



UNSW Business School Course Outline

AGSM9153 Implementing Strategy - 2023 Online Weekly

Study Level Postgraduate	Term Term 3	UOC 6	Location Online WeeklyIntensive, Sydney CBD	School AGSM
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1. Course Details

Summary of Course

This course aims to help students develop knowledge and insights into:

- implementing, analysing and translating strategy into results
- sustaining success in dynamic situations and transforming organisations in dynamic environments
- integrating responsible management in strategy implementation.

The insights from this course apply to organisations including corporate, entrepreneurial, government and not-for-profit.

The first half of the course examines strategy implementation, presenting a range of approaches (Units 1-5). Many organisations can state their strategy, but are less certain about translating the strategy into results. To implement strategy effectively, an organisation needs to ask fundamental questions, about what might help or hinder implementation. Does your organisation have the right structure, culture and leadership to support your strategy? What is strategic alignment and how do we achieve this?

The second half of the course looks at sustaining success (Units 6-10). Contemporary organisations face dynamic environments with multiple challenges, many stakeholders and increasing requirements for sustainability. Most organisations stay stuck in neutral when they need to implement a new strategy or to improve the current strategy. When circumstances change, organisations must ask questions about how to 'pivot' the strategy. The course explores a spectrum of themes including sustainability, strategic agility and resilience.

The course integrates development of key leadership skills for implementing strategy, including critical thinking, ethical leadership and teamwork.

The course includes discussion relating to the following United Nations Sustainable Development Goals:

- SDG 3 Good Health and Well-being
- SDG 7 Affordable and Clean Energy
- SDG 8 Decent Work and Economic Growth
- SDG 9 Industry, Innovation and Infrastructure
- SDG 13 Climate Action.

Teaching Times and Locations

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the Class Timetable website for the most up-to-date teaching times and locations.

As well as being offered in online asynchronous mode, this course is scheduled to be offered in face-to-face Intensive mode. However, there is a chance that there could be subsequent COVID-19 restrictions.

If it is not possible to gather together for the two Intensive weekends, we will offer the course asynchronously online in Moodle. This mode will be augmented by some synchronous online discussions on the days of the scheduled Intensive weekends. Attendance at these discussions will be optional and they will be recorded for students who are unable to attend.

<https://www.covid-19.unsw.edu.au/>

[View course timetable](#)

Course Policies & Support

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, [policies and support](#) services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

[View course Policies and Support](#)

2. Quality Assurance and Course Alignment

Quality Assurance

The program is aligned to a number of international standards, to ensure the courses you study are high quality. At present, this includes designing courses to:

- meet [Association to Advance Collegiate Schools of Business \(AACSB\)](#) accreditation standards, through the measurement of students program-level learning outcomes
- align with the [United Nations Principles for Responsible Management Education \(UNPRME\)](#)
- meet Australian educational and government governing body requirements, e.g. the [Australian Qualifications Framework \(AQF\)](#) and [Tertiary Education Quality and Standards Agency \(TEQSA\)](#) standards
- [European Quality Improvement System \(EQUIS\)](#) accreditation is also held by UNSW Business School.

Student Learning Outcomes

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
2. Identify and analyse responsible management issues relevant to strategy implementation	PLO 1: Business knowledge	Assessment 2 : Individual Report
4. Apply various concepts and frameworks to make recommendations and improve strategy implementation.		Assessment 2 : Individual Report
3. Analyse the complex issues for organisations implementing strategy in dynamic environments.		Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3 Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
1. Describe and critically analyse strategy implementation for an organisation, through the application of various concepts, theory, tools and frameworks		Assessment 2 : Individual Report
5. Critically analyse some key contemporary issues and propose solutions for sustained organisational effectiveness		Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3 Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10 Assessment 3 : Group Report
2. Identify and analyse responsible management issues relevant to strategy implementation		PLO 2: Problem solving
1. Describe and critically analyse strategy implementation for an organisation, through the application of various concepts, theory, tools and	Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3	

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
frameworks.		Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10 Assessment 2 : Individual Report
4. Apply various concepts and frameworks to make recommendations and improve strategy implementation.		Assessment 2 : Individual Report Assessment 3 : Group Report
3. Analyse the complex issues for organisations implementing strategy in dynamic environments		
5. Critically analyse some key contemporary issues and propose solutions for sustained organisational effectiveness		
5. Critically analyse some key contemporary issues and propose solutions for sustained organisational effectiveness	PLO 5: Responsible business practice	
3. Analyse the complex issues for organisations implementing strategy in dynamic environments		Assessment 3 : Group Report
2. Identify and analyse responsible management issues relevant to strategy implementation		Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3 Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10 Assessment 2 : Individual Report
4. Apply various concepts and frameworks to make recommendations and improve strategy implementation.		Assessment 2 : Individual Report

3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator in Charge	Alexandra Meldrum	Email	–	–	–

Facilitator in Charge

Each course has a Facilitator in Charge who is responsible for the academic leadership and overall academic integrity of the course. The Facilitator in Charge selects content and designs assessment tasks, and takes responsibility for specific academic and administrative issues related to the course. Facilitators in Charge oversee Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

Facilitator

The role of your Facilitator is to support and enhance the learning process by encouraging interaction among participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Facilitators comprise academics and industry practitioners with relevant backgrounds.

4. Learning and Teaching Activities

Approach to Learning and Teaching in the Course

This course provides students with applied, critical thinking and application skills for effective strategy implementation. With a focus on a spectrum of principles and features that influence strategy execution, it helps develop practical insights into organisational transformation. The course aligns with the content of other strategy courses, but focuses on the spectrum of issues to translate strategy implementation, detailing how organisations can achieve sustained effectiveness with both their current challenges and future possibilities. In this context, the course deals with themes on the strategic process of managing for change, redesigning structure, human capital and talent management, and smart responses to technology. The course challenges students to think critically and develop useful insights about the concepts and principles on making better strategy.

Learning Activities and Teaching Strategies

The course will cover theory and practice. The activities and cases apply frameworks to contemporary issues brought about by longer-term trends, by responses to short-term disruption and by constraints. Longer-term trends include technology, sustainability and globalisation. Short-term disruption can be in response to changes brought about by innovation, pandemic and legislation. Constraints can arise from the community licence to operate, workforce challenges and supply-chain constraints.

Course Structure

Part 1: Units 1 and 2 - Introduction and Responsible Management.

Units 1 and 2 introduce the topic and provide the foundational knowledge for the rest of the course.

Unit 1: 'Introduction to Strategy Implementation and Critical Thinking' asks "what makes a good strategy implementation?" It contrasts the traditional model of strategy planning with crafting strategy, and introduces a framework to deepen critical-thinking skills.

Unit 2: 'Context for Implementing Strategy' discusses the motivation for implementing strategy using the shared value framework. It introduces foundational frameworks including strategic cycle, open systems model, organisational culture and ethics. Responsible management topics introduced in Part 1 are integrated throughout the rest of this course.

Part 2: Units 3 to 5 - Aligning strategy, structure, culture and leadership

Units 3-5 provide frameworks to analyse and improve strategy implementation at an organisation.

Unit 3: 'Aligning Strategy, Structure and Culture' discusses the importance of congruence, and aligning strategy, structure and culture. It provides frameworks to assess and improve organisational design, and to improve alignment.

Unit 4: 'Analysis of Strategy Implementation' provides tools for the analysis of strategy implementation; identifying the common design challenges and risks, and the use of organisational ambidexterity, corporate-level strategy and 'parenting' strategies.

Unit 5: 'Leading Strategic Implementation' discusses leadership of implementation and the importance of Equity, Diversity and Inclusion (EDI). It introduces tools for team leadership, which can then be applied in the team assessment.

Part 3: Units 6 to 8 - Dynamic environments: Strategic Agility, Talent and Driving Positive Transformation

Organisations must have strategic agility, develop talent effectively, and drive positive transformation.

Unit 6: 'Staying Flexible: Making Strategic Agility Work' looks at organisational sustainability in dynamic environments that are volatile, uncertain, complex and ambiguous (VUCA), and frameworks for strategic agility and organisational resilience.

Unit 7: 'Aligning Talent with Strategy' examines human capital: importance of talent, alignment and workforce challenges.

Unit 8: 'Adaptability: Techniques to Drive Positive Strategic Transformation' looks at strategic adaptability, including strategic dissonance, inflection points and positive strategy.

Part 4: Units 9 and 10 - Innovation, decision making and ethics

Units 9-10 apply strategic implementation frameworks to contemporary examples.

Unit 9: 'Achieving Sustained Strategic Effectiveness and Ethical Considerations' discusses organisational sustainability, strategic rigidities, strategic learning and ethical considerations.

Unit 10: 'Renewal, Decision making and Alignment with Purpose' explores strategic renewal, decision making, strategy as practice, governance and reporting.

5. Assessment

Formal Requirements

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50% to pass the course. Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Assessment Structure

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
Assessment 1	Part A: Weekly Interactive Participation and Reflections - Units 1-3	10	Two online activities per week, typically four posts per week. 250 words maximum per post for an initial post to an activity in Moodle, and 150 words maximum for reply posts	Weekly; posts up until Tuesday 3 October 2023 (Week 4) at 3pm Sydney time will be considered for marking	Individual
	Part B: Weekly Interactive Participation and Reflections - Units 4-10	20	Two online activities per week, typically four posts per week. 250 words maximum per post for an initial post to an activity in Moodle, and 150 words maximum for reply posts	Weekly; posts up until Monday 20 November 2023 (Week 11) at 3pm Sydney time will be considered for marking	Individual
Assessment 2	Individual Report	40	3,000 words maximum	Monday 16 October 2023 (Week 6) by 3pm Sydney time	Individual
Assessment 3	Group Report	30	3,000 words maximum	Friday 24 November 2023 (Week	Group

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
				11) by 3pm Sydney time	

Assessment Feedback

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. participation) will be provided prior to the midpoint of the course.

Assessment Summary

The use of Generative AI tools for your assessments

General

You must not copy and paste text generated by AI into your assessments. If you do this, it will be flagged in Turnitin and considered to be plagiarism. An exception to this is if you are quoting and fully referencing a short paragraph/excerpt from another source.

Specific information about any permitted use of Generative AI will be included in the details for each Assessment item of the course.

If you would like support with your writing, please go to [UNSW Smarthinking](#), which gives information on how you can access such support. Alternatively, you can use the Editor functionality in Microsoft Word (via the Review tab), or the Grammarly tool.

Specific

In this course, generative AI software is permitted to be used as follows:

- **Assessment 1 Interactive Participation and Reflections:** Planning assistance
- **Assessment 2 Individual Report:** Planning assistance
- **Assessment 3 Group Report:** Planning assistance

Description of this permission level

Planning assistance

- As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your facilitator if there is any uncertainty about the originality of your work.
- If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include failing, suspension and exclusion.

When use of AI is permitted, make sure you are aware of its limits. Mollick & Mollick (2023) provide some useful pointers:

- "If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

- "Don't trust anything it says. If it gives you a number or fact, assume it's wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand. ...
- "Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance."

(Mollick, E & Mollick, L 2023, 'Why all our classes suddenly became AI classes: Strategies for teaching and learning in a ChatGPT world', *Harvard Business Publishing*, 9 February.)

Assignment Submission Procedure

Unless otherwise stipulated in the specific details for each of your assessments, please prepare and submit your assessments in accordance with the following.

Assessment length

What is **included** in the word count?

- Executive Summary (if required)
- All text, tables, figures, diagrams, graphs and charts contained in the body of the report (if required)

What is **excluded** from the word count?

- Reference list or bibliography
- Table of contents (if required)
- Appendices (note: these are for supporting material only and will not be included as part of the grading)

Note: any text that goes beyond the word count will not be read in grading the assessment.

Referencing

Please use Harvard referencing in all your assessments, following this UNSW guidance about [Harvard Referencing - The 'In-text' System](#)

Assessment format

Students are required to submit assessments in Word, in a format suited to a professional audience, with a Header or Footer containing your name and zID. It is acceptable and indeed recommended to use editing software (e.g. the Editor in the Review ribbon of Microsoft Word) to help you check your work and polish your writing.

Headings

Heading 1 Font size: 14 point

Heading 2 Font size: 12 point

Text style: Bold

Body text

Font size: 12 point

Line spacing: Single, with an additional line space between paragraphs

Text style: Normal

Assessment file name

Please use the following file naming convention for each assessment:

z999999_surname_[XXXX1111]_23T3_Asst1

where:

- z999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 23T3 is the term name (2023, Term 3)
- Asst1 is the Assessment number (Asst2 for Assessment 2)

Assessment submission

1. You must submit your assessments through your online classroom in Moodle. Email submission is not an acceptable submission format at UNSW.
2. Written-assessment submission in Moodle is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to detect plagiarism. You can access Turnitin submission resources under the 'Assessments' section in your online classroom in Moodle. More information can be found at [UNSW Plagiarism & Academic Integrity Toolkit](#)
3. You may submit a draft to Turnitin prior to the submission due date. It may take 24 hours to get a similarity report and so you should allow at least this much time before submitting your final version. Please note that draft assessments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
4. Submission of audio-visual assessments should be completed by uploading the final version of the assessment to a file sharing site (for example, OneDrive, Dropbox, SharePoint, YouTube, etc.) and then sharing a link to the appropriate submission location in your class Moodle page to enable your Facilitator to access and view/download the file.
5. Late submissions will be subject to late penalties of 5% of the assessment weighting per day and will be capped at five days (120 hours) from the assessment deadline, after which you cannot submit an assessment. If for any reason you are unable to submit a late submission via Turnitin, please contact your Class Facilitator or AGSM Student Experience at once.
6. Extensions to assessment deadlines may be granted in exceptional circumstances. Information about this can be found at [UNSW Special Consideration](#)
7. Assessment tasks will normally be reviewed, and feedback provided, within 10 working days of submission.
8. Please keep a copy of your assessment.

Special Consideration

You must submit all assignments and attend all examinations scheduled for your course. You can apply for special consideration when illness or other circumstances beyond your control, interfere with your performance in a specific assessment task or tasks. Special Consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Please note the following:

- Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when you lodge an online application for special consideration.
- Decisions and recommendations are only made by lecturers-in-charge/course coordinators (or by the Faculty Panel in the case of final exam special considerations), not by tutors.
- Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
- Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under 'Special Consideration' on the [Policies and Support](#) page.

6. Course Resources

You have three major resources to help you learn:

1. The course materials, which you will access via your Moodle course site. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities as they arise.
2. Your interaction with your Facilitator. The Facilitator's job is to guide your learning by conducting the online or face-to-face discussion, answering questions that might arise after you have done the week's work, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the course.
3. Your co-participants. Your course colleagues are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the Facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

Other Resources

BusinessThink

BusinessThink is UNSW's free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go to <http://www.businessthink.unsw.edu.au> .

7. Course Evaluation & Development

Continual Course Improvement

AGSM courses are reviewed each time they run, with updated course outlines and assessment tasks developed.

Additionally, the data collected in the myExperience survey provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is considered during all course revisions.

Student Response

Students have requested more structure to the course, more explanation within the weekly unit materials, shorter readings, more relevant case studies, and more variety of media (e.g. videos).

Response to Student Feedback

The course was revised for Term 2 2023 and changed to include:

- more structure and explanations in the weekly unit materials
- new readings including some relevant to responsible management
- more cases, with a greater variety of case studies, and two simulations
- new videos and podcasts, short stories and topics in the news.

Assessments have also been reduced and streamlined.

8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 1	-	Unit 1: Introduction to Strategy Implementation and Critical Thinking	Assessment 1 Interactive Participation and Reflections (weekly)	Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3
Week 2	-	Unit 2: Context for Implementing Strategy	-	Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3
Week 3	-	Unit 3: Aligning Strategy, Structure and Culture	-	Assessment 1 : Part A: Weekly Interactive Participation and Reflections - Units 1-3
Week 4	-	Unit 4: Analysis of Strategy Implementation	-	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 5	-	Unit 5: Leading Strategic Implementation	-	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 6	-	Unit 6: Staying Flexible - Making Strategic Agility Work	Assessment 2 Individual Report is due on Monday 16 October 2023 by 3pm Sydney time	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10 Assessment 2 : Individual Report
Week 7	-	Unit 7: Aligning Talent with Strategy	-	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 8	-	Unit 8: Adaptability:	-	Assessment 1 :

Week	Activity	Topic	Detail/Engagement	Assessment Task
		Techniques to Drive Positive Strategic Transformation		Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 9	-	Unit 9: Achieving Sustained Strategic Effectiveness and Ethical Considerations	-	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 10	-	Unit 10: Renewal, Decision-making and Alignment with Purpose	-	Assessment 1 : Part B: Weekly Interactive Participation and Reflections - Units 4-10
Week 11	-	-	Assessment 3 Group Report is due on Friday 24 November 2023 by 3pm Sydney time	Assessment 3 : Group Report

9. Policies and Support

Information about UNSW Business School protocols, University policies, student responsibilities and education quality and support.

Program Learning Outcomes

The Business School places knowledge and capabilities at the core of its curriculum via seven Program Learning Outcomes (PLOs). These PLOs are systematically embedded and developed across the duration of all coursework programs in the Business School.

PLOs embody the knowledge, skills and capabilities that are taught, practised and assessed within each Business School program. They articulate what you should know and be able to do upon successful completion of your degree.

Upon graduation, you should have a high level of specialised business knowledge and capacity for responsible business thinking, underpinned by ethical professional practice. You should be able to harness, manage and communicate business information effectively and work collaboratively with others. You should be an experienced problem-solver and critical thinker, with a global perspective, cultural competence and the potential for innovative leadership.

All UNSW programs and courses are designed to assess the attainment of program and/or course level learning outcomes, as required by the [UNSW Assessment Design Procedure](#). It is important that you become familiar with the Business School PLOs, as they constitute the framework which informs and shapes the components and assessments of the courses within your program of study.

PLO 1: Business knowledge

Students will make informed and effective selection and application of knowledge in a discipline or profession, in the contexts of local and global business.

PLO 2: Problem solving

Students will define and address business problems, and propose effective evidence-based solutions, through the application of rigorous analysis and critical thinking.

PLO 3: Business communication

Students will harness, manage and communicate business information effectively using multiple forms of communication across different channels.

PLO 4: Teamwork

Students will interact and collaborate effectively with others to achieve a common business purpose or fulfil a common business project, and reflect critically on the process and the outcomes.

PLO 5: Responsible business practice

Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.

PLO 6: Global and cultural competence

Students will be aware of business systems in the wider world and actively committed to recognise and respect the cultural norms, beliefs and values of others, and will apply this knowledge to interact, communicate and work effectively in diverse environments.

PLO 7: Leadership development

Students will develop the capacity to take initiative, encourage forward thinking and bring about

innovation, while effectively influencing others to achieve desired results.

These PLOs relate to undergraduate and postgraduate coursework programs. Separate PLOs for honours and postgraduate research programs are included under 'Related Documents'.

Business School [course outlines](#) provide detailed information for students on how the course learning outcomes, learning activities, and assessment/s contribute to the development of Program Learning Outcomes.

RELATED DOCUMENTS

- [Undergraduate Honours Program Learning Goals and Outcomes \(pdf\)](#)
- [Master of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)
- [Doctor of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)

UNSW Graduate Capabilities

The Business School PLOs also incorporate [UNSW graduate capabilities](#), a set of generic abilities and skills that all students are expected to achieve by graduation. These capabilities articulate the University's institutional values, as well as future employer expectations.

UNSW Graduate Capabilities	Business School PLOs
Scholars capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems.	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 7: Leadership development
Entrepreneurial leaders capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 6: Global and cultural competence • PLO 7: Leadership development
Professionals capable of ethical, self-directed practice and independent lifelong learning	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 5: Responsible business practice
Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 5: Responsible business practice • PLO 6: Global and cultural competence

While our programs are designed to provide coverage of all PLOs and graduate capabilities, they also provide you with a great deal of choice and flexibility. The Business School strongly advises you to choose a range of courses that assist your development against the seven PLOs and four graduate capabilities, and to keep a record of your achievements as part of your portfolio. You can use a portfolio as evidence in employment applications as well as a reference for work or further study. For support with selecting your courses contact the UNSW Business School [Student Centre](#).

Academic Integrity and Plagiarism

Academic Integrity is honest and responsible scholarship. This form of ethical scholarship is highly valued at UNSW. Terms like Academic Integrity, misconduct, referencing, conventions, plagiarism, academic practices, citations and evidence based learning are all considered basic concepts that successful university students understand. Learning how to communicate original ideas, refer sources, work independently, and report results accurately and honestly are skills that you will be able to carry beyond your studies.

The definition of academic misconduct is broad. It covers practices such as cheating, copying and using another person's work without appropriate acknowledgement. Incidents of academic misconduct may have serious consequences for students.

Plagiarism

UNSW regards plagiarism as a form of academic misconduct. UNSW has very strict rules regarding plagiarism. Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. All Schools in the Business School have a Student Ethics Officer who will investigate incidents of plagiarism and may result in a student's name being placed on the Plagiarism and Student Misconduct Registers.

Below are examples of plagiarism including self-plagiarism: **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement of authorship.

Inappropriate Paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes:

- Students providing their work to another student before the due date, or for the purpose of them plagiarising at any time
- Paying another person to perform an academic task and passing it off as your own
- Stealing or acquiring another person's academic work and copying it
- Offering to complete another person's work or seeking payment for completing academic work

Collusion should not be confused with academic collaboration (i.e., shared contribution towards a group task).

Inappropriate Citation: Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

Self-Plagiarism: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

To see if you understand plagiarism, do this short quiz: <https://student.unsw.edu.au/plagiarism-quiz>

Cheating

The University also regards cheating as a form of academic misconduct. Cheating is knowingly

submitting the work of others as their own and includes **contract cheating** (work produced by an external agent or third party that is submitted under the pretences of being a student's original piece of work). Cheating is not acceptable at UNSW.

If you need to revise or clarify any terms associated with academic integrity you should explore the 'Working with Academic Integrity' self-paced lessons available at: <https://student.unsw.edu.au/aim>.

For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>. For information on student conduct see: <https://student.unsw.edu.au/conduct>.

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/referencing>. If you are unsure what referencing style to use in this course, you should ask the lecturer in charge.

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.

Information and policies on these topics can be found on the ['Managing your Program' website](#).

Workload

It is expected that you will spend at least **ten to twelve hours per week** studying for a course except for Summer Term courses which have a minimum weekly workload of **twenty to twenty four hours**. This time should be made up of reading, research, working on exercises and problems, online activities 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 **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.

[View more information on expected workload](#)

Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. The Business School reserves the right to refuse final assessment to those students who attend less than 80% of scheduled classes where attendance and participation is required as part of the learning process (e.g., tutorials, flipped classroom sessions, seminars, labs, etc.).

[View more information on attendance](#)

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.

[View more information on student conduct](#)

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.

[View more information on Health and Safety](#)

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.

Student Support and Resources

The University and the Business School provide a wide range of support services and resources for students, including:

[Business School EQS Consultation Program](#)

The Consultation Program offers academic writing, literacy and numeracy consultations, study skills, exam preparation for Business students. Services include workshops, online resources, individual and group consultations.

Level 1, Room 1035, Quadrangle Building.

[Email](#)

02 9385 4508

[Communication Resources](#)

The Business School Communication and Academic Support programs provide online modules, communication workshops and additional online resources to assist you in developing your academic writing.

[Business School Student Centre](#)

The Business School Student Centre provides advice and direction on all aspects of admission, enrolment and graduation.

Level 1, Room 1028 in the Quadrangle Building

02 9385 3189

[UNSW Learning & Careers Hub](#)

The UNSW Learning & Careers Hub provides academic skills and careers support services—including workshops, individual consultations and a range of online resources—for all UNSW students. See their website for details.

Lower Ground Floor, North Wing Chancellery Building.

[Email](#)

02 9385 2060

[Student Support Advisors](#)

Student Support Advisors work with all students to promote the development of skills needed to succeed at university, whilst also providing personal support throughout the process.

John Goodsell Building, Ground Floor.

[Email](#)

02 9385 4734

[International Student Support](#)

The International Student Experience Unit (ISEU) is the first point of contact for international students. ISEU staff are always here to help with personalised advice and information about all aspects of

university life and life in Australia.

[Advisors](#) can support you with your student visa, health and wellbeing, making friends, accommodation and academic performance.

[Email](#)

02 9385 4734

[Equitable Learning Services](#)

Equitable Learning Services (formerly Disability Support Services) is a free and confidential service that provides practical support to ensure that your health condition doesn't adversely affect your studies.

[Register with the service](#) to receive educational adjustments.

Ground Floor, John Goodsell Building.

[Email](#)

02 9385 4734

[UNSW Counselling and Psychological Services](#)

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

Level 2, East Wing, Quadrangle Building.

[Email](#)

02 9385 5418

[Library services and facilities for students](#)

The UNSW Library offers a range of collections, services and facilities both on-campus and online.

Main Library, F21.

02 9385 2650

[Moodle eLearning Support](#)

Moodle is the University's learning management system. You should ensure that you log into Moodle regularly.

[Email](#)

02 9385 3331

[UNSW IT](#)

UNSW IT provides support and services for students such as password access, email services, wireless services and technical support.

UNSW Library Annexe (Ground floor).

02 9385 1333