MGMT 5901
ORGANISATIONAL BEHAVIOUR

Course Outline
Semester 1, 2016

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

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Dr. Eliza Byington</td>
<td>e.byington [at] unsw.edu.au</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Will Felps</td>
<td></td>
</tr>
</tbody>
</table>

Consultation Times: by appointment by email.

2 COURSE DETAILS

2.1 Teaching Times and Locations
3hr seminar; 18:00-21:00; Location: Quadrangle G047
For updates, see: http://timetable.unsw.edu.au/2016/MGMT5901.html

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

2.3 Summary of Course
As will be discussed in this course, organisational behaviours can have a dramatic effect on one’s personal success, and one’s ability to work effectively with and through others. MGMT1002 has been designed to provide concepts, frameworks, and skills for overcoming organisational behaviour challenges people commonly encounter in organisations.

Through a series of readings, lectures, projects, and experiential exercises, this course will introduce you to research-based insights on effective organisational behaviours. Topics such as effective communication, motivation, working successfully in teams, becoming a leader, performance management, influence tactics, organisational change and more will be discussed. To succeed in this course, you will need to prepare for class each day and should arrive ready to participate and think actively.

2.4 Course Aims and Relationship to Other Courses
MGMT5901 ‘Organisational Behaviour’ provides a “deep dive” into organisational behaviour phenomena, challenges, and key skills for improving one’s effectiveness. We will explore research-backed frameworks for understanding and addressing challenges relating to: communicating important messages, motivating oneself and others, enhancing team effectiveness, developing relationships, and the implications of individual differences and diversity for the workplace. Moreover, we will discuss key elements of leadership in organisations, from becoming a leader, to performance management, influence, politics, power, to creating organisational change. By the end of this course, you will have a better understanding of a wide variety of ‘OB’ phenomena and challenges, and will have learned a variety of strategies for improving your own (and others’) effectiveness in organisations.

Other MCOMM courses that you may take will give you an even more expansive understanding of various elements of OB, and other aspects of Management,
2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all 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’).

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tr>
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<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>
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<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>
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<td>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.</td>
</tr>
</tbody>
</table>

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):
<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
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<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>
| 1 Knowledge | Understand and discuss concepts relevant to individual and group behaviour and ultimately organisational behaviour. Know which management techniques are appropriate in which situations. | • Multiple-choice quizzes  
• Final Exam  
• Two Written Cases |
| 2 Critical thinking & problem solving | Be able to confront complex cases, and generate feasible and specific recommendations. | • Course citizenship  
• Written Cases |
| 3a Written communication | Communicate theoretically sound and practical recommendations in a persuasive manner. | • Written Cases |
| 3b Oral communication | Communicate ideas in a succinct, clear, and persuasive manner. | • Course citizenship  
• Presentation battles |
| 4 Teamwork | Work collaboratively to complete a task. | • Peer assessment |
| 5a Ethical, environmental & sustainability responsibility | Identify and assess environmental and sustainability considerations in problems in organisational behaviour. | • Not specifically assessed. |
| 5b Social & cultural awareness | Not specifically addressed in this course. | • Not specifically assessed. |
3 ASSESSMENT

3.1 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).

3.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Business School Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC Question Quizzes (top 9 count; lowest quiz score dropped)</td>
<td>36%</td>
<td>1, 2</td>
<td>1, 5</td>
<td>2Qs</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Course citizenship behaviours</td>
<td>Bonus/Penalty</td>
<td>4, 5, 6</td>
<td>1, 2, 5, 6</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final Exam</td>
<td>34%</td>
<td>1, 2</td>
<td>1, 5</td>
<td>34Qs, 1.5 hrs</td>
<td>30-05-2016: 6:00-7:30pm</td>
</tr>
<tr>
<td>Team: Two written cases</td>
<td>20%</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>7 pg max</td>
<td>Per assignment</td>
</tr>
<tr>
<td>Team: Presentation Battle(s)</td>
<td>Bonus</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>15 min + 5 min. for questions</td>
<td>Per assignment</td>
</tr>
<tr>
<td>Team: Peer evaluation</td>
<td>10%</td>
<td>3, 4, 5, 6</td>
<td>1, 2, 3, 5, 6</td>
<td>N/A</td>
<td>Due by 30-05-2016</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2.1 Two Question Quizzes
On the majority of days, there will be a two-question quiz at the beginning of each class. The format will be multiple-choice and the questions will be drawn from: 1) the reading(s) (not cases) assigned for that day, and 2) the prior lecture. In total, the quizzes are worth 36% of your grade. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70 for this portion of your grade. There will be no makeups except for in extreme circumstances.

If you feel there is a mistake with a quiz question, you are encouraged to submit a written explanation of why you believe there was a mistake to Dr. Byington within 1 week of the quiz in question. This written appeal will be considered (1-3 working days). If an error in the question is discovered all students’ grades will be corrected and an announcement will be made either in the lecture or on Moodle.

In addition, to reduce the possibility of cheating, we will use a unique answer response approach, which requires you to have your student ID memorized. **So, be sure to memorize your student ID prior to the first quiz (i.e. class day #2).**

* Please also note: Your lowest quiz score will be dropped. There will be no makeups.*
3.2.2 Course Citizenship Behaviours

**Attendance** and **participation** in every class is very important. If you do miss class, it is your responsibility to find out what was missed.

In addition, it is very important that you come to class ready to contribute your thoughts, impressions, and questions from the cases and readings to the class discussion. You are expected to be prepared for every class meeting. Since I frequently call on people whose hands are not raised, please let me know before the start of class if you are not prepared so that you are not inadvertently embarrassed. Note, however that this should only occur for exceptional reasons. Importantly, what matters is the quality of your contributions more than the quantity of contributions. At my discretion, one or two individuals per session may be awarded a bonus point of +1 on their final grade for (a) particularly insightful questions during presentations, (b) excellent contributions during discussion. Importantly, quality is rewarded over quantity; and being a great citizen also entails knowing when not to speak. Also, at my discretion, each class day I may penalize individuals, by subtracting 1 point on their final grade for chatting with friends during class (although passing notes is fine). You will know within a week if you have received such a penalty.

3.2.3 Final Exam

34 multiple-choice questions. The exam draws from the content of the lectures and readings, but not the cases. Your score will be a direct function of the percentage correct – i.e., if you get 70% correct, you get a 70.

3.2.4 Team: Two Written Cases.

You will be randomly assigned to a team for performing presentations and case analyses. Each group will be required to prepare 2 written case analyses. **The cases are provided on Moodle. Do not** discuss the case with other groups.

**Format of written cases:**

- Each case should not exceed seven (7) double-spaced typed pages (2.5 cm margins, 12-point font, A4, Times New Roman, in Microsoft Word). This limit does not include appendices, which you may use for tables, figures, and other background material not necessary in the main body of your analysis. However, appendices which are not directly referenced in the main text will not be read.
- Cases should be written from the perspective of a consulting team providing recommendations to their client (i.e. the key actor(s) in the case). Be careful not to present the reader with only conclusions, nor assume that the reader will agree with you. Instead, they will need to be persuaded by the quality of your analysis.

*A description of the case evaluation criteria, key issues to consider when preparing your analysis, and some advice on case analysis will be provided on Moodle.*

**Case submission:**

- Cases are to be submitted to e.byington [at] unsw.edu.au **before class begins on the date they are due (see details above)**
- Please identify yourselves on the cover page with only your Student ID numbers (no names please).
3.2.5 Team: Presentation Battles

Your team will compete in a presentation competition for 1 of the 3 assigned cases in this course. Teams are not required to prepare a written case analysis on the day(s) that they present.

For the Presentation Battle, the procedure is that Group A sits in the hall while Group B presents; then Group B sits out in the hall while Group A presents (so neither team gets to observe or ask questions of the other group). The presentations can last for up to 15 minutes. Then the class gets up to 5 minutes to ask questions of the group. At least three group members must somehow be involved in the presentation or question answering. After both teams have presented, the class does an anonymous vote. The team with the most votes wins. In the event of a tie, the instructor will break the tie.

The members of the winning team get +2 on their final grade. There is no penalty for the losing team. A piece of advice: practice the entire presentation as a group at least once before class.

3.2.6 Team: Peer Evaluation

After turning in the last case, you will be sent a link to a survey software, which will ask you a series of questions about the level of contribution made by team-members to the cases. The questions are provided below. 10% of team-members’ grades for the course will be a function of these peer evaluations. Your evaluations will be kept completely anonymous, although aggregate feedback will be provided to each teammate. In terms of how the peer evaluations are calculated, there are several steps. First, for each individual, I will sum their teammates’ ratings on the key dimensions associated with being an excellent teammate – i.e., contributing to the team’s work; interacting with teammates; keeping the team on track; expecting quality; and having related knowledge, skills, and abilities. This score excludes self-ratings, so your self-rating is irrelevant to your peer evaluation score. Next, using these aggregated scores, I calculate the percentage above/below the average teammate in the team. Thus, the peer evaluations are relative to other teammates. So, if there are members in the team who make really big contributions, that can cut into other member’s scores. However, the upside of being in a group full of strong teammates is that your workload is lower and your team gets good evaluations on the cases. Next, I take these relative percent above/below average scores and map it onto a grade. In particular, the average will be set to 70, and the percent above/below score will be added/subtracted. Thus, someone who was rated as an average performer in the team would get a 70. Someone who was rated as performing 15% below average in the team would get a 55 (70-15). Someone who was rated as performing 15% above average would get an 85 (70+15). That is the basics of how the peer evaluation score is reached. However, there are also a few more complicated tweaks I use to take into account rating biases and any attempts to “game” the responses. Please rest assured that experience and rigorous research indicate that the final results are a fair reflection of contributions made by each teammate. The assessment scheme is provided below.

Peer evaluations are due by May 30th.
Comprehensive Assessment of Team Member Effectiveness—Behaviorally Anchored Rating Scale (BARS) Version

| Your name | 5 5 5 5 5 | - Does more or higher-quality work than expected.  
- Makes important contributions that improve the team’s work.  
- Helps to complete the work of teammates who are having difficulty.  

| Contributing to the Team’s Work | 4 4 4 4 4 | Demonstrates behaviors described in both 3 and 5.  
| 3 3 3 3 3 | Completes a fair share of the team’s work with acceptable quality.  
- Keeps commitments and completes assignments on time.  
- Fails in for teammates when it is easy or important. |

| 2 2 2 2 2 | Demonstrates behaviors described in both 1 and 3.  
| 1 1 1 1 1 | - Does not do a fair share of the team’s work. Delivers sloppy or incomplete work.  
- Misses deadlines. Is late, unprepared, or absent for team meetings.  
- Does not assist teammates. Quits if the work becomes difficult.  

| Interacting with Teammates | 5 5 5 5 5 | - Asks for and shows an interest in teammates’ ideas and contributions.  
- Improves communication among teammates. Provides encouragement or enthusiasm to the team.  
- Asks teammates for feedback and uses their suggestions to improve.  

| 4 4 4 4 4 | Demonstrates behaviors described in both 3 and 5.  
| 3 3 3 3 3 | Listens to teammates and respects their contributions.  
- Communicates clearly. Shares information with teammates. Participates fully in team activities.  
- Respects and responds to feedback from teammates.  

| 2 2 2 2 2 | Demonstrates behaviors described in both 1 and 3.  
| 1 1 1 1 1 | - Interrupts, ignores, jetses, or makes fun of teammates.  
- Takes actions that affect teammates without their input. Does not share information.  
- Complains, makes excuses, or does not interact with teammates. Accepts no help or advice.  

| Keeping the Team on Track | 5 5 5 5 5 | - Watches conditions affecting the team and monitors the team’s progress.  
- Makes sure that teammates are making appropriate progress.  
- Gives teammates specific, timely, and constructive feedback.  

| 4 4 4 4 4 | Demonstrates behaviors described in both 3 and 5.  
| 3 3 3 3 3 | Notices changes that influence the team’s success.  
- Knows what everyone on the team should be doing and notices problems.  
- Alerts teammates or suggests solutions when the team’s success is threatened.  

| 2 2 2 2 2 | Demonstrates behaviors described in both 1 and 3.  
| 1 1 1 1 1 | - Is unaware of whether the team is meeting its goals.  
- Does not pay attention to teammates’ progress.  
- Avoids discussing team problems, even when they are obvious.  

| Expecting Quality | 5 5 5 5 5 | - Motivates the team to do excellent work.  
- Cares that the team does outstanding work, even if there is no additional reward.  
- Believes that the team can do excellent work.  

| 4 4 4 4 4 | Demonstrates behaviors described in both 3 and 5.  
| 3 3 3 3 3 | Encourages the team to do good work that meets all requirements.  
- Wants the team to perform well enough to earn all available rewards.  
- Believes that the team can fully meet its responsibilities.  

| 2 2 2 2 2 | Demonstrates behaviors described in both 1 and 3.  
| 1 1 1 1 1 | - Satisfied even if the team does not meet assigned standards.  
- Wants the team to avoid work, even if it hurts the team.  
- Doubles that the team can meet its requirements.  

| Having Relevant Knowledge, Skills, and Abilities | 5 5 5 5 5 | - Demonstrates the knowledge, skills, and abilities to do excellent work.  
- Acquires new knowledge or skills to improve the team’s performance.  
- Able to perform the role of any team member if necessary.  

| 4 4 4 4 4 | Demonstrates behaviors described in both 3 and 5.  
| 3 3 3 3 3 | Has sufficient knowledge, skills, and abilities to contribute to the team’s work.  
- Acquires knowledge or skills needed to meet requirements.  
- Able to perform some of the tasks normally done by other team members.  

| 2 2 2 2 2 | Demonstrates behaviors described in both 1 and 3.  
| 1 1 1 1 1 | - Missing basic qualifications needed to be a member of the team.  
- Unable or unwilling to develop knowledge or skills to contribute to the team.  
- Unable to perform any of the duties of other team members.  

3.3 Late Submission
Makeups are not generally allowed but may be considered with documentation in very exceptional circumstances (see Section 11: Special Consideration below).

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 COURSE RESOURCES

Presentation slides/decks will be available on the Moodle course website. You can access Moodle using your student number and zPass by visiting:
https://moodle.telt.unsw.edu.au/

The readings for this course can be accessed through Moodle and hyperlinks in this syllabus (which is also available on Moodle).

5 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through standard School procedures.
6 COURSE SCHEDULE

WEEK 1 (29-02-2016; 6:00-9:00pm): Introduction
a. Intro, Successful communication, Crowd wisdom.

WEEK 2 (07-03-2016): Teams
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 1, Assign teams, Lecture
c. DUE: Due by second class: Email Dr. Byington a recent copy of your resume and a photo of yourself

WEEK 3 (14-03-2016): Motivation & Emotion
a. CLASS READING: See Moodle
b. IN CLASS: Quiz 2, Lecture
c. DUE: Nothing

WEEK 4 (21-03-2016) Performance Management
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 3; Presentation Battle; Lecture
c. DUE: First case analysis

25 March, 2016 - 3, April, 2016: Mid-semester break

WEEK 5 (04-04-2016) Developing Relationships
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 4, Lecture & Exercise
c. DUE: Nothing

WEEK 6 (11-04-2016): Diversity in 21st Century Orgs
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 5; Lecture
c. DUE: Nothing

WEEK 7 (18-04-2016): Decision Making
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 6; Presentation Battle, Lecture
c. DUE: Second case analysis

25 April, 2016: ANZAC HOLIDAY

WEEK 8 (02-05-2016): Interviewing for a Job
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 7, Discuss resumes and interviewing
   DUE: Nothing

WEEK 9 (09-05-2016): Influence Tactics, Power, & Politics
a. CLASS READINGS: See Moodle
b. IN CLASS: Quiz 8; Presentation Battle, Lecture
c. DUE: Third case analysis

WEEK 10 (16-05-2016): Organisational Change
a. CLASS READINGS: See Moodle.
b. IN CLASS: Quiz 9; Change simulation
c. DUE: Bring at least one laptop per team to class.
WEEK 11 (23-05-2016): Becoming a Leader
   a. CLASS READINGS: See Moodle
   b. IN CLASS: Quiz 10; Lecture
   c. DUE: Nothing

WEEK 12 (30/05/16): FINAL EXAM (6:00-7:30 pm)
   a. IN CLASS: FINAL EXAM
   b. DUE: Peer Evaluations

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

7 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.

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</tr>
<tr>
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</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information</td>
</tr>
</tbody>
</table>
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.

8 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).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:

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 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.

11 Request for a Written Assignment to be Re-marked

If you have a query about the mark you have received on a written project you may email the course instructor (Dr. Byington) 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 you choose to look up your assignment grade at a later date, please keep in mind that the 2 week window still applies.

If, after speaking to your instructor, you remain unhappy with their explanation, you may request a review of your assignment. This request must be made within 3 weeks of the assignment return date to the Lecturer in Charge. Requests made later than 3 weeks cannot be accepted for a re-mark.

Please 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 instructor’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. If a re-mark is granted, your assignment mark may decrease, increase, or remain the same. Please be aware: historically, many assignment marks have been lowered following a review. The mark awarded following the review is final and no further discussion will be entered into.

For questions about a quiz, please see special instructions in section 3.2.1 above.

If you are requesting a re-mark of your final exam, this request must be made to the Lecturer in charge within 2 weeks of the UNSW release date of marks for the semester.

When submitting your request for a remark of an assignment or exam, please complete the below form and submit this form to student administration. There is a cost associated with having your assignment remarked.

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

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

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

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

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

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

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

- **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.

- **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