MGMT 5050
Teams, Ethics and Competitive Advantage

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

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

Tutor names

<table>
<thead>
<tr>
<th>Tutor Name</th>
<th>Days and Times</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Doug Long</td>
<td>Tuesday 10.30, 12.00 and 18.00</td>
<td><a href="mailto:douglas.long@unsw.edu.au">douglas.long@unsw.edu.au</a></td>
</tr>
<tr>
<td>Tom Kramer</td>
<td>Wednesday 14.00 &amp; 15.30, Thursday 19.00B</td>
<td><a href="mailto:t.kramer@unsw.edu.au">t.kramer@unsw.edu.au</a></td>
</tr>
<tr>
<td>Catherine Dolle-Samuel</td>
<td>Wednesday 10.00 &amp; 11.30</td>
<td><a href="mailto:c.dolle-samuel@unsw.edu.au">c.dolle-samuel@unsw.edu.au</a></td>
</tr>
<tr>
<td>Howard Cook</td>
<td>Thursday 19.00A</td>
<td><a href="mailto:h.cook@unsw.edu.au">h.cook@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

In the first instance questions should go to your tutor who runs the skills Development workshop. You will meet your tutor/ workshop facilitator at the first ‘Skills Development Workshop’ in Week 1 where they will provide you with their contact details and consultation times.

As a general rule, your lecturers and facilitators will attempt to address any queries within 48 hours of the request.

Please note: on weekends and public holidays email may not be answered until the following second scheduled ‘work’ day.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Case workshops start in Week 1 (to Week 12): The Time and Location are:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>09:00-10:30</td>
<td>MacauleyTh</td>
</tr>
<tr>
<td>Tuesday</td>
<td>16:30-18:00</td>
<td>RitchieTh</td>
</tr>
<tr>
<td>Thursday</td>
<td>18:00-19:30</td>
<td>ChemSc M10</td>
</tr>
</tbody>
</table>

Skills Development Workshops start in Week 1 (to Week 12). The Tutors, days and emails are as above:

<table>
<thead>
<tr>
<th>Tutor Name</th>
<th>Time and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Doug Long</td>
<td>Tue 10:30-12:00, Location: Quad 1048</td>
</tr>
<tr>
<td>Dr Doug Long</td>
<td>Tue 12:00-13:30, Location: Webst 302,</td>
</tr>
<tr>
<td>Dr Doug Long</td>
<td>Tue 18:00-19:30, Location: Quad G026</td>
</tr>
<tr>
<td>Catherine Dolle-Samuel</td>
<td>Wed 10:00-11:30, Location: Quad 1047</td>
</tr>
<tr>
<td>Catherine Dolle-Samuel</td>
<td>Wed 11:30-13:00, Location: Quad 1047</td>
</tr>
<tr>
<td>Tom Kramer</td>
<td>Wed 14:00-15:30, Location: Quad 1048</td>
</tr>
<tr>
<td>Tom Kramer</td>
<td>Wed 15:30-17:00, Location: Quad 1048</td>
</tr>
<tr>
<td>Howard Cook</td>
<td>H19:30-21:00 A Location: Law 276</td>
</tr>
</tbody>
</table>
2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
To achieve competitive advantage in today’s global business environment, managers require skills in problem anticipation, identification and solving, along with abilities to work with and in teams and engage in ethical decision making. Critical and self-reflective thinking is central to success in both postgraduate study and professional business careers.

This course is designed as a foundation core course in the Master of Commerce (MCom) program. Drawing on these thinking skills, students will develop an understanding of how the functioning and contribution of teams and ethical practices in wider organisational contexts are related to competitive advantage. The course adopts a multiple perspectives approach which encourages students to develop these skills.

2.4 Course Aims and Relationship to Other Courses
The aim of the MCom degree is to foster the development of informed business professionals who have the skills and competences required to meet the challenges of global business in the 21st century. Feedback from potential employers of our graduates has indicated that they seek to employ graduates who: can communicate clearly and effectively to a range of different audiences; can engage in critical thinking and problem solving; have highly developed ethical reasoning skills; and can work effectively both in teams and individually.

MGMT5050 has been designed to provide students with an engaging introduction to the MCom program. We have ‘thrown out’ the traditional lecture and seminar format found in many Masters courses. Instead we have adopted an interactive workshop environment for all face to face teaching. Our ‘large group’ Case Analysis Workshops will focus on the analysis of business case studies. In these workshops we will apply theory to analyse examples of both excellent and poor decisions individuals make in organisations. We examine the importance of ethical reasoning and teamwork for the competitive advantage of organisations.

In the small group ‘Skill Development Workshops’ we focus on the skills and competences that will support your development to successfully complete the MCom program, as well as in your professional careers. The workshop design encourages active learning and critical reflection on your experiences as both students and employees.

Overall, the course aims to help you improve your overall academic performance in the MCom by encouraging development of your learning skills, interpersonal and teamwork competence, ethical reasoning and cross-cultural sensitivity. Our experience is that through improving these skills, students enjoy their learning more and can develop a broad and enduring range of personal and professional networks.

This is a core course for the MCom and you should complete it in your first semester of study. Knowledge and skills developed in this course are fundamental to many other
MCom courses. You should find the development of skills and knowledge in this course especially useful for the Capstone Courses, undertaken at the end of your MCom.

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

On successful completion of this course, students should be able to:

1. Describe the complexity of modern business environment
2. Adopt multiple perspectives to identify and investigate business problems
3. Understand the structure and role of teams in organisational contexts
4. Propose solutions to an ethical business problem
5. Examine differences and dimensions of performance and competitive advantage in organisations
6. Enhance existing academic research skills
7. Demonstrate familiarity with the processes of critical and self reflective thinking
8. Develop effectiveness in working in groups and teams
9. Demonstrate academic skills relevant for postgraduate study including verbal and written communication, independent learning and assume responsibility for the learning process

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.

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 UNSW postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Describe the complexity of modern business environment</td>
<td>Preparation and participation: CAW, SDW</td>
</tr>
<tr>
<td></td>
<td>Examine differences and dimensions of performance and competitive advantage in organisations</td>
<td>Individual assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group assignment</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Adopt multiple perspectives to identify and investigate business problems</td>
<td>Preparation and participation: CAW</td>
</tr>
<tr>
<td></td>
<td>Demonstrate familiarity with the processes of critical and self reflective thinking</td>
<td>Individual assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group assignment</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Enhance existing academic research skills</td>
<td>Individual assignments</td>
</tr>
<tr>
<td></td>
<td>Demonstrate academic skills relevant for postgraduate study including verbal and written communication, independent learning and assume responsibility for the learning process</td>
<td>Group assignment</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td></td>
<td>Preparation and participation: SDW</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Understand the structure and role of teams in organisational contexts</td>
<td>Preparation and participation: SDW</td>
</tr>
<tr>
<td></td>
<td>Develop effectiveness in working in groups and teams</td>
<td>Group assignment</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

“Learning is not a spectator sport” – Chickering and Gamson (1987).

The decision of whether to learn and what is learnt ultimately rests with you. For learning to occur it is important that you are actively engaged in all aspects of the course. In MGMT5050 you are expected to come to all workshops having prepared and being ready to learn (that is to have read the appropriate case study and textbook chapter prior to the CAW, and to be an active participant in the SDW). Research shows that student preparation for class directly impacts on successful learning outcomes.

3.1 Learning Activities and Teaching Strategies

Our “face to face” teaching sessions are designed to be interactive. To successfully complete the course you will need to prepare for classes each week and be an active participant in all discussions and activities.

In MGMT5050 we have discarded the traditional teaching model of lectures and tutorials. Instead all teaching will be done in a ‘workshop format’. The Case Analysis Workshops (large group) takes the place of a traditional lecture. In these workshops we discuss and analyse prepared case studies that focus on teams, ethics and competitive advantage. You will be introduced to relevant theories and concepts that will enhance your understanding of the case and lead to informed analysis and decision making. Success in these workshops is conditional on you having read the assigned case before you come to the workshop.

In our small group classes, the Skills Development Workshops, you will be developing important skills and competences including self awareness, teamwork and communication, and critical thinking. These skills are developed through the use of a variety of individual, small group and class activities.

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).
### Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>%</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essay</td>
<td>15%</td>
<td>1,000 words</td>
<td>Tuesday March 29 at 9.30am</td>
</tr>
<tr>
<td>Group case study report</td>
<td>30%</td>
<td>2,100 words</td>
<td>Friday May 6 at 9.30am</td>
</tr>
<tr>
<td>Completion of online self &amp; team peer evaluation</td>
<td>5%</td>
<td></td>
<td>Survey available May 6 – 13 by noon</td>
</tr>
<tr>
<td>Active and engaged participation in SDW</td>
<td>5%</td>
<td></td>
<td>Ongoing in SDW</td>
</tr>
<tr>
<td>Case Study Workshop: ‘10 minute debrief’ activity</td>
<td>10%</td>
<td></td>
<td>5 weeks – randomly selected in CAW</td>
</tr>
<tr>
<td>Successful completion of Online Communication Workshop</td>
<td>10%</td>
<td></td>
<td>Friday May 20 by noon</td>
</tr>
<tr>
<td>Self-reflection essay (individual)</td>
<td>25%</td>
<td>1,500 words</td>
<td>Friday June 3 at 9.30am</td>
</tr>
</tbody>
</table>

#### 4.1.2 Short essay:

**Format:** Essay  
**Due date:** no later than Tuesday March 29, 2016 at 9.30 am via Moodle  
**Submission procedure:** via TurnItIn box available on MGMT5050 Moodle site.  
**NOTE:** submitting the assignment via TurnItIn includes an online declaration as to the authenticity of your work. It replaces the need to include a Coversheet on your assignment. Please see section 4.4 below for more details.  
**Weighting:** 15% of your total course mark  
**Length:** 1,000 words +/- 10%. The word count excludes the list of references/bibliography.  
**Description:** In this assignment, we are asking you to think about the skills and competencies that have been identified as necessary for successful careers in the 21st century. You need to read the two compulsory readings and compare and contrast their ideas about what skills are most important and why. Your assignment should be written in essay format.  

**Assignment Question:** Compare and contrast the arguments of Gardner (2008) to those of Fernández-Aráoz (2014). What skills are most important for success in the 21st century? and Why?  
**Compulsory readings:**  
AND  
**The readings are available via the course website.**  
**There is no requirement for you to use any additional resources in this essay.**  

**Marking Criteria:** (please see marking rubric on website for full descriptions of each criteria)
- Demonstrates understanding of the compulsory readings
- Synthesis of the key themes and issues raised in the compulsory readings
- Constructs a clear and sophisticated answer to the question.
- Structures text logically and coherently
- Communicates clearly and concisely
- Presents text professionally and references sources accurately

Assignment Master Class:
In the SDW’s in week 3 we will be holding an optional ‘Master Class’ to help students prepare for this assignment. This Master Class does not contribute to your SDW participation marks (#4.2.6). To be eligible to attend the Master Class, you will need to demonstrate that you have prepared for the class. This preparation will take the form of a 200 word integrated summary of the compulsory readings (100 words per reading) that you will submit via the appropriate TurnItIn submission box by 9.30 on Friday March 11. Students who do not adequately complete the preparation will not be admitted to the Master Class. This attendance hurdle is designed to ensure that all students benefit equally from the class.

4.1.3 Group Assignment
Format: Case Study Report
Due date: no later than Friday May 6, 2016 at 9.30 am
Submission procedure: via TurnItIn box available on MGMT5050 Moodle site
Each group should nominate 1 member, who will submit the Group assignment on their behalf- only one member should submit the assignment.
NOTE: submitting the assignment via TurnItIn includes an online declaration as to the authenticity of your work. It replaces the need to include a Coversheet on your assignment. Please see section 4.4 below for more details.
Weighting: 30% of your total course mark
Length: 2,100 words +/- 10%; the word count excludes the list of references/bibliography and any appendices.
Description:
The aim of the project is to enable you to apply important concepts from the course to an example of business practice, and to practice your case analysis and report writing skills. The project will help you improve your skills in project management, team dynamics, research, communication, ethical analysis and report writing.
Approach to the assignment
You will need to form project teams of 3 – 4 students (wherever workshop numbers allow). All team members must be in the same workshop and, as far as possible, from diverse backgrounds. With your facilitator’s help, you should finalise membership of project teams during the SDW in Week 4.
You will analyse the case study (listed below and available on the course website) and write a ‘case study report’ that analyses the case study using appropriate concepts and theories from the course in addition to other theories that are appropriate for the issue(s) identified in the case.
Our experience is that group work is mostly a very positive experience, particularly where groups have sufficient time and communication possibilities. You will have seven weeks to work together on this assignment. While some of the SDWs will provide opportunities to work on the assignment, you will need to work on the group project both individually and together as a group outside of class time.
Your team is to work together on planning, analysing, developing, writing up, proofreading and editing your project report ready for submission. You are also jointly
responsible for allocating relevant tasks including research, logistical and organisational duties. All team members should have a similar level of involvement in the research process and in the organization and writing of team reports. The teaching team expects each student to fulfil their team commitments. In cases where this does not occur, the remaining team members may request a reduced (or higher) grade for the non-contributing (or especially hardworking) team member. The information provided in the ‘Online Team Feedback’ (see 4.2.5) will be taken as part of the evidence required for an adjustment on final marks.

In the very rare cases where there are severe problems with teamwork, particularly where this involves the failure of a team member to carry out their responsibilities, then aggrieved team members should, at the first instance, see their SDW facilitator. Where this is, for any reason, difficult, you should contact the Lecturer in Charge. It is best, in these circumstances, to collect and provide documentary evidence such as emails or diary notes of commitments not fulfilled.

The Lecturer In Charge will be taking a very tough line with any student judged to have largely failed to fulfil their commitments to their team, unless we receive a timely, reasonable and documented excuse (medical or compassionate).

Case Study details: (available on course website from Week 3)

Background conceptual readings will be notified via the course Moodle site.

Reference requirements: Your group must source and demonstrate the use of a minimum of four (4) additional academic articles in addition to the course textbook, weekly extension readings and background conceptual readings for this assignment. Four academic articles must be source from the following list of journals:

- Academy of Management Journal
- Academy of Management Learning and Education
- Academy of Management Perspectives
- Academy of Management Review
- Business Communication Quarterly
- Business Horizons
- Cross Cultural Management
- Employee Relations
- Group & Organization Management
- Journal of Business Communication
- Journal of Management Education
- Journal of Management Information Systems
- Organization Science
- Organizational Dynamics

Marking Criteria:

- Demonstrates knowledge, and understanding of context and case
- Critically analyses the problem(s) using appropriate academic concepts, theories and research
- Proposes solution to the problem(s) based on sound evidence and concepts / theories
- Structures text logically and coherently
- Communicates clearly and concisely
- Presents text professionally and references sources accurately
4.1.4 Self-reflection essay

Format: Self-reflection essay
Due date: no later than Friday June 3, 2016 at 9.30 am
Submission procedure: via Turnitin box available on MGMT5050 Blackboard site
NOTE: to submit the assignment via Turnitin you will need to make an ‘online
declaration’ regarding the authenticity of the work. This online declaration replaces the
need to include a Coversheet on your assignment. Please see section 4.4 below for
more details.
Weighting: 25% of your total course mark
Length: 1,500 words +/- 10%. The word count excludes the list of references/
bibliography.
Description:
Over the course of this semester we have focused considerable attention to personal
insight and development. This final assignment requires you to reflect on what you
have learnt about yourself as a learner in MGMT5050 and how these insights will assist
your continuing success in the Master of Commerce degree and in your career.
In your essay, discuss what you know about yourself drawing upon
Zimmerman (2002) and other class experiences to demonstrate an informed view of
your learning to date and your development for the future.
Compulsory references

Marking Criteria:
- Demonstrates analysis and understanding of compulsory reading plus course
  materials
- Quality of personal reflection (eg examining own experiences to illustrate)
- Synthesis of personal reflection and readings to develop insights for future
  action
- Structures text logically and coherently
- Communicates clearly and concisely
- Presents text professionally and references sources accurately

4.1.5 Completion of self and peer evaluation

Format: Online survey
Due date & Submission procedure: available between May 6 – 13 by noon, 2016
Weighting: 5% of your total course mark
Length: 15 – 20 minutes
Description:
Students will complete an online survey of their own and their team member’s
performance and contribution in the group assignment.
The feedback will remain anonymous to team members, but may be used in
conjunction with formal meetings with the teaching staff and team members, and other
evidence to make adjustments to final marks for the group report where students have
either taken on additional work or where students have not contributed sufficiently to
the team project.
Marking criteria:
Students that complete the online survey before the due date/time to receive the allocated mark.

4.1.6 Active and engaged participation (min. attendance at 9 to be eligible)

Weighting: 5% of your total course mark

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

Simply attending the Skills Development Workshops without getting involved in discussion and activities is of little value either to you or your classmates and will result in a minimal participation mark.

To be eligible for the Preparation and Participation mark you must attend a minimum of nine (9) SDWs.

Marking criteria:

<table>
<thead>
<tr>
<th>Outstanding Contribution</th>
<th>Attends 9+ Skill Development Workshops and actively participates in activities, small group and class discussions. Provides good insights; has clear and thoughtful views; and supports and argues for but is open to modifying positions, demonstrates thoughtful and thorough preparation for class (where appropriate)</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>Attends 9+ Skill Development Workshops and participates in activities, small group and class discussions. Some contribution of facts or opinion, demonstrates preparation for class (where appropriate)</td>
<td>3</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Attends 9+ Skill Development Workshops but is an unwilling participant, does not prepare for class, is observed to rarely speak in small group discussion and never voluntarily speaks in class discussions. For example: only speaks when directly addressed by the tutor.</td>
<td>1</td>
</tr>
<tr>
<td>Does not meet attendance requirement</td>
<td>Student does not attend 9 Skill Development Workshops</td>
<td>0</td>
</tr>
</tbody>
</table>

4.1.7 Case Study Workshop: ‘10 minute debrief’ activity

Weighting: 10% of your total course mark

Preparation for and active participation in the Case Analysis Workshops will provide you with the best foundation to learn in MGMT5050. Each week (excluding week 1) there will be a case study and textbook chapter that you will need to read and prepare before attending the CAW. In each CAW there will be periods where you are asked to discuss with another person in the class the allocated case study, and/or apply a particular theory or concept to analyse the case. Five (5) times during the semester we will ask you to contemporaneously write your notes from this discussion and submit them to the lecturer.

Students who are unable to attend a CAW through illness or misadventure must contact the Lecturer In Charge PRIOR TO their CAW and provide supporting
documentation explaining their planned absence to be eligible for an alternative assessment in case a ‘10 minute debrief’ will be held in that CAW. No alternative assessments will be provided to students who contact the Lecturer In Charge to explain an absence after their CAW.

Your submission will be graded as either Unsatisfactory, Satisfactory or Superior

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates depth of knowledge of case and/or theory.</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Minimal answer the question, superficial knowledge of case and/or theory.</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>Student not in attendance and/or does not complete activity</td>
<td></td>
</tr>
</tbody>
</table>

4.1.8 Online Communication Workshop (UNSW Business School required assessment)

Format: Online workshop and quiz

Due date: Online workshop to be completed by Noon Friday May 20, 2016.

Weighting: 10% of your total course mark

Length: approx 14-20 hours to successfully complete.

Description:

Employers are constantly concerned at the poor business communication skills of graduates across the globe. Two of the Program Learning Goals for the Master of Communication directly relate to communication (PLG 3a and 3b). While communication is something each of us does every waking hour, rarely are we explicitly taught the skills necessary to communicate effectively in business environments. This self-directed online management communication workshop provides the opportunity to enhance your existing communication skills.

There are 3 sections or modules in the Workshop: Planning Communication; Writing in Business and Presenting in Business. At the end of each module there is a multiple choice exam. **The pass mark for each exam is set at 75%**. Students who successfully pass the multiple choice exam will receive a satisfactory grade for that module.

The final grading will be:

Successfully complete…

- three exams 10%
- two exams  6%
- one exam    3%
- failure to complete 0%

The link to the Workshop and details on how to log in will be available on the course website from Week 1. **You must use the course link, register using your student number only.**

Marking Criteria:

Successful completion of each Multiple Choice exam (pass mark of 75%).

4.2 Assessment Format

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

- Use 11pt or 12pt font
4.3 Assignment Submission Procedure

Each individual written assignment will be submitted via the appropriate TurnItIn box on the course website.

Each group should nominate 1 member, who will submit the Group assignment on their behalf to the appropriate TurnItIn box.

Submission of the assignment in TurnItIn students is taken as indication of your agreement to the following statement. This electronic consent replaces the assignment cover sheet.

I/we declare that this assessment item is my/our own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:
- Reproduce this assessment item and provide a copy to another member of the University; and/or,
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

I/we certify that I/we have read and understood the University Rules in respect of Student Academic Misconduct.

All assessments will be marked electronically using GradeMark. All feedback and marks will be available to students via the links on the Moodle site.

4.4 Late Submission

You must submit all assignments for your course. A penalty of 10% for each day the assignment is late will be applied. If you suffer serious illness or misadventure that affects your course progress you should contact the Lecturer In Charge as soon as possible. Where this impacts on your ability to meet an assigned deadline you should send an email to the Lecturer in Charge to seek an extension.

No extensions will be granted except in the case of serious illness or misadventure or bereavement, which must be supported with documentary evidence.

Requests for extensions must be made to the Lecturer In Charge by email and be accompanied by the appropriate documentation no later than 24 hours before the due date of the assignment. In circumstances where this is not possible, students must complete the UNSW Special Consideration process (see section 8.3 below for more information).

The Lecturer in Charge is the only person who can approve a request for an extension.

If you do make a request for an extension, the Lecturer in Charge will email you and your tutor with the decision.

Note: A request for an extension does not guarantee that you will be granted one.

If you require special consideration read the advice on UNSW policies and procedures listed in Part B.
### 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.

### 4.5 Request for review of assignment
From time to time some students will query the mark they have received on an assessment. If you have a question about the mark you received for an assignment, you must first make an appointment with your class facilitator/ marker no earlier than one week after the 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, after speaking to your class facilitator you remain unhappy with their explanation, you may request a review of your assignment. Keep in mind that a request for an assignment review is not automatically granted. To qualify for an assignment review you must submit, in writing, the specific reasons you believe a review is warranted. This document should also include a discussion of the tutor’s comments and how the components of your essay relate to the assignment criteria. Applications that request a re-mark on the basis of “I felt the mark was too low” will be rejected. In order to request a remark please refer to the UNSW Policy around students’ request for remarking assignments:


### 5 COURSE RESOURCES
The textbook for this course is:


The book is available in hard copy format from the UNSW Bookshop or as an e-book (see Moodle for details). Copies of the textbook will also be available in the UNSW Library’s High Use collection.

**Case Studies:**

The case studies required for each workshop will be available on the MGMT5050 Moodle site (where possible). In the few instances where we cannot distribute case studies electronically, we will distribute these during the CAW in the week prior. For each CAW we provide a list of ‘additional readings’ that are available in the UNSW library (either in hard copy or electronically (where available)). While these readings are not compulsory, they will enhance your learning, and provide a firm foundation for students seeking to excel in this course. These readings may also be useful when completing assignments.

There will also be occasions where you will need to prepare for a SDW either by reading an article or completing an activity. Details of the preparation requirements and where information can be found will be posted on the course website.

The website for this course is on UNSW Moodle at:

It is highly recommended that students read either or both of the following documents about learning with the Case Study method available on the course Moodle site prior to the CAW in Week 2.

Case study Method:
- Haywood-Farmer, J.S. An Introductory Note on the Case Method
- Hammond, J.S. Learning by the Case Method

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 have received very positive feedback about the challenging nature of the learning and application as well as the opportunity to participate in group problem solving. We will seek your feedback through end of semester formal CATEI evaluations.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Case workshop Topic</th>
<th>Skills Development Workshop topic</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 29 February</td>
<td>Developing informed practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 7 March</td>
<td>Introducing the case method: Individuals and teams</td>
<td></td>
<td>Master class summaries due Friday 9.30 am</td>
</tr>
<tr>
<td>Week 3 14 March</td>
<td>Complexity, reflection and critical thinking</td>
<td>Master class on assignment writing</td>
<td></td>
</tr>
<tr>
<td>Week 4 21 March</td>
<td>Group decision making</td>
<td>Decision making</td>
<td>Essay one due Tuesday March 29 at 9.30 am</td>
</tr>
</tbody>
</table>

Mid-semester break: Friday 25 March – Saturday 2 April inclusive
(Friday 25 March is Good Friday public holiday)

<table>
<thead>
<tr>
<th>Week</th>
<th>Case workshop Topic</th>
<th>Skills Development Workshop topic</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5 4 April</td>
<td>Introducing ethics and ethical decision making</td>
<td>Introducing your team</td>
<td></td>
</tr>
<tr>
<td>Week 6 11 April</td>
<td>Values</td>
<td>Group Assignment workshop – peer learning</td>
<td></td>
</tr>
<tr>
<td>Week 7 18 April</td>
<td>Stakeholders and society</td>
<td>Individual Group Assignment consultations with SDW Facilitators</td>
<td></td>
</tr>
<tr>
<td>Week 8 25 April</td>
<td>Introducing Ethical Frameworks</td>
<td>Giving Voice to Values</td>
<td></td>
</tr>
<tr>
<td>Week 9 2 May</td>
<td>The Global Challenge – Ethical imperialism and Relativism</td>
<td>Land far, far away</td>
<td>Group assignments due by Friday May 6 at 9.30 am</td>
</tr>
<tr>
<td>Week 10 9 May</td>
<td>Organisational dynamics and ethical behaviour</td>
<td>Ethical decisions in a globalised business environment</td>
<td>Peer evaluations due by Tuesday May 10 5pm</td>
</tr>
<tr>
<td>Week 11 16 May</td>
<td>Success stories and ethical leadership</td>
<td>Giving voice to values</td>
<td>On line communications workshop due Friday 20 May 5pm</td>
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</tr>
<tr>
<td>Week 12 23 May</td>
<td>Developing informed business practitioners: recap and going forward</td>
<td>Continuing your learning journey</td>
<td></td>
</tr>
<tr>
<td>Week 13 30 May</td>
<td><em>No Workshop</em></td>
<td><em>No Workshop</em></td>
<td>Final self reflection essay due June 2 at 9.30am</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound</td>
</tr>
</tbody>
</table>
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.

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, as well as in online activities, 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 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 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.
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 satisfactory attempt at all assignment items and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

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

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

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

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

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

- **IT Service Centre**

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

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