MGMT5712
NEGOTIATION SKILLS

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1  STAFF CONTACT DETAILS
Course Coordinator, Lecturer and Tutorial Instructor:

Dr Kyoung-Hee Yu
Email: khyu@unsw.edu.au
Phone: 9385 9725
Consultation: Anytime by appointment
Room: Business Rm564

Students are encouraged to contact the instructor in person and by phone and e-mail. Periodically, administrative announcements will be made over e-mail: please make it your responsibility to check your UNSW inbox for these.

2  COURSE DETAILS

2.1  Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Thursday 18:00-19:00, Tyree Energy Technologies Building LG05

Tutorials start in Week 2 (to Week 12). The Groups and Times are:
Thursday 13:00-15:00, BUS 118
Thursday 15:00-17:00, BUS 118

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

2.3  Summary of Course
Solving problems in the real world involves resolving inter-personal and inter-group differences. This course provides students with concepts and skills for negotiation in a variety of situations ranging from buying a used car to negotiating a multi-billion dollar contract between a mining company and a city government with serious environmental and economic consequences.

2.4  Course Aims
The course aims are to:
• Provide an understanding of concepts and strategies in negotiation;
• Give students practical negotiation experience via negotiation simulations;
• Foster students’ abilities to plan, prepare, and analyse negotiation situations;
• Help build students’ facility with the particular dynamics of dyadic, team-based, multiparty, and mediated negotiations;
• Build critical thinking, writing, and communication skills;
• Encourage critical self reflection;
• Enhance students’ abilities to work in teams.

2.5  Student Learning Outcomes

On successful completion of this course, a student should be able to:
1. Understand negotiation theory and be able to use it in real life situations;
2. Judge when a situation calls for distributive versus integrative negotiating strategies and know how to employ them;
3. Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes;
4. Gain an appreciation for individual and cultural differences and be able to diagnose and adjust negotiation strategies accordingly;
5. Understand the role of principals, agents, constituents, third parties, and audiences in negotiations;
6. Be versed in dyadic and multiparty negotiations;
7. Show improved verbal and written communications skills.

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. You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree.

### 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:
### Program Learning Goals and Outcomes

This course helps you to achieve the following learning goals for all Business School postgraduate coursework students:

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

This learning outcome will be assessed in the following items:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand negotiation theory and be able to use it in real life situations; Understand the role of principals, agents, constituents, third parties, and audiences in negotiations.</td>
<td>Mid-term exam, Negotiation plan, Reflective memo, Final exam</td>
</tr>
<tr>
<td>Judge when a situation calls for distributive versus integrative negotiating strategies and know how to employ them.</td>
<td>Negotiation plan, Reflective memo, Final exam</td>
</tr>
<tr>
<td>Show improved verbal and written communications skills.</td>
<td>Negotiation plan, Reflective memo, Final exam</td>
</tr>
<tr>
<td>Show improved verbal and written communications skills.</td>
<td>Simulated negotiations, Participation in lecture, Negotiation skills assessed by LIC</td>
</tr>
<tr>
<td>Be versed in dyadic and multiparty negotiations.</td>
<td>Tutorials, Negotiation skills assessed by LIC</td>
</tr>
<tr>
<td>Explain and demonstrate how power, emotion, relationships and ethical considerations can condition negotiation processes.</td>
<td>Tutorials, Final exam</td>
</tr>
<tr>
<td>Gain an appreciation for individual and cultural differences and be able to diagnose and adjust negotiation strategies accordingly.</td>
<td>Final exam, Tutorials, Negotiation skills assessed by LIC</td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

This course involves lectures, interactive negotiation exercises, and visual media. With the exception of Week 1, each week of instruction comprises of a one hour lecture and two hours of negotiation workshops.

### Lectures

Lectures are organised around key themes in negotiation strategy and structure. Lectures aim to build the analytical foundation for good negotiation skills. Students are expected to have done the required readings to engage in an informed discussion during lecture. Lecture content and assigned readings are designed to enhance students’ learning in the workshop conducted during the same week.
Workshops

Negotiation simulations, conducted in weekly workshops, are designed to reproduce a typical scenario that students are likely to experience in their personal or professional lives. If lectures aim for conceptual enlightenment, workshops aim for behavioural change. Each week’s scenario speaks to the themes covered in lecture. We will use scripted roles from the Lewicki, Barry and Saunders’ book of exercises as well as a complex collective bargaining simulation from the Harvard – MIT Program on Negotiations.

For most exercises, students are assigned to roles in advance; they are expected to study their confidential role instructions and come prepared to negotiate. In order to provide a safe and supportive environment in which to find your negotiation style and then try to experiment with different styles, outcome of simulations are not graded.

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

PLEASE NOTE: On all assessments, a deduction of 1% will be made from the final mark for each 1% beyond a 10% margin from the maximum word limit. So, for a 800 word-limit assessment, no penalties are incurred up to 880 words. After 1% beyond the 880 words will incur a 1% deduction in marks.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighting (% final grade)</th>
<th>Maximum Length* &amp; References</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mid term exam</td>
<td>20%</td>
<td>12 short answer questions</td>
<td>14 April (Week 6 lecture)</td>
</tr>
<tr>
<td>Negotiation plan</td>
<td>10%</td>
<td>800 words (optional appendix max 300 words), 2 references</td>
<td>28 April</td>
</tr>
<tr>
<td>Self reflective memo</td>
<td>15%</td>
<td>800 words (optional appendix max 300 words), 2 references</td>
<td>5 May</td>
</tr>
<tr>
<td>Negotiation skills &amp; planning, Southern Express</td>
<td>10%</td>
<td></td>
<td>Weeks 9-12, assessed by instructor</td>
</tr>
<tr>
<td>Take home final exam</td>
<td>35%</td>
<td>2,000 words (optional appendix max 400 words), 6 references</td>
<td>9 June</td>
</tr>
</tbody>
</table>

IMPORTANT: References in Assessments

To be counted as a ‘reference’, a reading must come from this course outline. One reading counts as one reference (i.e. you can cite the same reading multiple times, but it will count as one ‘reference’). Individual chapters of the Lewicki et al textbook are counted as separate references. The Harvard reference style is preferred, but students may use any reference style as long as it is done correctly and consistently.

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing
Participation (10%)

Negotiations in this course are conducted in dyads and in teams, and your participation affects others’ learning experiences. Therefore, attendance is graded in this course, as is quality of participation. A most certain way to lose participation points is to attend workshops without studying your negotiation role – you disfavour both yourself and your negotiation partner(s). University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. In case of inevitable absences in workshops, please get in touch with the instructor to obtain role instructions for the next negotiation at least 24 hours in advance. Please do not borrow instructions from your peers.

To obtain outstanding participation marks, a student must have:
- Contributed to class discussion with insight;
- Been prepared for, actively engaged in and facilitated the engagement of others in negotiations;
- Attended most lectures and workshops except where excused;
- Conducted oneself maturely and acted respectfully towards peers and instructors.

Negotiation Plan (10%)

Note: If you foresee being absent on 28 April you must get in touch with the Lecturer-in-Charge to be assigned a different negotiations for which to write your Plan and Memo.

800 words (optional appendix max 300 words), 2 references

Proper planning and preparation are crucial for negotiation success. Write a brief plan for your role in Third Party Conflict Resolution to prepare for the meeting between the Director of HR and the VP of Engineering which is mediated by the Executive Vice President of Finance. Some suggestions for how to organise your plan are (relative weights in parentheses, out of a total of 10 points):
- Assess the situation at hand (2.5 points).
- State your short and long term goals and assess your interests (2.5 points).
- Justify your strategies regarding information, persuasion and any concessions based on your understanding of your goals and interests. (5 points)

The idea is that you would refer to your plan while you are at the negotiation table. You should, if possible, bring two copies of your plan – one for handing in to the instructor and one for you to refer to during the negotiation. Plans are due at the start of the workshop on 17 September.

Self reflective memo (15%)

800 words (optional appendix max 300 words), 2 references

Negotiating is not only about achieving your objectives; it is also about discovering your negotiating style. Write a brief, critical evaluation of your involvement in The Third Party Conflict Resolution (the same negotiation you wrote your plan for). Use the self-reflective memo to consciously improve on your weaknesses, capitalise on your strengths, and observe and learn from your opponent(s). Some suggestions to help you organise your thoughts are:
- How did the actual negotiations relate to your plans prior to negotiations? How would you have planned this negotiation differently?
- Describe what you have learned today about yourself as a negotiator (or mediator). How did your negotiation style play out in today’s negotiation?
- Critically assess your strengths and weaknesses in general and analyse how they affected today’s negotiation;
- What will you do differently in the future to improve your negotiation (or mediation) skills?

Reflective memos are due in workshops the week after the actual negotiations, on 24 September.

Memos will be evaluated by the following criteria (relative weights in parentheses, out of a total of 15 points):
- Assessment of yourself as a negotiator (8)
- Ability to assess the relevance of your negotiation plan to actual negotiations (3)
- Plans for improvement (4)

Mid-term exam (20%)

The examination will test students’ knowledge and understanding of the fundamentals and processes of negotiation discussed in weeks 1-4, which form the foundation for developing the ability to analyse, prepare for, and carry out negotiation exercises. The exam will be closed-book, and will cover content in lectures and required readings (no optional readings) during weeks 1-4.

This examination will address the material covered in weeks 1 to 4, including all lectures and required readings. It will be comprised of 12 short-answer questions, be of 45 minutes’ duration, and will be held in class during Week 5 lecture.

Negotiation skills and planning for Southern Express (10%)

The LIC will assess the extent to which each student is prepared for and puts the strategies and concepts learned in this course in the longest and most complex negotiations at task, the Southern Express. Observations will be carried out during Weeks 9 to 12, and will examine the following:
- evidence of individual preparation and planning for team negotiations
- demonstrated skills in integrative and/or distributive strategies and tactics
- demonstrated teamwork, including active enactment of given role as well as effective support for other team members in achieving team goals.

Assessment will not be based on whether students carry out their prescribed role instruction. This will be left to each student’s strategic consideration.

Take home final exam (35%)

2,000 words (optional appendix max 400 words), 6 references

The take-home exam is designed to critically assess your ability to take a negotiation apart and analyse its structure, the parties’ interests, strategic processes, and inter and intra-team dynamics. The exam is based on a team-based negotiation carried out during workshops in Weeks 10 through 12, The Southern Express. Although the exercise is team-based and students may discuss the characteristics of the negotiation with team members, you must work individually on this exam.

The exam will be handed out in Week 12 lecture; it is due at 5pm on Thursday, 9 June. Late submissions will result in a mark of zero (0) unless you have obtained the workshop instructor’s prior approval.
Students will be given a choice over several essay questions. The questions will be drawn from the following areas of the Southern Express negotiation:

- The structure of the negotiation, parties’ interests and strategies
- Inter-team negotiation dynamics
- Intra-team negotiation dynamics
- Application of various themes in negotiation theory to Southern Express
- Assessment of negotiation outcomes

4.3 Assignment Submission Procedure

All assessments are to be submitted both in hard copy to the workshop instructor at the beginning of the relevant workshop and electronically via the Moodle course site. On Moodle, your file submission is automatically screened by Turnitin, a software that detects similarity between your submission and a variety of internet and non-internet based sources, including past student submissions in this course. If you are unfamiliar with this software, a demonstration on Turnitin can be found on the UNSW Moodle Support Pages > Students > Assessments.

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

In case of conflicts in submission time, whichever assessment you turned in earlier (hard copy or electronic file) will constitute your submission time. Detailed instructions on handing in the final exam will be provided later in the semester.

Please download the Business School assessment cover sheet from Moodle and attach to all assessments. Be sure to fill out the word count on the cover sheet. The first page of files you upload to Moodle must be the assessment cover sheet.

4.4 Late Submission

Daily penalty of 5% except where previously excused.

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 > 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.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
Prescribed Readings
A full list of readings for each week is provided in the last section of this outline. The three (mutually exclusive) sources from which you can obtain the course readings are as below. In the list at the end of this outline, I have marked each reading with the relevant source it can be found in.

1. Course Study Kit
The course study kit contains readings outside the designated textbooks that are not available electronically through UNSW Libraries. It is available for purchase at the bookstore. We highly recommend that you purchase a copy.

2. Textbooks
Selected chapters from the following textbooks have been bundled into a customised eBook.
Students can purchase the bundle digitally via McGraw-Hill/Irwin eBookstore at:
https://create.mheducation.com/shop/#/catalog/details/?isbn=9781308261300
The eBook is priced at USD$29.00 and the McGraw-Hill/Irwin ecommerce site is only able to process transactions in US currency. This transaction will likely be converted back to AUD by your bank and this will be at the currency rate of the day. If you experience any problems, please consult: www.mhhe.com/support
Copies of both books have been placed on reserve through MyCourse in UNSW libraries, which you can borrow for a few hours each time. Should you wish to use an
earlier edition of these textbooks, please make sure to check whether the assigned chapters and readings are identical to those in the 7th edition.

3. Moodle
This course makes extensive use of Moodle as its on-line environment. Many readings will be available for download from this web site. All assessments must be submitted both on Moodle and in hard copy (see Assessment Submission). In addition, you can find the following information there:
- The course outline;
- All lecture slides (posted on the Tuesday before each lecture);
- All general briefs for simulated negotiations in workshops (posted on the Friday after workshops);
- Additional information for assessment items;
- Updates and new information relevant to the course.

Moodle eLearning support: For online help using Moodle, follow the links from www.elearning.unsw.edu.au to UNSW Moodle Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333

6 COURSE EVALUATION AND DEVELOPMENT
This course builds on knowledge acquired through the course coordinator’s own experience of teaching negotiations in the United States and at UNSW. In addition, the course grows out of generations of negotiations courses taught by several faculty members at the UNSW Business School.

Each year, feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. As a result, we have introduced the self-reflective memos to help students develop systematic self-monitoring practices. Wherever possible, we have re-written simulations or provided additional information to make them accessible to students from diverse national contexts. In addition, lecture content has been modified to be easily applicable to the relevant week’s negotiation simulation.

In this course, we seek your feedback through regular communications with the course coordinator, and formally through the UNSW Course and Teaching Evaluation and Improvement (CATEI) process at the end of the term.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Workshop Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 Mar</td>
<td>Introduction to course and overview</td>
<td>No workshops</td>
</tr>
<tr>
<td>2</td>
<td>10 Mar</td>
<td>Distributive bargaining</td>
<td>Pemberton’s Dilemma</td>
</tr>
<tr>
<td>3</td>
<td>17 Mar</td>
<td>Integrative bargaining</td>
<td>Used Car</td>
</tr>
<tr>
<td>4</td>
<td>24 Mar</td>
<td>Relationships, ethics and emotion</td>
<td>Pakistani Prunes</td>
</tr>
</tbody>
</table>

Mid-semester break
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7 April</td>
<td>Power and influence</td>
<td>City of Tamarack</td>
</tr>
<tr>
<td>6</td>
<td>14 April</td>
<td><strong>Mid-term exam</strong></td>
<td>Job Offer</td>
</tr>
<tr>
<td>7</td>
<td>21 April</td>
<td>Cross cultural negotiation</td>
<td>Teotihuacan Murals (Case for discussion and student presentations)</td>
</tr>
<tr>
<td>8</td>
<td>28 April</td>
<td>Third party involvement</td>
<td>Third Party Conflict Resolution</td>
</tr>
<tr>
<td>9</td>
<td>5 May</td>
<td>Agents, constituencies and audiences</td>
<td>Southern Express</td>
</tr>
<tr>
<td>10</td>
<td>12 May</td>
<td>Multiple parties, teams and coalitions</td>
<td>Southern Express</td>
</tr>
<tr>
<td>11</td>
<td>19 May</td>
<td>Individual differences in negotiation</td>
<td>Southern Express</td>
</tr>
<tr>
<td>12</td>
<td>26 May</td>
<td>Course review</td>
<td>Southern Express debrief</td>
</tr>
</tbody>
</table>

**Readings**

* Sources for readings are marked as follows:
  T (textbook—eBook); S (study kit); W (Moodle course website)
  ** All readings are required except where marked as optional.

**Week 1**

**Introduction to course and overview**


**Week 2**

**Strategy and tactics of distributive bargaining**


**Week 3**

**Strategy and tactics of integrative bargaining**


**Week 4**

**Relationship, Ethics and Emotion**


**Week 5**

**Power and influence**


**Week 6**

**Mid-term exam**

**Week 7**

**Cross-cultural negotiation**


**Week 8**

**Third party involvement: Mediation and arbitration**


(W) Optional: Elangovan (2007) The manager as the third party: Deciding how to intervene in employee disputes. IN Lewicki, R. J., Barry, B. & Saunders, D. M. (Eds.) *Negotiation: readings, exercises, cases*. 5th ed. [Note: this is in an older edition of the textbook, thus you will find it on Moodle]

**Week 9**

**Agents, constituencies and audiences**


**Week 10**

**Multiple parties, teams and coalitions**


**Week 11**

**Individual differences in negotiation**


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 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.

9 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.

9.1 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
9.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

9.3 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

9.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/

9.5 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.

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

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

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

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

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

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

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

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

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