MNGT8271
Managing Change

Course Outline
Session 2, 2015
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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Chris Jackson

School of Management
Australian School of Business
University of NSW
SYDNEY, NSW 2052

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Email: c.jackson@unsw.edu.au

Chris Jackson is a Professor of Business Psychology and the Head of the School of Management in the Australian School of Business. He is a registered Organisational Psychologist in Australia and a Chartered Organisational Psychologist in the UK.

Chris has substantial international business experience. He has worked as a Management Consultant in the UK specialising in selection and development of people and has developed electronic learning systems for large corporations. He has also designed personnel selection systems and advised on the management of change in Australia. He also has substantial interest in the programming of expert systems which help advise on these processes.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Cliftons, Level 5 Hutchison House, 10 Harcourt Rd, Central, HK (TBC)

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>18 April 2015</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>19 April 2015</td>
<td>10:00pm – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>20 April 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>21 April 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>23 April 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>24 April 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>25 April 2015</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>8</td>
<td>Sunday</td>
<td>26 April 2015</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
</tbody>
</table>

2.2 Bad Weather Policy

Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.
2.3 Units of Credit

The course is worth 6 units of credit.

2.4 Summary of Course

Welcome to Managing Change, a course in the MBA (Executive) Program. This intensive version of the course looks at change on many levels, beginning with a micro focus on the individual and culminating with a more macro view of the whole organisational system. It balances practical skill building with a solid foundation of theoretical understanding.

2.5 Course Aims and Relationship to Other Courses

The aims of this course are to:

- introduce you to selected theories and concepts which underpin the practice of change management
- explore the roles that you and others play in initiating and facilitating organisations to change
- provide you with frameworks for analysing and understanding your own experience of change in organisations
- identify the range of key skills you need to effectively lead and implement change
- assess your own change skills and recognise the special abilities you have already developed.

This course contributes to the development of the MBA (Executive) Program Learning Goals, which are the qualities, skills and understandings we want you to have by the completion of your degree, as indicated below:

- An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
- Team based skills
- Critical and analytical thinking
- Decision-making and problem-solving
- An ability to manage change.

2.6 Student Learning Outcomes

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

Program Learning Goals are developed throughout the program of study. Each course will not necessarily address all Program Goals or develop them to an equal extent.

The aims of this course are to:

- introduce you to selected theories and concepts which underpin the practice of change management
• explore the roles that you and others play in initiating and facilitating organisations to change
• provide you with frameworks for analysing and understanding your own experience of change in organisations
• identify the range of key skills you need to effectively lead and implement change
• assess your own change skills and recognise the special abilities you have already developed
• show how managing change should produce competitive advantage.

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>
</tr>
</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>
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</table>

<table>
<thead>
<tr>
<th>Learning Goal 4: Teamwork</th>
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</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>
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</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>
</tbody>
</table>
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 learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1. Business Management Knowledge</td>
<td>Explain selected theories and concepts which underpin the practice of change management. Explore the roles that you and others pay in initiating and facilitating organisations to change.</td>
<td>· Review  · Workshops  · Project</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td>Using framework analyse and understand your own experience of change in organisations</td>
<td>· Review  · Case discussion  · Workshops  · Project</td>
</tr>
<tr>
<td>3. Communication</td>
<td>Construct written work which is logically and professionally presented. Communicate ideas in a succinct and clear manner.</td>
<td>· Review  · Report  · Case discussion</td>
</tr>
<tr>
<td>4. Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>· Case discussion.</td>
</tr>
<tr>
<td>5. Responsible Business</td>
<td></td>
<td>Not specifically addressed in this course.</td>
</tr>
<tr>
<td>6. Leadership</td>
<td>Understand how different leadership styles are appropriate for different types of change</td>
<td>· Report</td>
</tr>
<tr>
<td>7. International Perspective</td>
<td></td>
<td>Not specifically addressed in this course.</td>
</tr>
<tr>
<td>8. Risk Management</td>
<td></td>
<td>Not specifically addressed in this course.</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Learning Activities and Teaching Strategies

This course, Managing Change, consists of 12 units and 2 workshops. Time to initially prepare for assignments and class preparations is built into the timetable. The units are divided into three sections.

Section 1, ‘The Change Agent’, explores the roles that you and others play in facilitating organisations to change. It introduces the role and skills of the change agent and requires you to complete an assessment of your own change skills. It also introduces you to the concept of building commitment to change and explores the vital role that this plays in managing change. This section includes a workshop where you will be given an opportunity to develop a number of the change skills we have discussed, such as diagnosis.

Section 2, ‘Change Theory and Method’, presents dominant theories and methods of achieving organisational change. You will use a contingency approach to analysing the effectiveness of different change leadership styles.

Section 3, ‘Change and Organisations’, introduces systems thinking and ways in which change can be sustained. You will also build on your understanding of how organisations develop capabilities which other organisations don’t have. Moreover, we come to understand that effective change provides competitive advantage only when we have the wisdom to understand the deeper issues associated with change.

3.2 The action learning cycle

Managing Change has been designed using the action learning approach. The action learning approach is based on the assumption that to achieve change we need to practise new behaviours and skills, receive feedback, see the consequences of new ways of behaving and thereby integrate new skills into our way of thinking and behaving. Action learning is, therefore, highly appropriate in managing change, where the ability to change organisations and others begins with being able to change yourself.

The experiential approach to learning forms the starting point of the action learning cycle. The action learning cycle can be represented as follows:

```
   Immersion and Concrete experience
       
   Reflect
       
   Conceptualisation, formulate new understanding,
   principles and strategies for action
       
   Immersion and Concrete experience
```

From our own experience, we observe and reflect so that we can formulate new concepts, principles and strategies for action. Finally, we experiment and practise them in new situations.

**Workshops**

There are two workshops in this course. The workshops allow for discussions of greater depth and breadth. You will need to complete some preparation work before each workshop.

**Workshop 1** (18 – 19 April 2015): using group-based exercises we will discuss and explore issues from the first five units. We will also debrief your 360 degree personal development survey.

**Workshop 2** (25 – 26 April 2015): using group-based exercises we will discuss and explore issues from the remaining units. We will also begin to review the course and discuss your final project.

**4. ASSESSMENT**

**4.1 Formal Requirements**

In order to pass this course, you must:

- Achieve an aggregate (overall) mark of at least 50%, and
- Achieve a minimum pass grade in the final piece of assessment.

**4.2 Assessment Details**

**Assessment 1 – Action learning review**

The purpose of the action learning review (ALR) is to record a recent event in which you, or others, were acting in a change agent role, reflect upon its significance in terms of the concepts you have covered so far in the course and consider ways of acting more effectively in the future.

- **Due:** 18th May 2015 for written work
- **Weight:** 30%
- **Maximum length:** 4 pages

**Assessment 2 – Case discussion and group presentation in class**

- **Due:** In class
- **Weight:** 20%
- **Maximum length:** 20 mins for class presentation

In groups, you will interview an external change agent and learn about the change s/he conducted. The group will then present their analysis of the change to the class. Marks for this assignment are based on the content of the presentation and not on presentation skills. Those who are concerned about presenting in public should not feel disadvantaged by this assessment.
Assessment 3 – Integrative Change project:

You will submit a report of a plan for a change, and the analyses you have undertaken in order to develop your plan. You will not be required to implement the plan. We are looking for evidence of ability to apply course concepts to the analysis of a situation and to develop recommendations for improvement.

Part 1 – Proposal

You are required to submit a short (two-page) account of your intended assignment or present the account to class. Numbers presenting to class may be capped by Facilitator.

- Due: Monday 4th May
- Weight: 5%
- Maximum length: 2 pages or 5 mins for class presentation

Part 2 – Project Plan final report

Your report needs to show evidence of understanding of concepts across the whole course, i.e. not just one or two units. You also need to show your ability to integrate concepts, i.e. use more than one concept to analyse an issue or develop a strategy, and consider the links between the concepts.

- Due: Monday 1st June
- Weight: 45%
- Maximum length: 14 pages

4.3 Assessment Format

- Please save assignments with group member names preceded by hk e.g. hk_boris_betty_basil.doc
- Assignments should be double spaced, in 12 point Times Roman Font. Pictures and embedded objects should be kept to a minimum to minimise file size. Marks will be based on content not presentation.
- Assignments should be submitted with cover sheet by 11.59 p.m. Hong Kong time on the due date via email, to c.jackson@unsw.edu.au.
- Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is the student’s obligation to follow-up by contacting the lecturer and to re-submit.
- All information, including the reference list, should be in ONE file and the word count (including tables and figures) should be recorded at the beginning of the document.
4.4 Assessment Details

Your performance in this course will depend on how well you do in the exams, exercises and assignments as well as on how effectively you participate in class sessions.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>30%</td>
<td>Understanding of simple change</td>
<td>4 pages</td>
<td>18th May</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>20%</td>
<td>Understanding of organizational change</td>
<td>–</td>
<td>In class</td>
</tr>
<tr>
<td>Assessment 3(1)</td>
<td>5%</td>
<td></td>
<td>2 pages</td>
<td>4th May</td>
</tr>
<tr>
<td>Assessment 3(2)</td>
<td>45%</td>
<td>Planning a major change</td>
<td>14 pages</td>
<td>1st June</td>
</tr>
</tbody>
</table>

[See Course Manual for details and examples]

4.5 Rationale/purpose for the assessment task

The assessments are closely linked to the course material so that they enhance the learning process.

Assessment 1 maps on to the first four units of the course and provides the opportunity to understand change from an individual's perspective. It provides an opportunity to reflect and develop personal change skills.

Assessment 2 builds on the knowledge of change up to Unit 7 and Workshop 1. Assessment 2 provides a way of developing diagnostic skills and analyzing the successful ingredients of organisational level change.

Assessment 3 provides the opportunity to integrate the wisdom gained from class such that the challenges and complexities of managing change are properly understood. Assessment 3 provides the opportunity of developing a strategic plan for organisational change based on sound diagnosis that is relevant and meaningful to the student.

4.6 Presentation and format guidelines/requirements:

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

4.7 Late Submission

Extensions should be requested prior to the due date. Extensions for assignments will only be granted in cases of emergency. Work commitments are generally NOT a justifiable reason for granting of extensions. If an extension is granted, you will be asked to submit work to date and then will be given additional time to complete the assignment. Please note, any request for an extension of more than two days must be made directly to the Hong Kong Program Office in a Request for Special Consideration form.
Penalties – late submission:
If assignments are late without permission, a penalty of 5% per day will apply.

Penalties – exceeding the word count:
Word count is taken seriously. Footnotes, appendices, text boxes, diagrams, tables and citations within the text all form part of the word count. The first title and the reference section are not considered part of the word count. A percentage penalty will be applied to your mark, equivalent to the amount you are above the maximum word count. For example, if you receive a mark of 70% for an assignment and you are 10% over the word count limit, your mark will be reduced by 7% to 63%.

Marking Criteria
The criteria for grading of assignments will follow Bloom’s Taxonomy of Educational Objectives (1956). Example assessments will be provided and marking guidelines will be available.

Quality Assurance
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 and will not be related to course grades.

5. COURSE RESOURCES

5.1 Prescribed Textbooks
Blue binders (course pack) containing the course materials and cases will be couriered to you one month prior to class.

5.2 eLearning information
In addition to your blue binder (course pack), soft copies of your course materials are also available online on eLearning.
To access eLearning@AGSM MBA, go to http://telt.unsw.edu.au and select Login to UNSW Blackboard.
Login to the web Single Sign On (wSSO) using these details:
Username: zNumber
Password: zPass
Should you have any difficulties accessing your course online, contact eLearning Coordinator on:
Tel: +61 2 9931 9541
Email: elearning@agsm.edu.au
For after hours supports contact IT Service Centre.

Hours: Mon-Fri: 8am-9am; 5pm-8pm  
Sat-Sun: 11am-2pm  
Tel: +61 2 9385 1333  
Email: itservicecentre@unsw.edu.au

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 CATEI evaluations and individual student feedback. Feedback from previous students indicated assessment deadlines were too soon after the course finished and this has now been addressed.

7. **COURSE SCHEDULE**

Before attending each class module you must read the associated unit in the course manual. Before class starts, you should:

- Complete the 360 degree change skills assessment
- Identify someone external to the course who is an experienced change agent and who will be available for your group to interview during the course. Only one person per group will be interviewed so your particular person might not be the one chosen by the group.

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**Day 1: Saturday, 18 April 2015**  
(2.00pm – 8.00pm)

**Topic**

- Unit 1 and 2
- Part 1 of Workshop 1: Alpha Metals

**Reading:**

1. Read Units and associated readings

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**Day 2: Sunday, 19 April 2015**  
(10.00am – 7.00pm)

**Topic**

- Unit 3 and 4
- Part 2 of Workshop 1: The 360 degree assessments

**Reading:**

1. Read Units and associated readings
Activities/Assessment Due
● Bring your 360 degree assessments with you

Day 3: Monday, 20 April 2015  (7.00pm – 10:15pm)

Topic
● Unit 5

Reading:
1. Read Units and associated readings

Activities/Assessment Due
● Some students will present Assessment 3(1) in class

Day 4: Tuesday, 21 April 2015  (7.00pm – 10:15pm)

Topic
● Unit 6

Reading:
1. Read Units and associated readings

Activities/Assessment Due
● Some students will present Assessment 3(1) in class

Day 5: Thursday, 23 April 2015  (7.00pm – 10:15pm)

Topic
● Unit 7

Reading:
1. Read Units and associated readings

Activities/Assessment Due
● Any other activities or assessment information

Day 6: Friday, 24 April 2015  (7.00pm – 10:15pm)

Topic
● Unit 8

Reading:
1. Read Units and associated readings
The course is well structured to introduce the idea of change and the practice of change in the early units. The later units build on the early units to provide much needed deeper knowledge of how to make change successful. The structure of the course is as follows:
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.

<table>
<thead>
<tr>
<th>ASB Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on</td>
</tr>
</tbody>
</table>
your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.

You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and

b. Consider social and cultural implications of business and/or management practice.

For MBA and MBT programs:

6. **Leadership:** Our graduates will have an understanding of effective leadership.

You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

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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](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)

For the *ASB Harvard Referencing Guide*, see [ASB Referencing and Plagiarism](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.


#### 3.2 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.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

3.3 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.

3.4 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.

3.5 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/.

3.6 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

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.

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or
certified copies of your completed Professional Authority form (pdf – download here) and other supporting documentation

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

5. **STUDENT RESOURCES AND SUPPORT**

The University and the ASB provide a wide range of support services for students:

- **AGSM MBA Hong Kong Office**
  
  Hong Kong students please contact the office directly for immediate support:

  **Address:**
  
  Unit 2006, 20/F., Kinwick Centre
  32 Hollywood Road, Central, HONG KONG
  T: +852 2841 2802 / 2841 2800
  F: +852 2588 1724
  E: contact@agsm.com.hk

  **Office Hours:**
  
  Mon-Wed, Fri 9:00am – 6:00pm
  Thursday(s) 9:00am – 7:30pm

- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to [UNSW Blackboard Support / Support for Students.](http://www.elearning.unsw.edu.au)

  **Business hours help**
  
  9am – 5pm Monday to Friday (Sydney Time)
  
  Contact the **AGSM Elearning Coordinator:**
  
  Email: elearning@agsm.edu.au
  
  Ph: +61 2 9931 9541

  **After hours help**
  
  8am – 9am Monday to Friday (Sydney Time)
  5pm – 8pm Monday to Friday (Sydney Time)
  11am – 2pm Saturday to Sunday (Sydney Time)
  
  Contact the **UNSW IT Service Centre:**
  
  Website: [https://www.it.unsw.edu.au/students/support/index.html](https://www.it.unsw.edu.au/students/support/index.html)
  
  Email: servicedesk@unsw.edu.au
  
  Ph: +61 2 9385 1333
• **ASB Education Development Unit (EDU)**
  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](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: +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