MGMT5395
Strategies for Growth

Course Outline
Session 3, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS
Lecturer-in-charge: Patrick Sharry
Phone: +61 419 668 428
Email: p.sharry@agsm.edu.au
Consultation Times: By appointment.

2. COURSE DETAILS

2.1 Teaching Times and Locations
Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

2.2 Units of Credit
The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course
Most organizations face a growth imperative. We start the module with the drivers of and reasons for this growth imperative. After the discussion on why growth is important for firms and its basic and generic form under the heading of diversification, we will highlight different directions that the firms can take to fulfill their growth needs and focus extensively on different vehicles available for this process. Four different topics related to alternative vehicles for growth strategies will take the centre stage: (i) organic growth through innovation, new product development, and new business development, (ii) growth through venturing, (iii) growth through acquisitions, and (v) growth through alliances.

2.4 Course Aims and Relationship to Other Courses
Growth is possibly the most important concern of a firm after survival and the ability to manage growth has become a priority in the corporate agenda for sustaining competitive advantage. Strategies for Growth will provide students with an understanding of how to think strategically for growth. The course is structured around different growth strategies available to managers, including internal research and development, corporate venturing programs and corporate venture capital, joint ventures and alliances, and mergers and acquisitions.

This elective course on Strategies for Growth is a follow-up course to the core Strategy course offered at full time MBA program. Core Strategy course (MNGT 5282) is a prerequisite of MNGT 5395 Strategies for Growth.
2.5 Student Learning Outcomes

This course is designed around four interdependent learning objectives:

- Recognize the dynamic nature of strategy
- Understand how to think strategically for growth so that you can analyze and create growth strategies for a firm
- Compare and contrast alternative growth pathways
- Assess which growth strategy is more appropriate for an organization at a particular stage

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 ASB. 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 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

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>
<tbody>
<tr>
<td>1 Business Management Knowledge</td>
<td>Develop a growth strategy for a business choosing from a wide range of approaches</td>
<td>Class participation, assignment, project</td>
</tr>
<tr>
<td>2 Critical thinking</td>
<td>Evaluate options for growth for a business. Articulate the core capabilities for a business and understand how these capabilities can be leveraged as opportunities for growth.</td>
<td>Class participation, assignment, project</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Explain how frameworks can be applied to develop options for growth for an organization. Communicate a growth strategy for a business based on a thorough understanding of the business and its environment.</td>
<td>Class participation, assignment, project</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work effectively as part of a team to develop a growth strategy for a business.</td>
<td>Project</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Articulate the role that leaders play in developing effective growth strategies</td>
<td>Class participation, assignment, project</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Evaluate options for international expansion as part of an organizations growth strategy</td>
<td>Class participation, assignment, project</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Include an understanding of risks as part of the evaluation of growth options, including where international growth is under consideration.</td>
<td>Class participation, assignment, project</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The course combines an analytical approach to the issues of strategic growth, with an emphasis on the exercise of judgment by senior managers in the planning of the growth strategy of an organization. The teaching method reflects this, using a combination of lectures, class discussions, and case studies. The cases selected represent a mixture of Australian and foreign companies, competing in a wide variety of industries.

You must prepare for class and participate in order for the course to be successful. Practical knowledge of complex subjects cannot be acquired simply by passive listening. Good strategic thinking is developed by testing your analyses and conclusions against the thinking of others.

3.2 Learning Activities and Teaching Strategies

The sessions are composed of lectures, case discussions and guest speakers. This course depends heavily on case discussions. Cases expose the ambiguities that are part and parcel of any decision, and the issues involved in going from principles to practices. Case discussions also develop the skills of persuasion, analysis and listening that are key to the success of any general manager.

You must prepare for class and participate in order for the course to be successful. Preparation for class involves reading the assigned background material and cases thoroughly and considering how the readings help understand the situation described in the case.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Due Date</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution</td>
<td>20%</td>
<td></td>
<td>Individual and Group</td>
</tr>
<tr>
<td>Group Project</td>
<td>40%</td>
<td>Weeks 9-12 details tbc</td>
<td>Group</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>40%</td>
<td>Week 12</td>
<td>Individual</td>
</tr>
</tbody>
</table>

4.2.1 Class and Case Discussion Contribution

You can contribute to the class discussion in different ways: through clarifying questions, relevant personal experiences and critical evaluations of the argument and evidence. Your contribution can take many specific forms.
• Being a good listener.
• Making points relevant to the discussion.
• Making comments linked to the comments of others and to the basic subject we are discussing that session.
• Identifying the key issues in the case, drawing on your reading of the case and the supplementary material.
• Concisely explaining and justifying your preferred course of action rather than making safe comments such as repetition of case facts without analysis and/or conclusions.
• Listening to the contributions of your classmates and engaging them in a constructive dialogue.

Your participation will be evaluated after each class. I will use a four-point scale: (0) missed class, (1) attended class, (2) contributed to the case discussion, or (3) made a significant contribution to the case discussion. “Significant contributions” can take a variety of forms, including moving the discussion forward, making insightful comments and connections to course materials, etc. The quality of your contribution is far more important than the quantity (i.e. you are not contributing to the class if you are talking for the sake of talking). Note that repeated absences can have large negative effect on the overall contribution grade.

I expect you to be prepared for class each week. I will often cold call on people. If, for some reason, you are not adequately prepared for class and do not wish to be called on, please tell me prior to the beginning of class. To get the most out of the class and to be ready for cold calls, you should be highly prepared for every session.

4.2.2 Group Project

In the second half of the course, the class will be based on a series of live case studies. To prepare for each of these classes, there will be background material on the organisation and a question (strategic challenge) to focus your thinking. Each week one or two groups will be responsible for presenting a potential strategic response to the challenge and then leading a class discussion on the issues. An executive or senior leader from the organisation will come to the class to listen to the presentation and to engage in the discussion. In some cases, the strategic challenge will be a current challenge for the organisation (in which case the executive will be looking for ideas from the presentation and discussion); in other cases, the issue will be one that the organisation has already solved (in which case you will be able to learn from the experience that the executive brings). A case write up will be due one week after presentation/discussion. The write up should address any changes that you would make to your recommendations based on the class discussion and discuss what you have learned about doing strategy in an organisation.
Details on the assessment criteria for presentation and write up.

1. Appropriateness of the recommendation
   Does the report address the organization’s goals, major issues and opportunities? Is the recommendation likely to create sustained competitive advantage? Is the recommendation original?

2. Realistic recommendation
   Is it possible to implement the recommendation? Is the recommendation feasible, given the resource constraints of the entrepreneur or organization?

3. Quality of arguments: logic and integration
   Are the arguments logical? Are the recommendations clearly linked to the analysis? Does the report justify the proposed strategy (e.g. with theory, data, benchmarking, comparison to alternatives)? Do the arguments support a consistent, coherent overall strategy? Are data sources and explicit concepts referenced?

4. Organization and clarity of expression
   Is the report well organized and structured? Can the reader easily understand the recommendation and arguments behind it? Is the report written clearly?

5. Use of conceptual tools and frameworks to support analysis
   Does the analysis show that the author has mastered the different tools and frameworks studied in the course? Can the author selectively draw on the most relevant concepts for the strategic problem faced by the entrepreneur or organization? Has the author applied the concepts in a competent, insightful, and compelling way?

6. Learning from class discussion
   What has the group learned from the class discussion (including interaction with the executive)? How has this learning improved their strategic response?

4.3 Assessment Format

For guidelines on formatting and presenting your assignment, see http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

4.4 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:
http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

<table>
<thead>
<tr>
<th>Quality Assurance</th>
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<tbody>
<tr>
<td>The ASB 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 ASB programs. All material used for such processes will be treated as confidential.</td>
</tr>
</tbody>
</table>

5. COURSE RESOURCES

5.1 Course Resources

There is no required textbook for this course. The course pack is extensive with articles and book chapters by a range of different authors.

5.2 Other Resources, Support and Information

We will use Moodle to post additional recommended reading material and the handouts distributed during class sessions.

- eLearning information:
  - To access, go to http://telt.unsw.edu.au and select Login to UNSW Moodle.
  - Login to the web Single Sign On (wSSO) using these details:
    - Username: zNumber
    - Password: zPass

6. COURSE EVALUATION AND DEVELOPMENT

Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.
## 7. COURSE SCHEDULE

| Session 1 | Course Logistics and Introduction to the Course  
The Growth Imperative |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Session 2</td>
<td>The challenge of understanding the core (1)</td>
</tr>
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<td>Session 3</td>
<td>The challenge of understanding the core (2)</td>
</tr>
<tr>
<td>Session 4</td>
<td>Expanding into adjacencies (1)</td>
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</table>
| Session 5 | Expanding into adjacencies (2)                    
|           | Briefing for group projects                      |
| Session 6 | Build Borrow Buy: Mergers, acquisitions and alliances (1) |
| Session 7 | Build Borrow Buy: Mergers, acquisitions and alliances (2) |
| Session 8 | Group presentations                              |
| Session 9 | Group presentations                              |
| Session 10| Summary and review                              
|           | Assignments due                                 |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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 ASB 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.

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Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
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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 ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and 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:
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.

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 http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#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 ASB provide a wide range of support services for students:

- **AGSM Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Blue Counter, AGSM Building (G27),
  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 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

- **ASB Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching
  Academic writing, study skills and maths support specifically for ASB students.
  Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre** 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
• **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: +61 2 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: +61 2 9385 4734