MNGT8395
Strategies for Growth

Course Outline
Session 3, 2014

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1. STAFF CONTACT DETAILS

Lecturer-in-charge: Dr. Salih Zeki Ozdemir
Email: sz.ozdemir@unsw.edu.au
Phone No: +61 2 9385 9728

Dr. Salih Zeki Ozdemir is a Senior Lecturer of Strategic Management at the School of Strategy and Entrepreneurship, Australian School of Business, UNSW. In his research, Salih investigates how the overall structure of social networks and organizations’ positions within these networks affect the strategic decisions they undertake. He also researches the evolution of these social networks based on the actions individuals and organizations perform.

Salih received 2007 Academy of Management Best Paper Award from Technology and Innovation Management Division and 2011 Australia and New Zealand Academy of Management Best Paper Award from Strategy stream for his research on social structures, innovation, and entrepreneurial performance. Salih is also the recipient of 2009 and 2012 AGSM MBA Teaching Excellence in a Core Course Awards at the Australian School of Business.

Salih received his PhD from Chicago Booth School of Business in Organizations and Markets.

2. COURSE DETAILS

2.1 Teaching Times and Locations

Cliftons. Level 5, Hutchison House, 10 Harcourt Road, Central, Hong Kong.
Ph: +852 2159 9999

<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>23 Aug 2014</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>24 Aug 2014</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>25 Aug 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>26 Aug 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>28 Aug 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>29 Aug 2014</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>30 Aug 2014</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>8</td>
<td>Sunday</td>
<td>31 Aug 2014</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

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, joint ventures and alliances, and mergers and acquisitions.

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 fulfil 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 center 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.

2.5 Course aims / objectives

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

This elective course on Strategies for Growth is a follow-up course to the MNGT 8482 – Corporate Strategy course offered at AGSM Hong Kong MBA program. Corporate Strategy course (MNGT 8482) is a pre-requisite of Strategies for Growth.

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.
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 practised in class exercises 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>Recognize the dynamic nature of strategy Understand how to think strategically for growth</td>
<td>• 1, 2, and 3</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Understand how to think strategically for growth analyze and create growth strategies</td>
<td>• 2 and 3</td>
</tr>
</tbody>
</table>
Communication

Teamwork

Responsible Business

Leadership

International Perspective

Risk Management

3. ASSESSMENT

3.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

3.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Mode</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution</td>
<td>20%</td>
<td>Individual and Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>40%</td>
<td>Group</td>
<td>2250 words</td>
<td>30 September 2014</td>
</tr>
<tr>
<td>Individual Project</td>
<td>40%</td>
<td>Individual</td>
<td>2250 words</td>
<td>05 October 2014</td>
</tr>
</tbody>
</table>

Class Contribution 20%

I will come to each session with a teaching plan that will try to achieve a logical and structured progression through the key issues in a given case. To this end, I have prepared
study questions to lead the discussions. However, we must understand that the students in
the class are co-producers of the class discussion. As such, you need to listen carefully to
one another and to build upon or critique prior comments. The aim of the case discussion is
to achieve a conversation in which all of you recognize that all of us have an obligation to
advance our understanding of the issue at hand. Your contributions to this learning process
will be appraised in addition to the content of what you contribute.

Individually, 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).

As a group contribution, we will have opportunities to make short (5-7 mins) presentations (at
least twice) regarding the course of action a company we discuss in a case should take. For
this purpose, 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
will be a good way to make contribution to the class discussion during case study periods.

Note that repeated absences can have large negative effect on the overall contribution
grade.

**Group Project 40%**

Students are asked to form a group of four/five and work as a team on the case that will be
distributed at the end of the course. Based on their analysis of the case, they should answer
the questions that will be supplied. The report, which must be 2250 words or less, should
be e-mailed to the AGSM HK office AND to sz.ozdemir@unsw.edu.au by 11:59pm (HK
time) on 30 September 2014.
To prevent the free-rider problem, an optional peer evaluation form will be supplied. If you think that anyone in the group has failed to contribute his/her share to the project, please fill out the form and submit it to the office. The mark for the individual will be adjusted accordingly.

**Individual Project 40%**

Students are asked to work on the case that will be distributed at the end of the course. Based on their analysis of the case, they should answer the questions that will be supplied. **The report, which must be 2250 words or less, should be e-mailed to the AGSM HK office AND to sz.ozdemir@unsw.edu.au by 11:59pm (HK time) on 05 October 2014.**

### 3.2.1 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)

### 3.3 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.**

AGSM MBA Program 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 Australian School of Business apply a 10% penalty. The decision of AGSM MBA HK following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

**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.
4. COURSE RESOURCES

4.1 Prescribed Textbooks
The course pack contains cases and other material that will be discussed in the lectures.

4.2 eLearning information
In addition to your blue binder (course pack), soft copies of your course materials are also available online on Moodle.
To access your course materials on Moodle, go to https://moodle.telt.unsw.edu.au/login/index.php
Login to the web Single Sign On (wSSO) using these details:
Username: zNumber
Password: zPass

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

6. COURSE SCHEDULE

Day 1: Saturday, 23 September 2014 (2.00pm – 8.00pm)

<table>
<thead>
<tr>
<th>Session 0: Corporate Strategy Review</th>
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<tbody>
<tr>
<td>Session 1: On Growth Imperative</td>
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</table>

Required Readings:


Optional Readings:


Session 2: On Diversification

Required Readings:

Optional Readings:

Day 2: Sunday, 24 September 2014  
(10.00am – 7.00pm)

Session 3: On Vertical Integration

Required Readings:

Session 4: On New Product and New Business Development

Required Readings:

Optional Readings:

Day 3: Monday, 25 September 2014  
(7.00pm – 10.15pm)

Session 5: On Organic Growth: Organizing for More Innovation
Required Readings:


Optional Readings:


Session 6: On Organic Growth: Corporate Venturing and Corporate Entrepreneurship

Required Readings:


Optional Readings:


Day 4: Tuesday, 26 September 2014 (7.00pm – 10.15pm)

Session 7: On Mergers and Acquisitions: Decision Making and Selection

Required Readings:


Optional Readings:


Session 8: On Mergers and Acquisitions: Implementation
Required Readings:

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<tr>
<th>Day 5: Thursday, 28 September 2014</th>
<th>(7.00pm – 10.15pm)</th>
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<tbody>
<tr>
<td>Session 9: On Joint Ventures and Alliances</td>
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</tr>
<tr>
<td>Required Readings:</td>
<td></td>
</tr>
</tbody>
</table>

| Optional Readings: |

Day 6: Friday, 29 September 2014  (7.00pm – 10.15pm)

Session 10: On Globalization and International Expansion

Required Readings:

Optional Readings:

Day 7: Saturday, 30 September 2014  (2.00pm – 8.00pm)

Session 11: On Turnarounds and Growth

Required Readings:

Optional Readings:

Case Discussion #1: Deciding to diversify your company

Day 8: Sunday, 31 September 2014  
(10:00am – 7:00pm)

Case Discussion #2: Deciding on the right company to acquire  
Case Discussion #3: Deciding to internationalize your company

Session 12: Wrap-up and Review
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>MBA Program Learning Goals and Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
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<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
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<td><strong>Learning Goal 3: Communication</strong></td>
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<td><strong>Learning Goal 4: Teamwork</strong></td>
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<td><strong>Learning Goal 5: Responsible Business</strong></td>
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**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](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](https://www.asb.edu.au/learning-and-teaching/referencing/) 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.


### 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.

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.

3.2 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.
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 2005-06, 20/F, Kinwick Centre,
  32 Hollywood Road, Central, Hong Kong,
  T: +852 2841 2802
  E: contact@agsm.com.hk

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

- **Moodle eLearning Support:** For online help using Moodle, follow the links from [https://student.unsw.edu.au/moodle](https://student.unsw.edu.au/moodle)

  **For login issues:**
  Contact the **UNSW IT Service Centre**.
  Hours: Monday to Friday: 8.00 a.m. to 8.00 p.m.
  Saturday and Sunday: 11 a.m. to 2.00 p.m.
  Email: ITServiceCentre@unsw.edu.au
  Phone: Internal – extension 51333
  External - +61 2 9385 1333
For assistance in using Moodle, including how to upload assessments:
Contact the AGSM eLearning Coordinator
Hours: Monday-Friday, 9.00 a.m. to 5.00 p.m.
Email: elearning@agsm.edu.au
Phone: Internal - x19541
External - 02 9931 9541
International - +61 2 9931 9541

For help with technical issues and problems:
Contact the External TELT Service Centre
Hours: Monday to Friday: 7.30 a.m. to 9.30 p.m.
Saturday and Sunday: 8.30 a.m. to 4.30 p.m.
Email: externalteltsupport@unsw.edu.au
Phone: Internal - x53331
External - 02 9385 3331
International - +61 2 9385 3331

- **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 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: +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