MNGT5201
Economics

Course Outline
Session 1, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1. COURSE STAFF

Instructor: Dr Kris Iyer
Office: TBA
Email: k.iyer@unsw.edu.au
Consultation: Monday 4.00pm to 6.00pm

1.1 Communication with Staff

Administration questions should be asked during the breaks in the formal class time or immediately after class. Questions about course content should be asked during the class time. If time does not permit for a thorough answer, or if you wish to ask questions about a prior unit, then you may want to come to consultation times. For all other issues, or if you cannot make it regularly to my consultation times, please send me an email.

1.2 Communication from Staff by email

I may send announcements, reminders and materials to your student email address. You are responsible for making sure that you have set up your student email address to forward messages to an active personal or work email address. You can do this as follows:

1. go to https://idm.unsw.edu.au
2. enter your zNumber and zPass and press ‘Login’
3. under the ‘UNSW Email’ section, add your personal or work email to the ‘Emails to this account are currently being delivered to’.

Some students prefer to set up a Gmail account at www.gmail.com to use as a repository for all of their student emails since they are free and also have generous storage limits (more than one gigabyte). Emails in Gmail accounts can also be downloaded into an email client (such as Microsoft Outlook), can be viewed using a standard internet browser and can also be easily viewed on smartphones.

1.3 zNumber and zPass

Your zNumber is your 7-digit UNSW student number with a ‘z’ in front. If your student number is 1234567 then your zNumber is z1234567.

Your zPass is the password that you use to access UNSW online services. If you are a new student then you can obtain a password by visiting the UNSW Identity Manager website: https://idm.unsw.edu.au and then selecting the ‘New User – Click HERE’ link. If you have forgotten your password then enter your zNumber and then click ‘Forgot Password?’.
2. COURSE DETAILS

2.1 Teaching Times and Locations
Updated information about class times and locations can be found by logging in the AGSM MBA Website.

The course consists of a 3 hour class meeting each week. That does not mean lecture time will be always of 3 hours. As is explained below, a typical class meeting will consist of lecture time and case study exploration. Attendance and participation in these sessions is an important component of the course.

2.2 Units of Credit
This course is allocated 6 units of credit.

2.3 Summary of Course
The course explains the economic way of thinking and then applies it to a range of practical applications for managers.

The course covers topics relating to the decisions of individuals and firms including how prices are determined in competitive markets through supply and demand, cost analysis and how to use costs to develop a sustainable competitive advantage, calculating economic profits and understanding how they are different from accounting profits, the role of market power in determining the long-run profitability of an industry and how and why firms should differentiate themselves from their competitors. It also provides frameworks for analysing various day-to-day business decisions using game theory and agency costs.

The course also provides an explanation of how the overall economy operates so that managers can better understand how the economy affects their industry and individual firms. Topics include economic growth, inflation, productivity, interest rates, exchange rates, international transactions and policy analysis.

2.4 Course Aims and Relationship to Other Courses
The aim of this course is to equip you with the knowledge and skills to make better management decisions including:

• decisions relating to product mix, production and price;
• negotiations with employees, customers and suppliers;
• identification of industry trends that will impact your firm; and
• development of plans that respond to industry and economic trends.

The course provides a quantitative framework for understanding the economic logic of various analysis techniques, business tactics and strategies that are taught in your other core courses including MNGT5211 Accounting, MNGT5272 Organisational Behaviour, MNGT5251 Marketing Management, MNGT5241 Operations Management, MNGT5221 Finance and MNGT5282 Strategy.

2.5 Student Learning Outcomes
The course aims to provide benefits to business students in terms of:

• the ability to use economic principles in ‘rational’ decision-making;
• an understanding of the economic environment in which business decisions must be made;
• an understanding of the key business and economic statistics that are periodically released by Australian government and international agencies; and
• an understanding of the role and impact of economic policy.

On completion of the course, students should be able to:

1. demonstrate an understanding of economic concepts and their appropriate usage;
2. construct economic arguments in terms of these concepts, and present logical economic arguments in oral and written form; and
3. apply simple economic models to the analysis of relevant economic issues.

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 undergraduate postgraduate coursework students in the UNSW 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’).

### 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
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>Demonstrate an understanding of economic concepts and how different economic environments and variables may affect business decisions.</td>
<td>Group case presentation Midterm and final exams</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Understand how the case study assigned relates to economic theory and evaluate solutions to the case discussion questions. Analyse and solve problems in economic environments.</td>
<td>Group case presentation Midterm and final exams</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Communicate to others (including class and teams) your ideas in a logical and professionally manner.</td>
<td>Group case presentation Peer assessment exercise Midterm and final exams</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Participate and reflect on individual and peer contribution to the group presentations and marking.</td>
<td>Group case presentation Peer assessment exercise</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Lead and delegate work equally between group members and settle disputes fairly.</td>
<td>Part of group case presentation and peer evaluation, but not separately assessed</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The aim of this course outline is to make the goals, learning outcomes and course requirements both clear and unambiguous. However, you are ultimately responsible for your own learning and must read the course notes, cases and textbook, listen in class, write summary notes and collaborate with other students to get the most out of the course.

I use class discussion questions extensively to promote deep thinking, collaborative learning and to help me better understand how you believe the economic way of thinking can be applied to your workplaces. I’m also available for one-to-one discussions during the break and also after class to encourage dialogue and a better “community” learning experience.

For more information about the philosophy underpinning the learning and teaching in this course, please visit the Guidelines on Learning available at the following website: http://www.guidelinesonlearning.unsw.edu.au/overview.cfm

3.2 Learning Activities and Teaching Strategies

The learning strategy uses four elements: (i) class time, (ii) individual reading of the course materials and the prescribed textbook, (iii) group discussions related to both group presentation of a case study and peer assessment exercise (iv) evaluation of performance and skills through the assessment program (described in section 4).

You should thoroughly read the prescribed course materials and attempt the exercises and class discussion question before the scheduled class. It is also a good idea to prepare a list of questions about anything that you don’t understand or find difficult in the course notes or textbook so that you can ask those questions in class.

The purpose of the class time is to review the materials, discuss a selected number of exercises and the class discussion question and then discuss the practical applications using articles or case studies.

The assessment for this course has been designed to help you to consolidate and test your knowledge of key concepts and to practically apply them to both your current and post-graduate situation.
4. ASSESSMENT

4.1 Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Due Date</th>
<th>Weight</th>
<th>Learning Outcomes</th>
<th>More info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation</td>
<td>Ongoing</td>
<td>20%</td>
<td>1-4, 6-7</td>
<td>Page 6</td>
</tr>
<tr>
<td>Mid semester exam</td>
<td>Mar 20th</td>
<td>20%</td>
<td>1-3</td>
<td>Page 7</td>
</tr>
<tr>
<td>Final exam</td>
<td>Week 13</td>
<td>50%</td>
<td>1-3, 7</td>
<td>Page 7</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>May 1st</td>
<td>10%</td>
<td>1-4, 6</td>
<td>Page 8</td>
</tr>
</tbody>
</table>

4.2 Late Submission

AGSM MBA Programs applies a daily penalty of 5% (of the maximum mark) to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the UNSW Business School 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 on [https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations](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 programs. All material used for such processes will be treated as confidential and will not be related to course grades.

4.3 Assessment Details

*(Un-moderated) Total Marks for the Course: 100*

**Group Presentation (up to 20 marks)**

The course will rely on the use of case studies to illustrate economic reasoning at work. An essential component of this practice is the ability to prepare and expose a case study on your own. Thus, there will be a case study assignment from week 3 onwards. Details of case studies are given in Section 6.

In week 2, you are required to form 8 groups. Every student must be part of one (and only one) group, and all groups should have a similar number of students (permissible number of students in groups will be discussed in week 1 during class time). Each group is required to elect a group representative, who will then send me an email with the group members’ details by Friday February 20th. I will randomly assign groups to each case study (and date of presentation) and upload the details on course Moodle.
website no later than Tuesday February 24th. Each group is responsible for one presentation.

Each group is required to read in advance the material relating to the relevant case study and prepare a group presentation for the class. It is important to include answers for the case study questions (at the start of your given case study) using the principles covered in the relevant unit of the course. Each group has the liberty to decide the structure, method (i.e. Prezi) and number of presenters for the oral presentation. However, the presentation needs to be self-contained and include answers to the relevant questions of the case study. The allocated time for each presentation is 45 minutes.

Each weekly group presentation will be assessed as follows:

a) I will assign marks to the presentation based on a scale of 1-10, with 1 being worst outcome and 10 being best outcome.

b) All other groups not presenting will meet to discuss and evaluate the presentation and come up with a mark between 1-10 for it. Group’s decisions are to be taken on a simple majority basis. Group representatives are responsible for sending me the marks via email prior to the next lecture. The intention of this exercise is incentivise groups to discuss the material of every presentation before forming an opinion of their merits. The arithmetic mean of all the group marks will be taken as the complement of the mark assigned by me to the weekly presentation.

You should make sure that you have reasonable expectations for your marks, as these expectations may also influence the marks you assigned to other groups.

**Mid semester exam (up to 20 marks) and final exam (up to 50 marks)**

The mid semester exam will take place in week 6 during lecture time (March 20th). The final exam will take place in week 13 at a time and location to be determined by AGSM (the examination timetable is usually released later in the session). The midterm exam will last for 40 minutes. The final exam will last for 2 hours.

The objective of the mid semester exam is to test whether you have achieved the learning objectives of units 1 to 5 of the course. The final exam is comprehensive, so you will be tested on units 1 to 11 of the course.

Both exams are closed-book, meaning you cannot make use of your course notes and/or summary notes. Laptop computers and mobile phones must be switched off and placed in your bag. If you need to use a calculator then you must use an ordinary scientific calculator (and not your smartphone).

If English is your second language then you may also like to bring a dictionary to the exam to check the meaning of any words that you don’t understand. If you are still confused about the meaning of a word after checking your dictionary then you should ask me the meaning during reading time.

The midterm exam will consists of 4 short answer questions, each worth 5 points (as a rough guide: 150-200 word responses). The final exam will consist of 5 analytical questions, each worth 10 points (as a rough guide: 350-400 word responses). The questions in the midterm and final exams may involve both quantitative (calculations and graphs) and qualitative (written) components.

You should prepare by learning all the main concepts and methodologies employed in the assessed units. You should then repeat the exercises in each unit and the ‘Class Discussion Question’ at the end of each unit until you believe that you have a strong understanding of how to implement those key methodologies. The main concepts from
case studies are also assessable (but not trivial details). There are additional practise exam style questions in Unit 12 of the course notes. No additional practise questions will be provided.

You should answer the questions using the models, theories and methodologies that are taught in the units that are being assessed. You should not base your answer only on ‘common sense’ or your own experiences. Where appropriate, your answers should briefly explore multiple points of view. You should also briefly identify any flaws in your own analysis.

It is recommended that any written answers are concise and make use bullet-points where appropriate. It is recommended that any quantitative answers make appropriate use of equations, graphs and/or tables. Make sure that your answers are neat and legible. It is better to write a concise but legible answer than to write a long but illegible one. Answers that involve graphs or tables usually require less writing but you should still briefly interpret and explain your final answer to demonstrate that you understand what it actually means and how it answers the question.

**Peer assessment exercise (up to 10 marks)**

The objective of this assessment is to award cooperative behaviour and leadership traits during both the group case preparation and group assessments.

Each student is required to provide an overall assessment of fellow group members based on both the group case study preparation and group discussions for other-group assessments based on the following attributes.

**Commitment, Effort and Reliability (CER):** commitment to team, co-operative behaviour, openness to criticisms and suggestions, attendance of meetings and overall reliability in terms of group work and participation.

**Quality, Originality and Initiative (QOI):** display of high quality, originality and initiative in contributions to case study and group discussions, frequency of high impact contributions.

You will need to select one of the following five ratings for each of the above attributes:

(a) **Disagree.** Rarely satisfied reasonable expectations.

(b) **Mildly Disagree.** Occasionally satisfied reasonable expectations.

(c) **Agree.** Generally satisfied reasonable expectations.

(d) **Strongly Agree.** In some cases exceeded reasonable expectations.

(e) **Overwhelmingly Agree.** Consistently exceeded reasonable expectations.

It is expected that if your group members satisfied reasonable expectations then you would either Agree or Strongly Agree. Please leave Overwhelmingly Agree for a truly exceptional performance. It should be very rare that someone is rated ‘Overwhelmingly Agree’ on both attributes. You are required to provide a peer assessment for each member of your group, except yourself. Your peer assessment mark will depend on the average of ratings given by your team members (e.g., if you receive a strongly agree rating on CER and a mildly disagree rating on QOI, your mark will be 6 out of 10 possible marks).

Failure to submit a peer assessment will result in a zero mark being awarded to you for this assessment. Where there appears to be collaboration between group members on the peer assessment (such as all group members rating each other as Overwhelmingly Agree or everyone giving each other the same average ratings), then you may be
awarded zero for this assessment for not engaging in honest and accurate assessments of your group members.

4.4 Final remarks

You will be notified of your marks via the course website within approximately 3 weeks of the final exam. If the overall marks for this subject do not satisfy the AGSM guidelines then there will also be a separate ‘moderation’ mark. An application for a re-mark must be made directly with AGSM and must be accompanied by the required fee. Your mark may be revised up or down during a re-mark.

You should make sure that you have reasonable expectations for your marks. You may have received high marks of between 80% to 100% in your previous studies. However, high marks like these are rarely awarded in an MBA. Questions in exams and assignments are designed to be challenging and a good answer to a qualitative question will normally be awarded a credit (65% to 75%). An extremely thorough and well explained answer or presentation is awarded a distinction (75% to 85%). A high distinction mark (85% or higher) is usually reserved for the very best answer in the class.

Our expectations are high given the candidature of the full-time MBA program and the high benchmark that we have set for our graduates. Usually only one or two students will be awarded a High-Distinction for this course (a composite mark greater than 85%) with the rest of the class receiving a range of marks in the Pass (50 to 65), Credit (65 to 74) and Distinction (75 to 84) ranges. AGSM requires the mean to fall within the range of 72 to 76 to maintain fairness across different courses and across different classes over time.

Further information on assessment policies and guidelines can be found on the AGSM MBA website:

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

5. COURSE RESOURCES

5.1 Course materials

The course materials consist of three elements:

1. Units 1 to 12: AGSM Course Notes provided in ‘Blue Binder’
3. A series of case studies provided to you in a separate ring binder.

The course notes, case studies and textbook will be provided to you before week 1 of the course. You do not need to buy the textbook separately.

5.2 Course website

The course website uses an online environment called eLearning which operates on a software platform called Moodle. It provides you with access to the following resources:

• the course notes in PDF format;
• multimedia resources to assist you with your learning;
• standard PowerPoint slides for this course; and
• various other resources to assist you with your learning.

To access the course website:
1. go to https://moodle.telt.unsw.edu.au/
2. select ‘Click here to login using web Single Sign On (wSSO)’
3. enter your zNumber as your User ID (see next section)
4. enter your zPass as your password
5. select ‘MGNT5201-Economics’ from the ‘My Courses’ panel at the top right of your screen.

5.3 UNSW Library
While the course materials provided will give a thorough grounding in the knowledge and skills required for this course, the UNSW Library provides an extensive collection of Economics books and journals that can aid your research and learning. You can also use their online databases to access periodicals. For more information, visit:
http://info.library.unsw.edu.au/web/services/services.html

6. COURSE EVALUATION AND DEVELOPMENT
Mid and end of session feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. Significant changes to courses and programs within the School are communicated to subsequent cohorts to students.

This year, the case study component of the course has been significantly increased to cater for those students who have studied economics previously.
Last year specific change was made, based on student feedback, to introduce the two week Integrative Experience in Weeks 11 & 12 of Session in order for students to apply all the disciplines learned in all the core courses and included:
• Continue to provide substantive foundation
• Facilitate integration of concepts from core subjects
• Simulation, competition
• Substantive integration with adaptive leadership skills
• Finance, Ops, Data Analysis, Marketing, Strategy
## 7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Economic thinking</td>
<td>Unit 1 Course notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>How to analyze a case</em></td>
</tr>
<tr>
<td>2</td>
<td>Demand and supply</td>
<td>Unit 2 Course notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>CS: Gold in 2011</em></td>
</tr>
<tr>
<td>3</td>
<td>Elasticity and value</td>
<td>Unit 3 Course notes</td>
</tr>
<tr>
<td></td>
<td>Presentation: Gold in 2011</td>
<td><em>CS: Hong Kong apartments</em></td>
</tr>
<tr>
<td>4</td>
<td>Economic costs and profit</td>
<td>Unit 4 Course notes</td>
</tr>
<tr>
<td></td>
<td>Presentation: Hong Kong apartments</td>
<td><em>CS: Bluescope Steel</em></td>
</tr>
<tr>
<td>5</td>
<td>Market power</td>
<td>Unit 5 Course notes</td>
</tr>
<tr>
<td></td>
<td>Presentation: Bluescope Steel</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Game theory</td>
<td>Unit 6 Course notes</td>
</tr>
<tr>
<td></td>
<td>Mid Semester Exam</td>
<td><em>CS: Patent wars</em></td>
</tr>
<tr>
<td>7</td>
<td>Agency costs and outsourcing</td>
<td>Unit 7 Course notes</td>
</tr>
<tr>
<td></td>
<td>Presentation: Patent wars</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Income, inflation and productivity</td>
<td>Text Ch. 7, 8 and 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>CS: Commodities</em></td>
</tr>
<tr>
<td>9</td>
<td>Money, inflation and interest rates</td>
<td>Text Ch. 10, 12 and 13</td>
</tr>
<tr>
<td></td>
<td>Presentation: Commodities</td>
<td><em>CS: Monetary policy</em></td>
</tr>
<tr>
<td>10</td>
<td>International transactions</td>
<td>Text Ch. 14 and 15</td>
</tr>
<tr>
<td></td>
<td>Presentation: Monetary policy</td>
<td><em>CS: US current account</em></td>
</tr>
<tr>
<td>11</td>
<td>Business cycles and policy</td>
<td>Text Ch. 16 and 17</td>
</tr>
<tr>
<td></td>
<td>Presentation: US current account</td>
<td><em>CS: Bush tax cuts</em></td>
</tr>
<tr>
<td>12</td>
<td>Revision</td>
<td></td>
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<tr>
<td></td>
<td>Presentation: Bush tax cuts</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Final exam</td>
<td>Weeks 1 to 12</td>
</tr>
<tr>
<td></td>
<td>Peer Assessment</td>
<td></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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

2 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 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.

To see if you understand plagiarism, do this short quiz:
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

For the UNSW Business School Harvard Referencing Guide, see the UNSW Business School Referencing and Plagiarism webpage (UNSW Business School > Students > How can we help? > Learning support > Resources > Referencing & plagiarism)

3 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.

3.1 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.

3.2 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.

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

3.3 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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 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/.

3.5 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.
4 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 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.
5 STUDENT RESOURCES AND SUPPORT

The University and the UNSW 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),
  Ph: 9931 9400,
  E: 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**: externaltelsupport@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/students/resources/learning-support/consultations](https://www.business.unsw.edu.au/students/resources/learning-support/consultations)
  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: Level 1, Quadrangle Building; Ph: 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; Ph: 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; Ph: 9385 4734.