MGMT5802
Competitive Advantage through People

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-Charge: James Anderson
Room: Business School, L5, Rm 554
Phone No: 0466 336 961
Email: j.anderson@unsw.edu.au
Consultation Times: Thursday 5-6pm, L5 Business School (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures & Workshops start in Week 1 (to Week 12): The Time and Location are:
Thursday 6-9pm, Law 389.

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

2.3 Summary of Course
People are the only element with the inherent power to generate value. All the other variables… offer nothing but inert potentials. By their nature, they add nothing, and they cannot add anything until some human being… leverages that potential by putting it into play. (Fitzenz, 2000, pxii)
Organisational leaders readily admit that the decisions they make about their organisation’s ‘human capital’, or ‘talent’ are critical. Yet leaders also admit that they are far more confident in their decisions about finance, technology and products, than in their decisions about people. As organisational capabilities become increasingly important to business success, future leaders must be as adept at recognising and building their people-related capabilities as they are at competing for, building and deploying their capital, customers and technology.

This course will provide students with the foundations for making better decisions about the management of people in their organisations. We will consider how systems of people management practices can drive sustainable strategic success, and how intangible assets and people-related capabilities such as employee engagement, trust, and stakeholder relationships provide sources of organisational wealth.

2.4 Course Aims and Relationship to Other Courses
Competitive Advantage through People (CAtP) will help you understand how people management practices can enhance organisational performance and provide sustainable advantages to an organisation. The aim of the course is to foster the development of the analytical and practical competencies needed to value, build and deploy an organisation’s human capital. In this course we encourage students to think differently about the role and value of people in organisations.

For MTM students, this course complements your understanding of strategic management principles developed in MGMT 5800 Technology, Management and Innovation and MGMT 5801 Strategic Management of Technology and Innovation. For MCom students or students studying specialist Masters programs, this course will complement strategic management
courses offered in other schools, and provide you with a foundation in people management principles that can be extended and developed in other MGMT courses.

Please note there is no prerequisite for this course.

### 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. On successful completion of this course, you should be able to:

- Recognise the interconnections between sustainable organisational success and the knowledge, skills, and attitudes of the people in an organisation;
- Become familiar with new ways of thinking about organisations and the changing global contexts within which they operate, and how this impacts on the ways we manage people and other organisational stakeholders;
- Explain the approaches to people management, work design and leadership change that enable sustainable strategic advantage; Develop strategic thinking and diagnostic skills that can be applied to the management of people;
- Recognise and apply the features of socially and environmentally-responsible people-management practice.
- Work collaboratively to complete a task; construct written work which is logically and professionally presented; communicate ideas in a succinct and clear manner;

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’).

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 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>
</tbody>
</table>
| Knowledge | Become familiar with new ways of thinking about organisations and the changing global contexts within which they operate, and how this impacts on the ways we manage people and other organisational stakeholders. Explain the approaches to people management, work design and leadership change that enable sustainable strategic advantage. | • Workshop Activities  
  • Case Analysis  
  • Group Project Report  
  • Exam |
### 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
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

In this course we take an active, adult-learning approach that stresses interactive teaching and learning, which provides a mix of learning experiences and a hands-on introduction to the various concepts.

For those of you who are used to the discourses of physical sciences or engineering, these arguments may at face value look more like ‘opinions’ than ‘facts’. This is because in the complex world of human behaviour, social relationships, and systems, the facts are always contestable and value-laden – even those gleaned ‘scientifically’¹. You can, however, differentiate between strong and weak arguments, and between sound and faulty reasoning. We can and should consider what we see in organisations from alternative perspectives, even if this takes us outside our comfort zones.

3.2 Learning Activities and Teaching Strategies

Students enrolled in this subject attend classes on campus each week during Semester. This is not a distance course.

Weekly lectures build on weekly readings (but do not simply repeat their content) and set out the main ideas, theories and conceptual frameworks for the course. Lectures include interactive learning processes and will synthesise materials from a range of sources, including your own prior knowledge and experiences.

Weekly workshops are also interactive and involve experiential learning and case study analysis as you explore the course material with your peers. We will look for active student contributions through discussion and questioning that reflects your reading and experience. The more conscientiously you participate, the more you will enjoy and learn from workshops.

By actively engaging in class activities, you will increase your confidence and competence across all the areas of the course. The workshops also provide you with opportunities to

¹ Think about the well-respected science of phrenology in the 19th century. We no longer accept that a person’s intelligence or behaviour can be understood in terms of the bumps on their heads! In more recent times, behavioural psychology (based on controlled animal experiments) was the source of scientific ‘facts’ and explanations for human behaviour. Clearly both of these sets of facts were laden with assumptions and values.
improve more generic interpersonal skills through interacting with others, working together in
diverse groups, forging learning networks, learning about other cultures and learning to
understand values and opinions different from your own.

4 ASSESSMENT

4.1 Formal Requirements

The assessment tasks in this course reinforce crucial knowledge and skills areas. In order to
pass this course, students must achieve a composite mark of at least 50; and submit all
assessment components, as outlined in the table below.

4.2 Assessment Details

The assessment tasks have been designed to help you to maximise your learning
opportunities. The assessment items cover and apply all the main knowledge and skills
areas in the course. In particular, they provide you with an opportunity:
- to practice, display and improve a set of core analytical and diagnostic tools;
- to develop your oral and written skills in evaluating and conveying arguments and
  issues;
- to share ideas, knowledge and different perspectives during workshops;
- to receive ongoing feedback on your learning;
- to simulate, as far as possible, real-world problem solving and practice in an
  environment in which you feel safe to experiment and learn;
- to synthesise and integrate the core concepts and issues raised in the readings, lectures
  and workshops.

A summary of the assessment tasks is provided here. Detailed explanations of the various
assignment exercises will be handed out in class, and placed on the Course Moodle page.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current people management issue summary</td>
<td>5%</td>
<td>One page max</td>
<td>Week 3</td>
</tr>
<tr>
<td>2. Written case analysis</td>
<td>25 %</td>
<td>1,000 words²</td>
<td>Week 5</td>
</tr>
<tr>
<td>3. Written Group Project</td>
<td>30 %</td>
<td>3,000 words³</td>
<td>Week 10</td>
</tr>
<tr>
<td>4. Final examination (open book)</td>
<td>20%</td>
<td>2 hours</td>
<td>Week 13</td>
</tr>
<tr>
<td>5. Workshop presentation and participation</td>
<td>20%</td>
<td>N/A</td>
<td>Over the course of the semester.</td>
</tr>
</tbody>
</table>

² Word length tolerance of plus or minus 10% applies to assessments 1 and 2, beyond which penalties will apply,
at the discretion of the Course Coordinator

³ Length will depend on the number of students in your group. If you are in a group of 2, the paper will be 2500
words long. For groups of 3, the length is 3000 words and for groups of 4 it is 3500 words.
1. Current People Management Issue Summary

This first assessment requires you to access one of the sites listed below, to select an issue of current people management research or commentary that is of interest to you, and to write a one-page (max) summary outlining what this issue is about, and how it might be useful to our understanding and practice of effective people management.

Reference Sites:
www.theconversation.com/au
www.smh.com.au
www.afr.com.au
www.bigthink.com
www.mindtools.com

Assessment Criteria for People Management Issue Summary

Your paper should provide a concise and thoughtful summary. Specifically, the assessment criteria will be based on:

1. Evidence of the effective summarisation of, and insight gained, in relation to the ideas in the article.
2. Writing quality, including referencing, written expression, length & presentation.

2. Case Analysis

This assessment requires you to consider an organisational case study and apply the concepts you are learning to the specifics of the situation. You will be able to choose from two cases available on the Course Website, or you may choose to examine your current workplace. (If you choose the latter option you will need to email your facilitator for advance approval.) Please note that this is an individual assessment task.

Specifically, you will need to use at least three concepts from Weeks 1-4 to analyse the organisation’s people-related assets. For example, you may choose to apply the concepts of talent identification (W2), psychological contracts (W4) and your understanding of the global business context (W1) in your analysis. Or alternatively you may choose to apply the concepts of organisational wealth (W3), stakeholder management (W3) and the resource-based view of the firm (W2). You may choose the concepts that you feel are most relevant, but you must choose at least three and they must be related to Weeks 1-4 of CATP (not other courses).

More information relating to this assessment task will be provided in class and placed on the Blackboard site for the course.

Assessment Criteria for Case Analysis

Your case report should provide an informed and original analysis. Specifically, the assessment criteria will be based on three components:

1. Links to and integration of course concepts.
2. Evidence of your critical thinking about and insight gained from the application of the conceptual materials to the issues in the case.
3. Academic writing quality, including referencing, structure, written expression, length & presentation.
3. Group Project

This assignment involves your investigation of an organisation that is considered to be an ‘Employer of Choice’. Full project instructions from the course website by the end of Week 2.

The purpose of this assessment is to apply strategic thinking skills to people-related issues in an organisation. The project is designed to enable you to apply the theory discussed in the course in the setting of real-world examples, and to develop your skills in project management, teamwork, organisational analysis and report writing. You will need to form project teams of 2 – 4 students from your workshop class; membership of project teams should be finalised by the end of Week 3.

The final analysis should be presented in the form of a written consultant-style report of approximately 3000 words length (see Note 2). You will be given a handout in class which will explain the report format and assessment criteria in more detail.

‘Quality Assurance’ of team processes and project planning:

At your Week 6 workshop, your team will provide your facilitator with a planning contract in which you clearly specify the main responsibilities involved in the project and the allocation of those responsibilities among team members. You need to ensure every group member has signed the contract. This contract will be returned for amendment if your facilitator feels tasks have not been planned and allocated appropriately.

If, subsequently, your team substantially changes its allocation of tasks, you must provide your facilitator with an amended (and signed) contract. Each team member needs to also sign the final team report to demonstrate that the team has carried out the project as agreed in the contract.

Every student is expected to honour their commitment to their team. If this does not occur, the remaining team members may request a reduced (or higher) grade for the non-contributing (or especially hardworking) team member. Please use the Peer Assessment Form (see course website) for this purpose.

Assessment Criteria for Group Project

Your project report should be consistent, coherent and well-integrated. Marking criteria will be based on:

1. Quality of analysis and evaluation, strength of case
2. Depth and breadth of research, relevance to theory and course literature
3. Soundness of findings and internal consistency
4. Consistent, clear and well-supported argument
5. Structure, written expression, length & presentation

4. Workshop class participation

This component entails the assessment of the level of your informed contribution to workshop activities over the whole session. Simply attending workshops regularly is a necessary criterion but, without getting actively involved, it is of little value either to you or your classmates and will gain very few participation marks. In order to participate in an informed way, it is essential that you have attended the lecture and read at least the basic reading for that week and that you are ready to reflect on it in class. You should also note down issues or concepts that you do not understand and raise them in the workshop.

We will be looking at your contributions to discussion, participation in class exercises and other learning activities in the class. You will be expected to offer your own ideas,
experience, opinions etc, as well as respond to comments and contributions from your fellow students. Students are encouraged to practice effective communication skills with your classmates, including active listening, questioning, positive feedback and empathy. Quality rather than quantity is important – participation does not mean dominating the discussion or discouraging the input of others.

**Assessment Criteria for Class Participation**

Assessment guidelines will be as follows:

1. Level of attendance
2. Regular willingness to answer questions, make suggestions and be actively involved in class exercises
3. Frequent evidence of reading & engagement with the course material
4. Active involvement in classroom group work
5. Respectful and supportive dialogue and discussion with other class members.

**5. Final Examination (open book)**

There will be a two-hour open-book examination at the end of Session, in Week 13. The exam will consist of brief essay-style questions that give you the opportunity to integrate key concepts and issues raised in class. You will be able to bring paper-based material into the exam, but no electronic devices will be allowed.

The aim of the exam is to encourage you to review your course material for the semester and to do so in ways that are analytical, evaluative and problem-solving. The exam will ask you to think creatively about how you could apply concepts from the course to particular situations and to bring together concepts from different topics. More details about the exam format will be provided in class.

Further details of assessment criteria and mark weightings will be provided separately and placed on the Course Website.

**4.3 Assignment Submission Procedure**

You are responsible for submitting all your pieces of assessment on time and via appropriate procedures. You should submit a hard copy of all written assignments to your facilitator at the beginning of the workshop for the week indicated on p5. You will also need to submit a copy via the Turnitin tool on the course Moodle webpage.

**Submission Procedure:**

**Hard Copy**

1. All papers must be printed in 11-12 point font, with a 2.5 cm margin, and printed double sided. Each page must have a header or footer with your name and student number and a page number.
2. Pages must be stapled and a copy of the School cover sheet (download from Course Website) attached to the front.
3. Hand in your assignment in your workshop-- your facilitator will provide you with a written receipt at the time of submission.

**Turnitin**

1. An identical electronic copy of your assignment must be uploaded to Turnitin on via the course Moodle website by **2100 hrs on the due date**. Failure to upload the paper will be regarded as a ‘failed to submit’ and you will be penalized accordingly.
4.4 Late Submission

A penalty of 10 percent per day of the marks available for that assignment will apply for work received after the due date. The only exception will be when prior permission for late submission has been granted by the Course Coordinator.

Extensions will be granted only on medical or compassionate grounds under extreme circumstances. Requests for extensions must be made in writing to the Course Coordinator prior to the due date. Medical certificates or other evidence supporting your claim must be attached and must contain information that justifies the extension sought.

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

There are no prescribed textbooks for this course. Instead, weekly readings will be available through the MGMT5802 Course moodle site. You will also be provided with supplementary material in lectures.

If you would like to purchase books for your professional library, please find a few recommendations below.

Lawler E. (III) 2010, Talent: Making People Your Competitive Advantage. Wiley, San Francisco
Lawler E (III) and Worley C. 2012, Management Reset: Organizing for Sustainable Effectiveness. Wiley, San Francisco

The following information will be available on the Course e-learning website (Moodle):
- The course outline and reading list;
- All lecture slides;
- Assessment criteria for assessment items;
- Suggested formats/EDU guides for assessment items;
- Administrative information, such as exam dates/times and locations.
6 COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer in the Business School. This course, MGMT 5802 *Competitive Advantage through People*, has been developed through a sustained process of stakeholder consultation, planning and design. In this course we will evaluate and use your course-level feedback, both quantitative and qualitative, to guide our process of continuous improvement through the ongoing review and redesigning of the course.

The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which we gather student evaluative feedback.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assessment task due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction: New ways of thinking about contexts</strong></td>
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<tr>
<td>3 March</td>
<td><strong>People and ‘talent’ as strategic assets</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>Rethinking organisational relationships</strong></td>
<td><strong>Assignment 1 People Issue</strong></td>
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<td>10 March</td>
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<tr>
<td>Week 3</td>
<td><strong>Understanding people, motivation and psychological contracts</strong></td>
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<tr>
<td>17 March</td>
<td><strong>Building employee engagement, wellbeing and organisational commitment</strong></td>
<td><strong>Assignment 2 Case Analysis</strong></td>
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<tr>
<td>Week 4</td>
<td><strong>Enhancing leadership skills and capabilities</strong></td>
<td><strong>Team Planning Contract</strong></td>
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<td>24 March</td>
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<tr>
<td>Week 5</td>
<td><strong>Organisational culture and strategic advantage</strong></td>
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<td>7 April</td>
<td><strong>Responsible people management: ethics and sustainability issues</strong></td>
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<tr>
<td>Week 6</td>
<td><strong>Sustainable strategic success through people</strong></td>
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<td>14 April</td>
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<tr>
<td>Week 7</td>
<td><strong>Managing change through people</strong></td>
<td><strong>Assignment 3 Group Project</strong></td>
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<td>21 April</td>
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<tr>
<td>Week 8</td>
<td><strong>Managing performance and rewards</strong></td>
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<td>28 April</td>
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<tr>
<td>Week 9</td>
<td><strong>Integration and Course Review</strong></td>
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<td>5 May</td>
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<tr>
<td>Week 10</td>
<td><strong>Mid Semester Break</strong></td>
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<tr>
<td>12 May</td>
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<tr>
<td>Week 11</td>
<td><strong>Integration and Course Review</strong></td>
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<td>19 May</td>
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<tr>
<td>Week 12</td>
<td><strong>Integration and Course Review</strong></td>
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<tr>
<td>26 May</td>
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</tbody>
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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.

### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge**: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving**: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

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

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism 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, and 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 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
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.

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

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

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

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

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

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

- **IT Service Centre**

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

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