
| 3a Written communication            | Construct written work which is logically and professionally presented. | • Exam  
                                          • Assessments |
| 3b Oral communication               | Communicate ideas in a succinct and clear manner.                                      | • Pitch fest |
| 4 Teamwork                          | Work collaboratively to complete a task.                                                | • Pitch fest |
| 5a. Ethical,                        | Not specifically addressed in this                                                     | Not specifically |
3 LEARNING AND TEACHING ACTIVITIES

Learning and teaching in this course will be based upon the principles of ‘rigor and relevance’. ‘Rigor’ describes the validity of the content of this course. Implementing Managing People is more than ‘common sense’. The frameworks, theories and facts taught in this course are rigorously researched by psychologists, sociologists, anthropologists, and also those with a business background. Utilising this rigorous research evidence for selecting and implementing the most appropriate structures, processes and people in organisations provides both organisations and employees with a critical competitive advantage and also ensures that employee well-being is maintained.

The theme of ‘relevance’ highlights the applied nature of the course. The assessment has been designed so that you need to analyse real world situations and apply the ideas and concepts discussed in the lectures and tutorials to understand these problems. To perform well in this course, you will need to integrate rigorous theories with practical solutions for workplace problems.

3.1 Approach to Learning and Teaching in the Course

The learning outcomes of this course are best achieved through active student participation and experiential learning (that is, learning by DOING). As such, the tutorials will be highly interactive and there is an expectation that you will come to class: a) having read any readings for the week and the tutorial material from the tutorial work book so that you can actively participate in exercises in class, and b) come prepared to participate in discussions by having completed the learning journal for each week. Active participation means asking relevant questions, expressing opinions, and engaging in learning activities.

The tutorial exercises have been designed to provide you with experience in conducting the types of analyses that you will be required to complete for the assignments. As such, active participation in the tutorials should enable you to develop an understanding of how to complete the assignments.

Managing People is strongly based in current academic research. As a result, you will be asked to read academic papers regularly throughout the course. These assignments are designed to develop your ability to critically review current academic thinking and to develop your in-depth knowledge of Managing People.

3.2 Learning Activities and Teaching Strategies

Learning and teaching in this course will be based upon lecture delivery, absorption of suggested reading material as well as interactive tutorial exercises and discussion. The lectures critically evaluate the core concepts and theories about Managing People. Specifically, lectures are designed to give you a ‘head start’ on understanding the
readings. The tutorials are based on a learning philosophy that sees engagement in activities and debates as vital precursors to greater understanding, retention and transfer of your learning. Getting away from ‘passive’ learning techniques, a large portion of the tutorial exercises will take place in groups.

Creating an open yet supportive environment in your tutorial will be important so you can test out your understanding of course concepts on your classmates and listen to their points of view. In turn these are skills that will be of value after you graduate in all aspects of your life.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Max Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial participation</td>
<td>5%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Review of positive and negative change agent skills</td>
<td>10%</td>
<td>3 pages</td>
<td>Tutorial Week 5</td>
</tr>
<tr>
<td>Group pitch</td>
<td>15%</td>
<td>5 mins</td>
<td>Tutorial Week 7</td>
</tr>
<tr>
<td>Case study: What should Eitel do?</td>
<td>20%</td>
<td>5 pages</td>
<td>Tutorial Week 12</td>
</tr>
<tr>
<td>Lecture quizzes</td>
<td>3 * 5% each (15% *)</td>
<td>Quizzes administered in three lectures throughout the semester without notice</td>
<td>May occur in any lecture throughout the semester</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Turn-it-in

1. All assessments are to be submitted to your tutor in the tutorial in the week they are due. In addition, you also are required to submit an electronic copy of your reviews to “Turn-it-in” via the course website prior to or on the day the assignment is due. Failure to submit via turn-it-in may mean that your assignment is not assessed. The deadline for submitting the assignment to turn-it-in is 5pm on the day the assignment is due.
PLEASE NOTE: Your uploaded assignments must be identical to the hardcopy you submit. Any differences in the hardcopy submitted and the e-copy uploaded will be regarded as Academic Misconduct and you may be subjected to disciplinary action. Your assignment will not be returned until an electronic copy of the assignment is submitted to “Turn-it-in” via the Course website.

If there is more than 15-20% overlap between your assignment and other material as determined by Turn-it-in then you will be asked to explain why this is the case. As such, it would be appropriate to upload your assignment early so as to check that there are no issues before the due date. Also, while you are able to get immediate feedback the first time you submit your assignment to turn-it-in, after all other attempts to submit your assignment to this program you need to wait for 24 hours to receive feedback. As such, it is essential that you leave yourself sufficient time to submit your assignment more than once to the turn-it-in system.

Tutorial participation in this course: Class attendance is required and students are encouraged to contribute to class discussion. Participation is the key to a lively class.

Class participation such as the “pitch fest” provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen.

A total of 5% of the total class mark relates to attendance at tutorials. The mark will be allocated in proportion to your attendance according to the following:

<table>
<thead>
<tr>
<th>Tutorial attendance</th>
<th>Total % of total class mark allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>6</td>
<td>3%</td>
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<tr>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Lecture Quizzes
It is essential that students attend lectures so that they are familiar with the content of the course, which forms the basis of the activities that we complete in the tutorials. To ensure that students are engaging in a reflective learning process, three short quizzes will be administered throughout the semester in the lectures without advance notice. Each short quiz will be worth 5% each and may involve questions about any of the lecture content (including videos shown in the lectures) that have been presented in the course up to the point the quiz is administered. Fifteen minutes will be allocated to complete each quiz in three different lectures throughout the semester.

Preparation for these quizzes will involve attending lectures, taking notes when listening so as to engage in active learning (which enhances recall and understanding of information), and ensuring that you ask questions if you do not understand any of the lecture content. There is no opportunity to resit the quiz.
Criteria for written assessments

- All reports must be in double space 12 font with standard margins.
- Reference list is extra but no appendices are allowed so that tables etc. must be within the page limit.
- Material presented above page limit will not be marked
- Evidence based writing with reference support is best

Assessment 1 – Review of positive and negative change agent skills

Due: Tutorial Week 5
Weight: 10%
Maximum length: 3 pages

The purpose of the review is for you to record recent work events in which you could identify leaders acting in a change agent role behaving in a positive or negative way. Choose events from your organisation which involves leaders attempting to change something, which can be analysed as to whether or not you perceived it as positive (i.e. constructive, useful, functional) or negative (destructive, not useful or dysfunctional). Events can be examples of either effective or ineffective leadership, or both. You should determine if the events fit in with Kanter’s (2005) framework for leaders who are making an intervention (which is Reading 1 of the Course Readings). If an event does not fit in with this classification, then add to the classification. Be clear about an event, analyse the event, and provide concise relevant details to support your arguments.

The review will provide you with the opportunity to consider and articulate ways of understanding skills of leaders. If pertinent, you should feel free to speak of personal experience and to discuss mistakes but do not identify yourself or others as being parties involved. This is not the place to explore your feelings about work.

Your work can draw on concepts from Units 1 but may also include Units 2, 3 and 4 if necessary.

Try to choose events that have happened very recently, say in the past few weeks. The more recent the events, the more detail you will remember and the more salient the analysis will be.

Your work should be presented in essay style. It should have a coherent argument or set of points that you develop through the essay. Avoid heavy descriptions of events that have no conceptual analysis or application of relevant concepts.

Include details about the business such as size of organisation, size of team, nature of business, seniority of leader that the event(s) concern.

In terms of content, it is suggested that you include the following structure:

1) Introduction of the leadership skills identified by Kanter (1/2 page)
2) Examples of positive leadership skills displayed (1 page)
3) Examples of negative leadership skills (1 page)
4) Conclusions about Kanter’s classification system (1/2 page)

Note: You will need to write concisely in order to cover all the important aspects of your personal action learning review within the strict limit of 3 pages. If you have no business experience, think of an alternative arena such as sports, club, society or even
University as this will be equally acceptable. However, focus on the work context, if you possibly can.

**Assessment 2: Group pitchfest**

**Due:** In class as presentation in Tutorial Week 7  
**Weight:** 15%  
**Assessment:** Group – one presentation is produced per group and the same mark is awarded for all members of the group

**Length:** No more than 5 minutes

You will be assigned a group in Week 5 with the aim of producing a short business pitch for an entrepreneurial venture in Week 7. We recommend joining a group in which people have diverse career plans so that a range of interests and skills are represented. All members of the group will be expected to contribute to the plan and to the final presentation. You should prepare a maximum of 5 minute pitch of a business idea. Follow the guidelines presented in the tutorial in Week 5. Marks will be awarded according to the scoring guidelines presented in the tutorial.

**Assessment 3: What should Eitel do?**

**Due:** Tutorial Week 12  
**Weight:** 20%  
**Length:** 5 pages

In Tutorial Week 8 you will be presented with a case. You will write a report about what Eitel should do next.

Your report needs to show evidence of understanding of concepts across the whole course, i.e. not just one or two units. You also need to show your ability to integrate concepts, i.e. use more than one concept to analyse an issue or develop a strategy, and consider the links between the concepts. Your report should cover the following:

**The issue** (about 10% of the page count)

- The scope of your project and how you decided on it.  
- Justification that the issue chosen is important for the organisation.  
- Roles in the organisation.

**Identifying change** (about 40% of the page count)

- Diagnoses of the current state of the organisation which identify the root cause(s) of the issue.  
- A clear statement of the problem.  
- A proposed solution which addresses the issue and problem statement.  
- Assessment of readiness for change, and of the level of commitment necessary for the change.

In this section you should provide a balance between reporting on both the outcomes of your diagnoses and solution generation (content) and how you arrive at these outcomes (process).
Your implementation plan (about 30% of the page count)

- Clear action steps for implementing the strategy.
- How you will ensure the action steps are implemented, e.g. building readiness for change, change leadership, engagement strategies.
- Identification of obstacles to your implementation plan and how these might be overcome.

In this section you should also provide a balance between reporting on the practices/processes/structure, i.e. the content of the change(s), and the means of implementing them, i.e. the processes of achieving the change(s).

Change evaluation (we suggest this section contains 20% of the page count)

- What you expect the project to achieve, i.e. the intended outcomes of your change intervention. (This should be clearly related to the issue and problem statement identified earlier.)
- Processes and/or measures to evaluate the success of the plan.
- Processes for adjusting the strategy and implementation as the change initiative develops.

You should use concepts from across the course in making your diagnoses and developing your action steps, for example Theory E and Theory O (Beer and Nohria 2000), action research, systems thinking, organisational capabilities. You are not expected to use concepts from every unit. Only include them if they add value to your analyses and your project plan. However, using only the concepts, theories and frameworks from the early units of the course will limit your analysis. You need not bring in arguments from outside of the course (such as detailed financial analysis).

Exam

This will take the form of a 2.0 hour examination paper during the exam period and comprise 35% of your course grade. The purpose of the exam is to ensure you have a broad understanding of the theories that we cover in the course and the skills needed to effectively manage people. Thus, 30 of the questions will be multiple choice (each question will be worth half a mark). Material from all lectures is examinable. In addition, you also will be required to answer two short essay questions that may cover any of the lecture content covered in the course. Each short answer essay question will be worth 10 marks.

Grading

The table below sets out a detailed description of requirements in this course, consistent with the UNSW grading scheme.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name</th>
<th>Range</th>
<th>Summary Description</th>
<th>Indicative Performance Criteria</th>
</tr>
</thead>
</table>

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CRICOS Code 00098G
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100%</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>75-84%</td>
<td>Superior performance</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74%</td>
<td>Good performance</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>50-64%</td>
<td>Acceptable level of performance</td>
</tr>
<tr>
<td>FL</td>
<td>Fail</td>
<td>0-49%</td>
<td>Below acceptable standard of performance</td>
</tr>
</tbody>
</table>

Level above DN with consistent evidence of substantial originality and insight in identifying and generating competing arguments, perspectives, positions, or problem-solving; critical evaluation of problems/issues, solutions and implications; uses high level of communication above DN.

Level above CR with frequent evidence of originality in defining and analysing problems/issues and creating solutions; uses level, style, and means of writing and communication appropriate for the discipline and reader.

Demonstrates substantial understanding and application of fundamental concepts, and their application in contexts in the disciplinary area of study; develops and adapts convincing arguments and coherent justification; fluent communication of information, clear ideas in conventions of the discipline.

Demonstrates an adequate understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; develops routine arguments and applications with acceptable justification; adequate communication of information and ideas in conventions of the discipline.

Demonstrates clear deficiencies in understanding of fundamental knowledge and concepts, and their application; incomplete, inadequate or confusing arguments with little justification; poor communication of information and ideas. Or: Demonstrates a superficial, partial, or incorrect level of understanding of fundamental knowledge and concepts, and their application in the disciplinary area of study; presents undeveloped or unsupported arguments; communication of information and ideas inconsistent in conventional disciplinary terms.

### 4.3 Assessment Format
Details of the assessment format are included in section 4.2 above.

### 4.4 Assignment Submission Procedure
All assignments are to be handed in to your regular tutor in the nominated tutorial. Please keep a copy of all work submitted and keep your marked assignments until the course is completed.
4.5 Late Submission and Special Consideration

Submissions after the due date will incur a **10% penalty each day they are late**. No extensions granted except in the case of serious illness, misadventure, or bereavement which must be supported with documentary evidence (e.g., medical certificate).

Please note: you need to **APPLY FOR SPECIAL CONSIDERATION BEFORE THE DUE DATE FOR THE ASSIGNMENT**. If you fail to do so, then you place yourself in the position of potentially not being able to submit your assignment without incurring a late penalty. Also, submission of a request for special consideration does not mean that this request will be granted. As such, it is important to continue to work on the assignment while waiting to hear back regarding whether your application has been approved or not.

**ALL APPLICATIONS FOR EXTENSIONS IN THIS COURSE SHOULD BE SUBMITTED TO THE LECTURER IN CHARGE THROUGH MY UNSW.**

5 COURSE RESOURCES

The website for this course is on Moodle and all the readings below can be downloaded from the course site. You are strongly encouraged to download the readings!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
</table>
There is no prescribed textbook for this course and many books on organisational behaviour and management of change from the library will cover aspects of the course. Here are chapters somewhat related to the material in the lectures so think of these as reasonably useful supplementary readings but the lectures and the chapters are not designed to cover the same topics. Sometimes there is very little in the textbook about things I will concentrate a lot on … I do not recommend buying these textbooks.

|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.
COURSE SCHEDULE

Managing People

Unit 1: Management Challenge
Unit 2: Understanding people
Unit 3: Team Building: Diagnosis
Unit 4: Team building: Solutions
Unit 5: Team building: resistance
Unit 6: Leading the team
Unit 7: Research skills and action learning for leaders
Unit 8: Improving performance
Unit 9: Understanding the organization as a system
Unit 10: Building organizational capabilities for today and tomorrow
Unit 11: Strategic leadership and alignment
Unit 12: Integration

Leading people
Leading the organisation
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Assessments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Management Challenge and Skills</td>
<td>No tutorial</td>
<td></td>
</tr>
<tr>
<td>4th March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Understanding people</td>
<td>Ethics, values and personality</td>
<td></td>
</tr>
<tr>
<td>11th March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Team Building: Diagnosis &amp; Solutions</td>
<td>Diagnosis &amp; Solution generation</td>
<td></td>
</tr>
<tr>
<td>18th March</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Good Friday Break</td>
<td></td>
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<tr>
<td>25th March</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mid-Semester Break 28th March to 1st April 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Team building: Overcoming resistance</td>
<td>Planning your pitch</td>
<td>Assessment 1:</td>
</tr>
<tr>
<td>8th April</td>
<td>Remaking a government giant</td>
<td></td>
<td>Your review of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>positive and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>negative change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>agent skills</td>
</tr>
<tr>
<td>Week 6</td>
<td>Leadership</td>
<td>Case study: Pizza Hut</td>
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<td>15th April</td>
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<td>Lead the team to change</td>
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<td>Week 7</td>
<td>Research Skills for leaders</td>
<td>Pitchfest</td>
<td>Assessment 2:</td>
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<td>22nd April</td>
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<td>Group pitch-fest</td>
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<td>Week 8</td>
<td>Performance interventions</td>
<td>Different interventions reviewed</td>
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<td>29th April</td>
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<td>Understand Simmons case</td>
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<td>Week 9</td>
<td>Systems thinking, and organisational learning</td>
<td>Describe your AR Review Course</td>
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<td>6th May</td>
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<td>Week 10</td>
<td>Organisational capabilities</td>
<td>Woolies, IBM, McDonalds, HP</td>
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<td>13th May</td>
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<td>Your organisational capabilities</td>
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<td>Week 11</td>
<td>Strategy, Alignment &amp; Organisational Design</td>
<td>Northcott Housing Estate</td>
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<td>20th May</td>
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<td>Week 12</td>
<td>Review &amp; Integration</td>
<td>SEMCO CATEI</td>
<td>Assessment 3:</td>
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<td>27th May</td>
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<td>Case study -</td>
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<td>What should Eitel @</td>
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<td>Simmons do?</td>
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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 ASB 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.

### ASB 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.

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: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html.

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html.

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

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


10.1 Workload

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

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

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://safety.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.

ASB 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 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 UNSW 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 UNSW Business School supplementary exams for Semester 1, 2015 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.

UNSW 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:
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 ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)***
  Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189

- **Moodle eLearning Support**: For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to Moodle / Support for Students. 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))
  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**: 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 Library Annexe (Ground floor).

• **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

• **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au) 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.

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**Course leader Professor Chris Jackson**

![Professor Chris Jackson](image)

BSc (UK), MPhil (UK), PhD (UK)

**Professor of Business Psychology, the School of Management in UNSW Business School, UNSW**

Chris Jackson is a Professor of Business Psychology in the School of Management in UNSW Business School, UNSW. He is a registered Psychologist in Australia.

Chris has substantial international business experience. He has worked as a Management Consultant in the UK specialising in selection and development of people and has developed electronic learning systems for large corporations. He has also designed personnel selection systems and advised on the management of change in Australia. He also has substantial interest in the programming of expert systems which help advise on these processes.

These interests have continued in his research. Now Chris is very involved in understanding the processes underlying learning and personality from biological and cognitive perspectives. His research at the moment is on developing a hybrid model of learning which represents a new and compelling way of understanding personality in the workplace. He is currently developing an on-line psychological research laboratory for understanding these processes and how they relate to work performance.