MNGT5095
Foundations of Management

Course Outline
Session 1, 2015

Lecturers:
Rosamund Christie
Wendy Grusin
David Hardy
Gerry Sont
Denise Weinreis

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

1. STAFF CONTACT DETAILS

CO-COURSE LEADERS

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rosamund Christie</th>
<th>Wendy Grusin</th>
<th>Denise Weinreis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:r.christie@agsm.edu.au">r.christie@agsm.edu.au</a></td>
<td><a href="mailto:wendyg@agsm.edu.au">wendyg@agsm.edu.au</a></td>
<td><a href="mailto:denisew@agsm.edu.au">denisew@agsm.edu.au</a></td>
</tr>
<tr>
<td>Consultation:</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MBA OFFICE

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rafal Sidorowicz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:rafal.s@agsm.edu.au">rafal.s@agsm.edu.au</a></td>
</tr>
<tr>
<td>Consultation:</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

1.1 About your faculty

Rosamund Christie

Rosamund Christie is an adjunct faculty member of AGSM and Director of To the Point Communications. She teaches Foundations of Management in the full-time MBA Program and Foundation Managerial Skills in the Executive MBA program, is the Program Director of AGSM Executive Education Women in Leadership and delivers leadership modules on AGSM Executive Education programs. Rosamund is an experienced executive coach, with over 3,000 hours of coaching at the executive level. She conducts workshops and training in leadership and management in the private sector. Rosamund has completed The Art and Practice of Leadership Development at the Kennedy School of Government at Harvard University and holds a Master of Arts from the University of Sydney.

David Hardy

David Hardy is an experienced corporate strategist. His experience has been gained at senior levels in companies and consulting firms as Head of Strategy for Insurance Australia Group and before that in leadership roles with McKinsey and Accenture. He has served clients across a range of industries and led numerous workshops focused on effective business problem solving. He taught the Integrative Experience Course at the AGSM in 2014. David holds a Bachelor of Commerce (Marketing) from UNSW, a Masters of Business Administration degree from the AGSM and a Master of Arts (Management Research) from the Macquarie Graduate School of Management.
**Wendy Grusin**

As an adjunct faculty member of the AGSM, Wendy has designed, delivered and been course leader on a number of MBA, Executive MBA and corporate programs. She is also Adjunct a/Prof at Hong Kong UST. Wendy is a clinical psychologist, management consultant and executive coach and translates evidence based research into practical tools for current and future leaders. She also runs a private clinical practice and is a workplace facilitator for the Black Dog Institute. Wendy has worked for one of the large accounting firms in Canada and Australia and has held line management positions in retail and hospitality. She holds a doctorate in clinical psychology.

**Gerry Sont**

Gerry has been a working actor for 30 years, with over one hundred professional credits. He studied at E.15 Acting School, London and Uta Hagen in New York. He was head of drama for the Australian College of Entertainers in Melbourne and taught acting for the Open Program at the National Institute of Dramatic Art (NIDA). He has also created and facilitated the one year TV Presenters’ course.

Gerry began working with companies and their executives in 2003. Firms with whom Gerry has worked include Computer Associates, Westpac, ANZ, ING, Abn Amro, PKF and PWC.

**Denise Weinreis**

Denise is a specialist in coaching executives and teams to enhance their personal energy, leadership and performance. Denise’s academic qualifications are in Business and Communications, International Politics, Applied Psychotherapy, Counselling and Organisational Coaching. She has researched the effects of organisational change on workers in the New South Wales Department of Community Services. Denise is an adjunct faculty member in the UNSW Business School where she teaches on a number of programs, including the AGSM MBA (full-time and executive) and AGSM Open and Custom Executive programs. When providing coaching, she is focused on increasing self, social and environmental awareness and the psychological shifts required for sustained behavioural change.
2. COURSE DETAILS

2.1 Teaching Times and Locations

Updated information about class times and locations can be found on the AGSM @ UNSW Business School website and by logging into the Google Calendar.

2.2 Units of Credit

This course is 6 units of credit course.

2.3 Course Objectives

This course is the foundation upon which your MBA studies will be built. It is in this period, that you and your cohort will develop a shared understanding of what it means to be an AGSM graduate – what leadership characteristics you will foster; what values you will adhere to; what behaviours you believe will assist lifelong learning and leadership. Importantly, you will be asked to reflect on how you wish to approach the MBA experience and you will have the opportunity to set your own goals and milestones.

Our aim during this first learning opportunity at the AGSM, is threefold.

1. For you as an MBA student and leader:
   - build enthusiasm for learning and appreciation for a learning orientation
   - help you understand more about your personal characteristics and their effect on your relationships and learning style
   - help you understand your stressors and ways to build resilience
   - develop your skills in assertive communication which allows you a voice, while respecting the voice of others
   - learning a structure for effective communication and persuasion.

2. For you as a member of the 2016 cohort:
   - understand the value and role of individual and cultural differences
   - understand the processes which enable high performing teams
   - recognise functional and dysfunctional conflict and ways to leverage or resolve them
   - commit to your contribution as a member of the 2016 AGSM cohort.

3. For you beyond cohort 2016:
   - identify what you want to stand for as a leader and the ethical principles which will guide your behaviour.
2.4 Course Components

The 4 components of this course are highlighted below.

2.5 Student Learning Outcomes

Upon completion of this course you will be expected to:

- use your understanding of different personality preferences to manage yourself and others
- use your understanding high performing teams to structure and contribute to your team processes and outcomes
- have a clear idea of your personal leadership goals and the values which will guide you
- identify areas for professional development and create a personal action plan
- identify how you will maximise value from your MBA commitment including but not limited to personal learning, team participation, wellbeing management and networking.
### MBA Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Learning Goal 1: Business Management Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 2: Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 3: Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 4: Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 5: Responsible Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 6: Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 7: International Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should understand the needs of undertaking business within a global context.</td>
</tr>
<tr>
<td>Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 8: Risk Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.</td>
</tr>
<tr>
<td>Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.</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 practised 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 MBA Program Learning Goals</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>Understand relationships at work</td>
<td>Cases, team work, learning journal</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Apply concepts learned for practical insight.</td>
<td>Cases, team work, learning journal</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Listen and present more effectively.</td>
<td>Case analyses, class participation, relationships and networks built</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Participate in teamwork, leverage off differences</td>
<td>360 feedback, case challenge, rowing</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Understand ethical aspects of business decisions</td>
<td>Learning journal progress, case study</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Ability to influence and build loyalty; build self-confidence, wellbeing management of self and others</td>
<td>360 feedback, presentations skills, case challenge, coaching, learning journal progress</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Not addressed in this course</td>
<td>Not addressed in this course</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Not addressed in this course</td>
<td>Not addressed in this course</td>
</tr>
</tbody>
</table>

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course will use a variety of instructional methods including presentation of key concepts, exercises, case analysis, group discussion, individual reflection, role plays, group presentation and videos. While not all of these methods will be your preferred method, the range provided is geared towards maximising engagement and providing different learning opportunities to suit the array of learning styles.
4. ASSESSMENT

4.1 Assessment Summary

As the goal of this course is to foster an enthusiasm to learn, the complexity added by assigning specific grades has been removed. This means that this course uses a ‘pass/fail’ grading system. However, in order to pass you must achieve a minimum of a credit average across the assessment components. Assessment criteria are provided as appendices to this document and will be further elaborated on in session.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Learning Outcomes assessed</th>
<th>UNSW Business School Graduate Attributes Assessed</th>
<th>Due Session 1</th>
<th>Due Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Intensive I &amp; II</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5,6,</td>
<td>90% attendance required plus active participation.</td>
<td>90% attendance required plus active participation.</td>
</tr>
<tr>
<td>Learning Journal I &amp; II</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5,6</td>
<td>Final day Intensive 1</td>
<td>Submit 2 days prior to coaching session 2</td>
</tr>
<tr>
<td>360 Participation I &amp; II</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5,6</td>
<td>Week 1</td>
<td>Prior to Week 1</td>
</tr>
<tr>
<td>Case Challenge – Group Presentation I &amp; II</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
<td>Final day Intensive I</td>
<td>Final day Intensive II</td>
</tr>
<tr>
<td>Continuous Learning – Workshops</td>
<td>4,5</td>
<td>2, 4, 5, 6</td>
<td>Active participation in 3 of 5 workshop offerings across 2 semesters</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning – coaching</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5,6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The program will culminate in a Case Challenge in which student teams will analyse a short case, develop an action plan, and deliver a 5–7 minute presentation. Guidelines and requirements will be communicated in due course.

The weighting for assessments is outlined below.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Semester</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Session 1</td>
<td>Participation mark, learning journal and 360 participation</td>
</tr>
<tr>
<td>15%</td>
<td>Session 1</td>
<td>Case challenge</td>
</tr>
<tr>
<td>20%</td>
<td>Session 2</td>
<td>Participation mark, learning journal and 360 participation</td>
</tr>
<tr>
<td>15%</td>
<td>Session 2</td>
<td>Case challenge</td>
</tr>
<tr>
<td>20%</td>
<td>S1 through S2</td>
<td>Ongoing learning participation</td>
</tr>
</tbody>
</table>
4.1.1 Participation in Intensives

This course comprises experiential, in-class exercises. If you are not there, you are unable to make up what you have missed. 90% attendance is a required at each of the intensives in order to be eligible to pass this course. If you need to be absent for any reason please ensure that you immediately contact a member of your team as a courtesy, and a course leader. Course leaders will make an assessment of your active participation in class. This will not be measured by who speaks up most or loudest. Rather it is a behavioural observation of how you participate in small group discussions and your level of attention during large group discussions.

The schedule for Intensive II will be posted on Moodle two weeks prior to the commencement date.

4.1.2 Learning Journals

The purpose of the learning journal is to translate the learning from the classroom into your leadership practice. Specifically the journals will assist you to:

- consider the meaning of concepts and experiences for you; how they resonate and why
- reflect on your strengths and development areas
- plan your development
- experiment with new behaviours and reflect on their success
- learn from the experience and feed this into new experiments.

A suggested template for the learning journal is attached in Appendix 1. You may choose to design a format that works better for you. However, there are 2 key components that must be maintained:

- a jotter
- goals, actions, learning (3 per each learning journal).

4.1.3 Participation in Feedback Process

You will be asked to complete a self-assessment questionnaire in Week 1. This will be one of the data sources for your initial personal planning. Later in the program you will ask your colleagues to provide you with feedback using the same questionnaire. This will assist you to acknowledge progress against your goals and provide you with insights about your own achievements and behaviour from the perspectives of others. You will also be required to provide feedback to your colleagues via the questionnaire process. Participation in the giving and receiving of feedback is a gift as it is one of the few times that you will be able to obtain this information simply for your own information and benefit (rather than that of an organisation). For this reason, the provision of feedback to others when requested is compulsory and a requirement of passing this course.
4.1.4 Case Analyses

The case analyses will give you the opportunity to:

- apply your learning
- practice your team leadership and followership skills
- practice your structured communication and presentation skills
- introduce you to case analysis methodology
- build your confidence in public speaking.

You will be provided with a case study for analysis. Members of the teams will:

- use the concepts and skills introduced during the course to analyse the case and develop recommendations for action and/or improvement
- prepare and deliver a 10 minute presentation plus 5 minutes for questions
- all team members must participate in the final presentation.

The process will be in two stages. Everyone will present in round 1. Finalists will then be selected and these groups will present in front of the whole cohort. The criteria for assessment are provided in Appendix 2.

4.1.5 Continuous Learning – Workshops

A series of workshops will occur through Semester 1 and 2. These are designed to encourage continued self-reflection and skill development. There is some flexibility to tailor these workshops to specific interests. You are required to actively participate in 3 of the 5 workshops some of which will include pre-work. The workshop schedule and sign up will be posted on Moodle.

4.1.6 Continuous Learning – Coaching

A unique attribute of the AGSM MBA is the opportunity to receive one-on-one coaching. Everyone will have 3 sessions as follows:

- mid Semester 1
- start Semester 2
- during Intensive 2, end Semester 2.

Purpose

The purpose of the coaching sessions is to provide you with a safe place to discuss your development needs, actions, and review progress, based on 360 feedback and/or your own goals and objectives.

Process

You may select your coach and choose to stay with the same coach to follow your progress, or shift coaches to obtain a different perspective. Each coach will have the same number of coaching slots so allocation will be on a first come first serve basis.

Your learning journal is an integral part of the coaching process. You must have this prepared prior to your coaching session and submit it to your coach a minimum of 2 working days prior to your session.
Your obligation in the coaching session. You are in charge of the agenda of the coaching session. It is helpful to identify your goal for the session and have clarity as to what you like to achieve in the 40 minute session. Further information regarding coaching will be provided during FOM.

All coaching information is confidential and will not be provided to the School.

4.2 Assessment Format

For guidelines on formatting and presenting your assignment, see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

4.3 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at: https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

**Quality Assurance**

The UNSW 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 UNSW Business School. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

The website for this course is on UNSW Moodle at: https://moodle.telt.unsw.edu.au/login/index.php

6. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through a CATEI evaluation at the end of the course.

The lecturer will also seek feedback on a daily basis regarding the level of complexity of the content and the speed at which the material is being taught, in order to align the material and teaching with the needs of the students.
7. COURSE SCHEDULE

A summary timetable for the first intensive is provided below.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Jan</td>
<td></td>
<td></td>
<td></td>
<td>Welcome Celebrating diversity</td>
</tr>
<tr>
<td>19 Jan</td>
<td>20 Jan</td>
<td>21 Jan</td>
<td>22 Jan</td>
<td>23 Jan</td>
</tr>
<tr>
<td>9:00 am – 12:30 pm</td>
<td>Interpersonal communication</td>
<td>Working in teams</td>
<td>Rowing or Presentation skills</td>
<td>Rowing or Presentation skills</td>
</tr>
<tr>
<td>1:30 pm – 5:00 pm</td>
<td>Individual differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Jan</td>
<td>27 Jan</td>
<td>28 Jan</td>
<td>29 Jan</td>
<td>30 Jan</td>
</tr>
<tr>
<td>9:00 am – 12:30 pm</td>
<td>Australia Day</td>
<td>My leadership values</td>
<td>Planning for success</td>
<td>Case preparation</td>
</tr>
<tr>
<td>1:30 pm – 5:00 pm</td>
<td>Wellbeing</td>
<td>Structured communication</td>
<td>Case preparation</td>
<td>Case challenge 4 pm close</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8. PROGRAM LEARNING GOALS AND OUTCOMES

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

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

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all UNSW Business School 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.
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.
Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

9. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html) as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: [http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm](http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm).

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

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

AGSM MBA Programs and UNSW policies
In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:

https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.

Information and policies on these topics can be found in the ‘A-Z Student Guide’:


11. WORKLOAD

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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.

12. 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.

https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments#class attendance

13. GENERAL CONDUCT AND BEHAVIOUR

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and...
students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

**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/.

14. **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.

15. **SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS**

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see

https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

and myUNSW

https://student.unsw.edu.au/exams

**General Information on Special Consideration:**

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment due date** (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.

3. Applications will **not** be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an AGSM @ UNSW Business School Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

16. STUDENT RESOURCES AND SUPPORT
UNSW and the Business School provide a wide range of support services for students, including:

● AGSM @ UNSW Business School Student Experience
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Red Counter, AGSM Building (G20),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

● eLearning Support: For online help using Moodle, follow the links from http://teaching.unsw.edu.au/moodle-students

For login issues
Contact the UNSW IT Service Centre:
- Hours: Monday – Friday, 8am – 8pm
  Saturday – Sunday, 11am – 2pm
- Email: ITServiceCentre@unsw.edu.au
- Phone: (02) 9385 1333
  International: +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments
Contact the AGSM @ UNSW Business School Elearning Coordinator:
- Hours: Monday – Friday, 9am – 5pm
- Email: elearning@agsm.edu.au
- Phone: (02) 9931 9541
  International: +61 2 9931 9541

For help with technical issues and problems
Contact the External TELT Service Centre:
- Hours: Monday – Friday, 7.30am – 9.30pm
  Saturday – Sunday, 8.30am – 4.30pm
- Email: externalteltsupport@unsw.edu.au
- Phone: (02) 9385 3331
  International: +61 2 9385 3331
● **UNSW Business School Education Development Unit (EDU)**  
  [https://www.business.unsw.edu.au/](https://www.business.unsw.edu.au/)  
  Academic writing, study skills and maths support specifically for UNSW Business School students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, UNSW Business School Building (opposite Student Centre); Phone: (02) 9385 5584; Email: edu@unsw.edu.au.  
  Consultation online booking: [https://booking.online.unsw.edu.au/booking/asb_consultation.login](https://booking.online.unsw.edu.au/booking/asb_consultation.login)  
  Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)  

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

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

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

● **UNSW Counselling and Psychological Services**  
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)  
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.  
  Office: Level 2, Quadrangle East Wing; Phone: (02) 9385 5418  

● **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: (02) 9385 4734.
APPENDICES

Appendix 1  Learning Journal
Appendix 2  Learning Journal Feedback
Appendix 3  Case Challenge – Presenter Feedback
Appendix 4  Case Challenge – Assessment Criteria
Appendix 1
Learning Journal

Name: ________________________________

AGSM Student #: ________________________________

The format of this Learning Journal is a suggestion only. You are free to alter the format or use an entirely different format which works for you. The components of your journal must include:

- A jotter. A space where you record your initial thoughts and reactions to content, discussions, exercises
- A personal plan. A space where you outline personal development goals, actions and progress reports.
Jotter

In this section, jot down your informal reflections on the day’s content as it applies to you and your learning. This section does not require structure or finesse. It is a journal account of your interaction with the material and exercises presented e.g. after studying the MBTI you might have an insight about how and why you do or do not get along with someone; or an element of your personality that you can use more (or less); after studying mindset you might have insight about areas in which you are flexible and areas where you are not etc.

This section should not be manufactured. It should record your authentic and actual thoughts and responses of the day. If some days are more relevant than others, your jotter will represent this. In total, the jotter is likely to be around 5 pages. You may extend or reduce the space allotted to particular days to suit you.
Jotter Notes

(please record the date for each entry; you may use the same page for a number of days)
Jotter Notes

(please record the date for each entry; you may use the same page for a number of days)
Jotter Notes
(please record the date for each entry; you may use the same page for a number of days)
Jotter Notes

(please record the date for each entry; you may use the same page for a number of days)
Jotter Notes

(please record the date for each entry; you may use the same page for a number of days)
**Personal Plan**

**Goal 1:** (Based on the jotter above, what is one thing you would like to achieve in the spirit of deliberate practice (i.e. stretching yourself mindfully) and growth mindset (for the sake of learning vs performance)

---

**Rationale:**
(why is this important to you? How does it fit with what you learned about yourself etc.)

---

**Action/s planned:** (SMART)

---

**Mini report:**
(to be completed at a later date)

**Action taken:**

---

**Result:**

---

**Learning:**

---

**How relevant theory informed my actions:**

---
Goal 2: (Based on the jotter above, what is one thing you would like to achieve in the spirit of deliberate practice (i.e. stretching yourself mindfully) and growth mindset (for the sake of learning vs performance)

Rationale:
(why is this important to you? How does it fit with what you learned about yourself etc.)

Action/s planned: (SMART)

Mini report:
(to be completed at a later date)

Action taken:

Result:

Learning:

How relevant theory informed my actions:
Goal 3: (Based on the jotter above, what is one thing you would like to achieve in the spirit of deliberate practice (i.e. stretching yourself mindfully) and growth mindset (for the sake of learning vs performance)

Rationale:
(why is this important to you? How does it fit with what you learned about yourself etc.)

Action/s planned: (SMART)

Mini report:
(to be completed at a later date)

Action taken:

Result:

Learning:

How relevant theory informed my actions:
Goal 4: (Based on the jotter above, what is one thing you would like to achieve in the spirit of deliberate practice (i.e. stretching yourself mindfully) and growth mindset (for the sake of learning vs performance)

Rationale:
(why is this important to you? How does it fit with what you learned about yourself etc.)

Action/s planned: (SMART)

Mini report:
(to be completed at a later date)
Action taken:

Result:

Learning:

How relevant theory informed my actions:
**Goal 5:** (Based on the jotter above, what is one thing you would like to achieve in the spirit of deliberate practice (i.e. stretching yourself mindfully) and growth mindset (for the sake of learning vs performance)

---

**Rationale:**
(why is this important to you? How does it fit with what you learned about yourself etc.)

---

**Action/s planned:** (SMART)

---

<table>
<thead>
<tr>
<th>Mini report:</th>
<th>(to be completed at a later date)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action taken:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Result:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning:</th>
</tr>
</thead>
</table>

---

**How relevant theory informed my actions:**

---
# Appendix 2
## Learning Journal Feedback

The following scale is used in evaluating each criterion:

ME=meets expectations; ND=needs development

<table>
<thead>
<tr>
<th>Criteria</th>
<th>ME</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insight and analysis</strong></td>
<td>Demonstrates honest self-awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies relevant patterns of behaviour and their implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gains understanding of why patterns exist; how they are helpful or unhelpful. Uses relevant course concepts for analysis and insight</td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Identifies relevant personal behavioural/skill goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creates an actionable realistic action plan with evaluation criteria for your own development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies obstacles or sources of support to achieve goals</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Internally coherent</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation and Style</strong></td>
<td>Clear and concise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling and grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Referencing is accurate and complete</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3
Case Challenge – Presenter Feedback

The following scale is used in evaluating each criterion:

ME=meets expectations; ND=needs development

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Outline of purpose/outcome</td>
</tr>
<tr>
<td></td>
<td>Audience benefits</td>
</tr>
<tr>
<td></td>
<td>Hook</td>
</tr>
<tr>
<td>Body</td>
<td>Key message</td>
</tr>
<tr>
<td></td>
<td>Supporting data</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Reinforce key messages</td>
</tr>
<tr>
<td></td>
<td>Link to introduction</td>
</tr>
<tr>
<td></td>
<td>Clear expectation of audience</td>
</tr>
</tbody>
</table>

Critique Points for the Presenter

Y / N  Was the presenter “talking to you”?
Y / N  Did you hear the presentation clearly?
Y / N  Did the gestures appear natural and appropriate?
Y / N  Was the presenter’s movement natural and appropriate?
Y / N  Did the presenter have rapport with the audience?
Y / N  Was the presenter comfortable and confident throughout?
Y / N  Did the presenter’s energy level aid the audience attention?
Y / N  Did the presenter have credibility?
Y / N  Did the presenter appear in control of the presentation flow?
Y / N  Were pauses and silences used effectively?
Y / N  Did the pace vary and support the key messages?
Y / N  Did the voice modulation vary to maintain interest?
Y / N  Did the content follow a logical sequence and easy to follow?
Y / N  Were the visual aids clear and easy to read?
Y / N  Were the visual aids employed effectively?
Y / N  Were you “convinced” by the presentation?
# Appendix 4
## Case Challenge – Assessment Criteria

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of concepts</td>
<td>Choice of most relevant concepts and good range of appropriate concepts from MBA learnings</td>
<td>Choice of most relevant course concepts or good range of appropriate concepts from MBA learnings</td>
<td>Appropriate concepts for issue chosen. Limitation as to breadth across MBA learnings.</td>
<td>Too many or too few concepts chosen.</td>
</tr>
<tr>
<td>Application of course concepts</td>
<td>Consistent use of concepts provided insights in the analysis and recommendations otherwise unavailable or insufficiently justified and Concepts used provided added insight, justified analyses and conclusions and simplified decision complexity. Concepts assist the structuring of the argument.</td>
<td>Predominantly consistent use of concepts provided insights in the analysis or recommendations otherwise unavailable or insufficiently justified or Concepts used predominantly provided added insight, justified analyses and conclusions and simplified decision complexity. Concepts assist the structuring of the argument.</td>
<td>Some use of concepts and theories provided insights in the analysis or recommendations otherwise unavailable or insufficiently justified or Concepts used provided some added insight, justified analyses and conclusions and simplified decision complexity.</td>
<td>Limited application of theoretical underpinnings or structures</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Overarching strategy is clear and in fit with prior analysis. Innovative, original thinking evident providing solutions to issues raised. Actions are specific, meaningful and achievable. Relevant limitations recognised and attempt made to overcome.</td>
<td>Overarching strategy is clear and in fit with prior analysis. Some innovative, original thinking is evident. Solutions are provided for the issues raised. Actions are mostly specific, meaningful and achievable. Limitations recognised and attempt made to overcome.</td>
<td>Overarching strategy is clear. Solutions provided for issues raised. Actions are mostly specific, meaningful and achievable.</td>
<td>Broad goals and actions some of which are aligned with the analysis.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Logical structure and consistent flow of key themes. Coherence between sections and presenters. Resources used unequivocally support presentation.</td>
<td>Logical structure and consistent flow of key themes. Coherence between sections and presenters. Resources support presentation.</td>
<td>Thoughts are mostly well structured and there is a consistency of themes through the presentation. Mostly coherent between sections and presenters. Resources help somewhat to support presentation.</td>
<td>Somewhat difficult to follow the logic and themes or lack of coherence between presenters or lack of internal consistency in arguments and thought process. Resources used hinder the presentation e.g. too many slides, illegible slides.</td>
</tr>
</tbody>
</table>